CHAPTER ONE

1.0 Introduction

This chapter provides a background of the study, statement of the problem, purpose of the study, research objectives and questions. It will further define the concepts which have constantly been used in order to enable the reader understand the context of the study.

1.1 Background of the Study

Zambia is evolving into a new kind of society inspired by democratic values and characterised by fundamental respect for the dignity and rights of all human persons. This new society is a cooperative and developing venture of individuals and groups in which each one grows in the opportunity to be fully human and each one accepts responsibility for promoting the human development of others. The human technologies and economic character of this emerging society is such that individuals within it have difficulty in acquiring the understanding, developing the skills and forming the attitudes which will enable them function in it with satisfaction to themselves.

This world is steeped in science and subject to economic forces that are largely out of local control. It is a world that does not offer the security of the past but is one where values are being radically transformed. It is the role of education and schools as the principal institutionalised form of educational provision, to prepare the individual to live in this society, to develop into the new type of person needed to meet the challenges of life in Zambia (Ministry of Education, 1992).

Education is a crucial factor for all aspects of development and poverty alleviation, since we realise that education is one of the effective tools in poverty elimination. Many programmes have been implemented to help ensure that all Zambians have access to good quality education. This principle is in line with the Education For All (2000) goal as stipulated in the Dakar Framework for Action which states that by 2015 all children will have access to a free and compulsory primary education of good quality and that there will be a 50 per cent improvement in levels of adult literacy.

The government of the Republic of Zambia recognises the fact that education is a right for each individual. It is also a means of enhancing the well being and quality of life for the
entire society. Therefore, government’s role in education arises from its overall concern to protect the rights of individuals, promote social well being and achieve a good quality of life for every person through all embracing economic development. The government must therefore, seek to create, promote and support the conditions within which education can realise its potential in society (Ministry of Education, 1996:2).

We believe that our adult workforce needs to keep up with new essential skills emerging from the impacts of globalisation in order to transform our society towards a knowledge based society (Leowarin, 2010).

When a student fails to make it to Grade 10 or fails Grade 12 examinations, it does not mean the end of his or her education. There are many ways a person can continue with education. These are by correspondence or attending evening classes. A number of schools in Zambia offer evening classes where people can continue their education.

This study focused on students attending academic evening classes in Lusaka urban. The Ministry of Education provides for this form of education through the Directorate of Open and Distance Education (DODE). The main focus of the programme is the provision of formal school type education for those who have not had an opportunity to undertake or complete this. This provides a second chance to obtain formal education that they were unable to obtain in school. In this way, they provide a route for re-entering the formal system of schools and colleges.

The adult education system to be studied concerns itself with academic education. It is defined as “systematic and cumulative and leads to a certificate or degree” (Siegle, 1960:393). In the words of the Ministry of Education (1964:31): “Adult Education is here defined as the further academic education of adults leading to recognised educational standards at the primary and secondary levels of education. Such courses are conducted in evening classes...” Classes are held in existing school facilities in the evening.

Evening classes are organised on the basis of comprehensive courses up to Grade 9 level. Above Grade 9 levels, students’ sign up for one, two, three or four courses. The Zambian adult education system uses paid teachers throughout. The syllabus of the examination is the same as the one for the regular classes.

Adult education came to be called continuing education in 1976. It largely focused on adults, even though it may be difficult to identify who precisely qualifies as an adult. The minimum
age for evening school students is now fifteen years. It was reduced from sixteen to fifteen years in 1972 in order to cater for grade VII school leavers who were unable to gain places in secondary schools. However, the number of places in evening classes has risen fast since 1964. But still the demand in the cities was greater than supply. In 1964 there were only 4,498 students enrolled in evening classes as directly sponsored by the Ministry of Education as compared to 15,000 in 1995 (Carmody, 2004:68).

The Ministry of Education’s adult education has contributed significantly to Zambianisation and to increased knowledge and skills in adults and school leavers. The present policy of education is to bring about a large increase in the number of students attending formal academic evening classes (Ministry of education, 1996:79).

1.2 Statement of the Problem

Academic evening classes play an important part in meeting people’s educational needs. They offer second chance education to those who failed to complete their education or had not done well in their final examinations either at grade 9 or grade 12 levels. Academic evening classes are attended by both working and no working adults. Adults working in lowly paid jobs in the Civil Service or in other sectors are able to improve their general education. Participation in academic evening classes moves adults higher up the educational ladder to the point where they can receive specific training.

There are a lot of benefits derived from attending academic evening classes. However, despite these benefits, “what are the challenges faced by students attending evening classes and do these challenges affect their class attendance and academic performance? It was necessary to undertake this study to find out what these challenges were.

1.3 Purpose of the Study

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

1.4 General Objective

The general objective of the study was to establish the challenges faced by students attending academic evening classes in selected government schools in Lusaka District.
1.5 Specific Objectives

The study was guided by the following specific objectives:

1. to establish whether or not students attending academic evening classes faced any challenges;
2. to establish whether or not the challenges affected their class attendance;
3. to determine whether or not the challenges affected their academic performance; and
4. to identify measures to help students address the challenges.

1.6 Research Questions

The study was designed to address the following questions:

1. what challenges do students attending academic evening classes face?
2. do the challenges affect their class attendance?
3. do the challenges affect their academic performance?
4. what measures should be instituted to help students address the challenges?

1.7 Significance of the Study

The findings of the study would provide data for educational authorities, school administrators and teachers to help them understand the challenges that evening student face and to provide possible solutions to challenges encountered by students. It is also hoped that the findings of this study would contribute to the body of knowledge in terms of Continuing Education in our Zambian Education System.

1.8 Delimitation

This study was confined to government schools in Lusaka District.

1.9 Limitations of the Study

Limitations related to the study were three fold. Firstly, in view of the fact that very little research had been done on academic evening classes in Zambia, it was very difficult to find literature related to the study. As such, the researcher relied more on responses of the respondents. Secondly, it was difficult to interview two of the four Co-ordinators because
they were either too busy or not available each time the researcher went to their respective schools to interview them. However, the researcher managed to interview them over the phone. Thirdly, since the study was only carried out in selected schools in Lusaka District, the research findings could not be generalised to other parts of the country. This meant that the validity of the study was only limited to Lusaka.
1.10 Definition of Terms

The terms and words were defined according to the context in which they were used in the study.

**Adult Education** - It is any process by which individuals, groups or institutions try to help men and women improve their skills and knowledge.

**Challenges** - Problems which the affected party faces.

**Student** - A person who is attending school.

**Evening classes** - These are classes that are held in the evening after normal working hours.

**Formal Education** - Education that is found in primary, secondary and post secondary levels of education and is hierarchically arranged from the beginning to the end.

**Respondents** - People who replied to, or responded to research questions.
1.12 Organization of the Study

Chapter one presented the background of the study on the challenges faced by students attending academic evening classes. It also presented a statement of the problem, purpose of the study, research objectives and research questions, significance of the study, delimitation and limitations of the study. Chapter two was a review of literature related to the study.

Chapter three discussed the methodologies which were used in data collection. It also outlined the research design, target population, sample and sampling procedure and research instruments that were used in collecting data. The collected data was presented in chapter four while chapter five discussed the findings of the study under the headings drawn from the objectives of the research. All the research questions were discussed in chapter 4.

Chapter six presented the conclusions and recommendations based on the major findings.

1.13 Summary of the Chapter

This chapter discussed the background of academic evening classes. It outlined the fact that academic evening classes offer second chance education to those who failed to complete their education or had not done well in their examinations at either grade 9 or grade 12 levels and that the Ministry of Education provided for this form of education through the Department of Open and Distance Education. The statement of the problem, the purpose of the study and the objectives of the study were discussed. Finally, evening classes were attended by both working and non working adults.

The subsequent chapter reviewed literature relevant to the study.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Evening classes, a form of further education, are still popular. Yet we know very little about evening classes. They are seldom mentioned in the press; they provoke few educational conferences; they are rarely the subject of reports. The history of evening classes is long and involved, for it has accommodated, more or less successfully, continuative, secondary and technical forms of education.

This review looks at students who attend evening classes. It will endeavour to look at how evening schools started and the role they play in providing education to adults. It will also look at evening schools of today and the expectations and challenges faced by students who attend these evening classes from experiences drawn from other countries. This will be followed by a review of studies that have been done in Zambia and the role of the Directorate of Open and Distance Education with regard to the provision of education through evening classes.

2.1 Theoretical Framework

Kombo and Tromp (2006:56) define theoretical framework as “a collection of interrelated ideas based on theories.” A theory is a reasoned statement or groups of statements, which are supported by evidence, meant to explain phenomena. There are various types of theories; amongst them are theories of motivation. Theories of motivation attempt to identify various types of motives or needs that are predominantly active in people and drive them towards action.

Abrahams Maslow’s hierarchy of needs is one of the most widely referred theories of motivation that can well be related to adult learning situations. Maslow considered various types of human needs as the basis for motivation and arranged them in the form of a hierarchy beginning from the lowest to the highest needs. The lowest he called physiological needs comprising food, water, warmth, shelter, sleep and sexual gratification. The second position was accorded to safety needs which ensure protection from loss of physical and material needs like jobs, and property. The third set of needs related to social needs or needs
for belongingness. The other two positions are categorised as higher order needs, one relating to esteem and the other towards achieving self-actualisation (Shirur, 1997: 50).

McClelland on the other hand has identified three types of motivation, namely, the need for power, the need for affiliation and the need for achievement. The need for power refers to the exercise of influence and control. Adults particularly desire leadership positions or to become role models for others. If they are convinced that learning in particular and education in general will provide them opportunity to assume power, wield influence and make an impact on others, it will serve as a powerful motivator. The need for affiliation and the need for achievement are similar to Maslow’s social need and need for self-actualisation. The need for affiliation tends to provide a sense of belongingness, friendliness and understanding with others. It seeks to maintain harmony in society; and the need for achievement refers to an intense desire for success (Shirur, 1997:56).

This study was guided by Abraham Maslow’s hierarchy of needs theory. This theory was based on human needs as a basis for motivation. Once learning was perceived by adult learners as an essential requirement for satisfying their basic needs, then gratification of these needs served as a powerful motivator for learning. The needs hierarchy theory of motivation was highly relevant in adult learning for it emphasised the prerequisite condition of identifying and ordering various needs of adult learners to which all learning activities have to be linked. This means that learning goals have to be set by learners themselves. The need for self-esteem and recognition is important for adults as these provide power and prestige in society. They provide them with a feeling of importance and self-image that is essential to build up self-confidence, make them self-reliant and work through self-effort.

The study attempted to find out if there were any challenges that may hinder students from achieving what they had set out to achieve. It was possible that for one to want to go back to school, it meant that they were being driven by certain needs which they wanted to fulfil. For those attending evening classes, they may want to fulfil their basic needs.

2.2 Students Attending Evening Classes

Academic evening classes offer second chance education to those who fail to complete their education at the time they are expected to or have not done well in their final examinations either at grade seven, grade nine or grade twelve levels. Evening classes are attended by school leavers, working and non-working adults.
Evening classes play an important part in meeting people’s educational needs. Adults working in the civil service or in other sectors are able to improve their general education. Participation in evening classes moves adults higher up the educational ladder to the point where they can receive specific job training. Education opinion over many years has viewed evening classes as a successful method of coaching for examinations and a GCE certificate. Some of the men and women who attend evening classes as old as forty, while boys and girls of sixteen or even less may sit beside them.

According to Dave (1972), people learn no matter where and when and he points out categories of adults who go back to school:

i. there are those adults who did not have opportunities as children to go through the formal education system. Such adult learners can join the appropriate levels of the mainstream formal education system and follow the syllabi for the various levels at which they register, such as primary, secondary and tertiary. However, this type of mainstreaming for the most part is restricted by the availability of facilities and resources, as well as the socio – cultural factors that distinguish the young from the adults.

ii. there are also adults who have attained sufficient academic certificates in formal education but still have a positive interest in pursuing learning. These are people who wish to gain more knowledge for the noble self - satisfaction that comes from a greater understanding of the world in which they live and the people with whom they share it. Self – fulfilment and the extension of the learner’s powers to the utmost, act as incentives for further disciplined study. These adult learners attain certificates signifying achievement in the various disciplines that are offered at institutions of higher learning.

iii. furthermore, there are adults who are in employment, that is, formally or through self - employment, and who wish to become more proficient technically or more skilled in the basic methods of their own special craft, trade or industry. New knowledge, skills and technologies in specialised fields are necessary to keep abreast of changes.

iv. there are also adults who are illiterate and semi – illiterate whose interest lies in adult basic education. Adult basic education is concerned with teaching basic techniques of reading, writing and arithmetic which are important for enhancing
According to Wetzel (2008), when an adult goes back to school, there is typical concern about fitting in with the younger generation. He points out that these fears by those in their thirties or forties are unfounded because the challenge that adults face is not fitting in with younger students but their real challenge is focusing on learning when dealing with life’s commitments. Transition challenges are real and need to be addressed. However, Wetzel (2008) further says that most adults learn right away that they are not the only adults in the class, especially when enrolled in evening classes. Evening classes typically have several older students because they fit their work or family schedule. An adult going back to school is a common occurrence today.

2.3 Evening Classes in Britain

In Britain, a study conducted by Edwards (1961) indicated that the industrial revolution brought a demand for more education. Working men and women wanted to read the Bible for themselves; to be informed about politics, government and the events of the day; to find out about science and new industrial processes; to enjoy things of the mind. But there was no widespread system of schools for the education of the labouring classes and few of the people of that time had the opportunity of learning to read.

In his study, Edwards (1961) further reveals that evening schools developed to supplement the inadequate system of day schools and provide elementary education for those who had never attended school or those who had attended for too short a time. Some of these schools were run as private ventures but the majority were provided by the churches and philanthropic bodies concerned to bring a minimum of education to all within their care. Some of the evening schools were attached to the day schools and they met in the school premises, and the classes were taught by the day school teachers, and they learnt the same work that was taught to day school students using similar methods.

Smiles (1857) in Edwards (1961), is of the opinion that, it was probably at such an evening school that George Stephenson, the inventor of the first steam engine, had learnt to read about the year 1800. George Stephenson was engaged as an engineman and heard of the engines made by Boulton and Watt: to find out more about them, he learnt to read at the age of eighteen by attending evening classes.
Bartley (1871) as quoted by Edwards (1961:18), states that “as a rule, these evening classes are for adults or those over the age of 17 or 18 who feel their extreme ignorance and have an earnest desire to improve their condition.” He further says those who attend regularly are often very energetic in their endeavours to get on. Many students however, only attend for a few nights and get totally disheartened by the discovery of their own ignorance. With the good motive of desiring knowledge, they are led to the school, and think they shall soon be able to read, but on finding their mistake, they frequently discontinue their attendance.

Alington (1869) in Edwards (1961), wrote in his report that a boy goes to school for as long a time as five or six years, but leaves and perhaps after another five or six years of work, he decides to come back to night school with all that he had learnt forgotten and obliged to begin again, may not find school easy. It will require a lot of hard work, or joining in a lower grade. This is often disheartening. He also observed that standards of work in evening schools were not high. The lack of efficient teachers was the most frequently stated reason for these low standards and another was the difficulty of teaching classes composed of people of all ages and of varying attainments.

Bartley (1871) in Edwards (1961) further asserts that some of the men who attend are as old as forty, while youths of fourteen or even less may sit beside them. However, the evening schools were attended by people willing to join and to pay fees in order to improve themselves.

According to Sadler (1907) in Edwards (1961), evening classes will not cease for two good reasons. First, evening classes have in the past offered an independent route to knowledge for the ambitious and determined person who has improved himself in spite of adverse circumstances. In a similar manner, adult education classes and courses arranged by universities and other colleges have provided a route for men who have missed their way in the ordinary paths of the educational system. The possibility of rising in the world by evening study has historically been one of the great safety valves of English society. The second reason for thinking that evening classes will continue in Britain is that a healthy system of education will itself produce a demand for continued education. Students who have been interested in their work return on their own accord to pursue their interest, to develop new ones and to keep in contact with people of similar tastes.

However, Edwards (1961), posits that far more can be accomplished in day time teaching than in evening classes. In an evening class, meeting probably only once a week for two
hours, new work may be introduced at a relatively fast speed with less attention to practice and consolidation at each stage. The effort needed to keep pace is greater than in a day school and if the course follows a systematic progressive syllabus, the chances are great that the student may miss a vital point, fail to understand the sequence and lose heart due to frequent absenteeism. Also the evening student is commonly fatigued after a day’s work and conditions for learning are seldom ideal in evening schools held in buildings designed solely for day - time use. In Britain, there is recognition of the need to invest in adult learning for economic prosperity.

In America by the end of the 1970s more than 8.5 Americans were engaged in public Adult Education programmes. Of these, more than five million participated in general education programmes. The number of full time directors in Adult Education increased due to improved enrolment during the 1990s. This was partially accounted to favourable teacher’s salaries and conditions of service (Dekker and Lemmer, 1998).

Titmus (1989) identified five important functions of Adult Education performed by public schools in America:

i. providing primary and secondary school-drop outs with second chance to return and acquire the equivalent of their high school diploma and degrees;
ii. campaigning against adult illiteracy;
iii. enhancing English as a second language by arranging socialisation programmes for non-English speaking immigrants;
iv. presenting a variety of occupational skills courses; and
v. offering academic and vocational courses for community members.

In most countries however, the struggle for literacy continues to dominate provision. Programmes inspired by Latin American popular movements, particularly by the Brazilian popular educator Paulo Freire, focus on power relations, reading the world as well as reading words. One student of Freire in Recife, Brazil, explained that “I want to learn to read and write to stop being the shadow of other people” (Encarta 2005:2).

2.4 Evening Classes in Thailand

According to Leowarin (2010), education is a crucial factor for all aspects of development and poverty alleviation and that it is one of the effective tools in poverty elimination. Many
projects have been implemented to ensure that all Thai children have access to good quality education. This principle is in line with the Dakar Framework for Action, that by 2015 all children will have access to free and compulsory primary education of good quality and that there will be a 50 percent improvement in levels of adult literacy.

Leowarin (2010), further states that, in Thailand, community learning centres were established in 1982 for youths and adults who could not or do not attend formal school. This programme helps learners to achieve literacy skills and can be scheduled around the work schedules of participants. Classes can be held even in the evening for adults who are engaged during the day. This programme helps learners learn how to read and write together with basic knowledge of mathematics. The Community learning centre is a dimension of the open education system. People in the community are able to access and utilise the educational services provided by the community learning centre.

Oocharanon (1999) in Leowarin (2010), also states that this programme provides the basic education for adults, workers or local people of 15 years of age and above who cannot attend normal school and intend to participate in learning activities in their community learning centres, as well as the learners who have completed lower secondary level and would like to further their studies to complete the upper secondary level. However, he cites a number of challenges to such a programme:

i. facilitators often use the lecturing method as the main methodology of teaching;

ii. lack of teaching - learning skills and learning materials; and

iii. learners do not attend group meeting activities regularly.

Leowarin (2010) asserts that for effective delivery, people’s participation is the crucial factor that contributes to the sustainability of the programme. A monitoring and supervision system should be set up in order to follow up the learning activities regularly. Government should also provide sufficient materials and financial support.

Community learning centres have great impact on increasing the literacy rate of local people particularly helping countries to attain education. Furthermore, people participation and community management as well as the teaching and learning strategies of facilitators will be the important factors that contribute to the success of conducting learning activities in the community learning centres.
2.5 Experiences from Bolivia

CETHA, is an education centre for youths and adults which offers general education opportunities, and vocational training. Activities are developed in two different settings according to different focuses, depending on the needs and interests of the participants. According to Urizacari (2010), CETHA’s educational focuses are geared to the promotion of local development and community education. The calendar of learning is designed to correspond to farming cycles and patron festivals to accommodate daily schedules so as to facilitate attendance on the part of both women and men. As the different farming rhythms make it difficult to accommodate everyone simultaneously, the team in charge of scheduling activities works out a proposal, which is then submitted for deliberation and approval. This procedure was established to allow sufficient time for all members of the communities to study the proposal, give their opinion and reach a consensus.

The idea of community classes emerged in an environment characterized by conformity and misinformation to overcome the widespread impression carried over from the days of former landlords that indigenous peoples are not allowed to think for themselves or analyse their situation. The classes are designed to create spaces where participants can come together to reflect on national realities and develop some sense of awareness. Primary education, mainly for younger adults and secondary education mostly for young people and adults interested in obtaining a secondary diploma are also offered.

2.6 Experiences from South Africa

In South Africa, adult learning had some of its roots in basic literacy and numeracy. According to Hunter (2010), many adult learning practitioners and those involved in community development in the country should play a role in assisting communities to engage in the processes of transformation. Community learning centres endeavour to offer a wider range of learning opportunities to learners. They provide formal education skills in basic or further education. They try to capacitate community members to improve their quality of life and also to bring about social transformation.

Hunter (2010) asserts that education can and must be used as a vehicle for change and growth of countries and accordingly, South Africa has consistently spent a significant portion of its budget on education and skills development. However, Adult basic education has been given
scant attention, receiving around 1% of the education budget despite the number of illiterates and functionally illiterate adults - pegged at about 75% of the number of children in schools.

It is true that formal education and skills development can and does play a role; however, dependent on improvements and openness to rethinking the purposes of education and notions of skills development, these are important opportunities for those wanting to access those conventional options.

Hunter (2010) is of the opinion that government, education, role-players and development agencies need to view their policies, practices and resourcing differently if they are indeed serious about effectively and more speedily transforming South African society in positive ways that are often documented but not implemented. An important aspect would be to recognise the role of alternative forms of learning or at least not opposed to their role.

2.7 Evening Classes in Zambia

In Zambia, non-formal education exists parallel to the formal system. It exists side-by-side with formal schooling and is part of the long history of education in Zambia. Carmody (2004) explains that during the colonial period, while out-of-school programmes existed, they were not extensive or well coordinated. Apart from government departments, there were several non-formal educational activities conducted by mining companies, parastatal organisations, churches and other non-government agencies. In the early 1950s, the British colonial office established community development centres where adults received instructions in farming, village crafts, homemaking, literacy and social studies. Courses lasted from a few days to a few months. The African Education Department of the then Northern Rhodesia government was responsible for these schools.

The beginning of the adult education system was the ten year plan for education adopted by the government of Northern Rhodesia in 1948. During this period, the African Education Department had a comprehensive view of adult education. There was need to provide organised classes, discussion groups, literacy teaching and mass education. At the same time, it was recognised that evening classes were more appropriate in urban areas. A few such classes had been started by voluntary bodies (Ministry of Education, 1950:19).

The 1950 Annual Report records an increasing demand for academic and technical evening classes in urban areas and the opening up of the first evening school in Lusaka by a church
organisation, the Anglican Church. This school provided tuition for recognised examinations. Burma school was one of the schools that had evening classes. Teachers were drawn from Munali secondary school and most of them were whites. Martin Kaunda was the only black teacher. In Matero, evening classes were also started by the Catholics (Ministry of Education, 1950:29).

Technical evening classes were started at Hodgson Technical College (trades training only) in Lusaka in 1951 and Kitwe the following year. Within one year, these classes had collapsed owing to lack of financial support. Authority was given for adult students to be admitted as external candidates to the standard VI (now grade 7) examination. St. Peter’s evening school; the first evening school, was given a grant by government. During the next two years, evening classes were started in a number of towns by the Town Management Boards and by voluntary agencies (Ministry of Education, 1951:36). Mulenga (2000) also explains that a few evening classes were run in Kitwe and Ndola on the Copperbelt and Broken Hill (Kabwe) (Ministry of Education, 1951:53).

According to Snelson (1974), when the first schools were opened, it was a mixture of adults and children who made up the classes. As the years went by, schools in Northern Rhodesia came to be identified with children. Adults were excluded. It was certainly difficult to run schools which would cater with equal success for children and their parents. The decision to concentrate on the rising generation rather than on their parents had profound consequences for subsequent educational and social development. Snelson (1974:244) reports that the Tyndale-Biscoe’s Development Plan of 1938 had foreseen the need for a scheme of Adult Education which would ‘enable adults to improve their condition of life and offset the dangers of antagonism arising between the older and younger generation.’

Ministry of Education (1954) reports indicate that an Adult Education Officer was appointed in 1954 and for the first time the African Education Department made financial provision for an adult education programme. Primary classes were started during the year and a full programme of courses was underway in 1955, designed to meet the needs of those who had left school without completing a full primary or secondary course.

The 1956 Annual report gives few figures of student involvement. In 1956, there were 500 adult students in classes organised by the government and 2,000 men and women attending mining company classes (Ministry of Education, 1956).
The Zambian government has provided some facilities for adult students for a number of years. The First National Development Plan (1966-1970) gives the following aim when referring to adult education: “To develop the facilities for adult education in order that the opportunities of education are available to Zambians of every age in every part of the country.” Under this plan, much greater financial resources were to be made available and formal academic evening classes were to be expanded to provide for 60,000 students. However, the target in the First National Development Plan was not quite met due to a shift of demand from primary to secondary courses in some areas. In these areas, primary places provided were not filled. In 1973, 53,955 participants were enrolled in the programme with 9,540 in lower primary, 21,489 in upper primary, 19,075 in junior secondary, 2,095 in GCE ‘O’ level courses, 1,555 in commercial subjects and 201 in Domestic science classes (Ministry of Education, 1973:5).

According to the Second National Development Plan, it was anticipated that lower primary classes would decrease while targets for upper primary, junior secondary and GCE classes would increase to 20,000, 38,500 and 2,500 respectively(Government of Zambia, 1972:134).

2.8 The Role of the Directorate of Open and Distance Education (DODE) in Zambia

The Directorate of Open and Distance Education (DODE) is mandated to run all programmes in the country that complement the regular provision of education and skills to out of school youths and adults that cannot enter the regular system of education for various reasons. The Ministry’s policy on Open and Distance Learning (ODL) is to promote education programmes which combine academic acquisition of knowledge with the development of skills and competences relevant to employment, economic growth and development (Ministry of Education, 1996).

The Ministry of Education provides second chance opportunities through the Directorate of Open and Distance Education (DODE). The Directorate offers four main programmes, evening classes being one of them. According to the Ministry of Education (1992), the total enrolment for academic evening classes in Zambia was 10,356. Almost all of the provisions were at secondary level. There is also some primary level teaching in evening classes. Open and Distance Learning academic programmes are conducted in schools of Continuing Education as well as regular schools in the afternoon and evening.
The starting point is that we should maintain and improve the qualifications of the working age population. If sufficient numbers of highly trained specialists with modern qualifications are available to fill the gaps in the labour market, then, will it be possible over the long term to secure economic growth to sustain international competitiveness, to safeguard the social system and to ensure individual and social prosperity.

Since the Ministry of Education is expected to educate all nationals in the country, the learners who attend evening classes should not be treated as second class. They also need quality teaching by qualified teachers. The regular mode of teaching alone cannot help our nation to achieve the highly needed Education For All (EFA) goal by 2015 which says, “learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes” (Dakar Framework for Action, 2000). Due to this fact, the Ministry of Education has provided evening classes through the Directorate of Open and Distance Education (DODE) in order to increase the number of learners especially the youths and adults that cannot learn through the regular system. The Ministry of Education (1996:79) National Policy on Education states that “the main focus of the programmes offered by the Directorate of Open and Distance Education is the provision of formal school type education for those who have not had an opportunity to complete school”. This provision opens doors to the learners who dropped out of school to obtain formal education. In this way, it provides a route for re-entering the formal education system of schools. Teachers who teach evening classes need to have skills in handling learners in their respective schools. According to Mulungushi (2010), Open Learning Classes at all levels are supposed to be taught by qualified teachers.

The National Policy on Education states that the Open and Distance Learning (ODL) education face serious challenges of funding and inadequate materials for teaching and learning. They also suffer from uncoordinated planning (Ministry of Education, 1996). However, the provision of formal education outside the formal school system, especially through evening classes, has been a cardinal part of the pre and post independence educational endeavour. It has enabled many who otherwise would have been excluded to partake of the educational and employment opportunities which the country offers.

An analysis of the Ministry’s statistics at transitional levels as well as examination results indicate that a large number of potential learners leave the regular system. For instance, in 2009 at Grade 9 level, 256,749 candidates sat for the examination and 125,473 obtained
School Certificates and yet only 120,532 places were available for them to proceed into Grade 10, while 114,195 got full statements and 17,081 failed to proceed into Grade 10. In total 136,217 learners were not allowed to proceed to Grade 10. At Grade 12 level, the situation was such that out of 55,117 candidates who sat for the examination, 33,418 obtained School Certificates while 20,790 obtained General Certificates of Education and 909 did not make full certificates or completely failed.

A similar trend was also observed in 2008, where 228,107 candidates sat for the Grade 9 examination and only 110,851 managed to get school certificates giving a percentage pass rate of 48.6%. This implied that 51.4% of the candidates did not progress into Grade 10 (Ministry of Education, 2009).

The examination analysis provided here can confirm that regular schooling alone cannot manage to avail everyone a chance for the much needed education attainment. Evening classes offer an opportunity to an ambitious and determined person who wishes to improve himself/herself in spite of adverse circumstances.

### 2.9 Summary of the Chapter

This chapter has presented some basic ideas about academic evening classes by looking at the role they play in providing education to youths and adults. Academic evening classes are provided in various countries including Zambia to offer second chance education to those who fail to complete their education at the time they are expected to or had not done well in their final examination either at grade seven, grade nine or grade twelve levels. These classes are attended by school leavers, working and non working adults. Academic evening classes have several older students because they fit their work or family schedules. Many older students have concerns about fitting in with the younger generation, but their fears are unfounded as they soon discover that there are several other older students attending academic evening classes for various reasons.

The chapter revealed some of the challenges faced by students. It was observed that standards of work in evening schools were not high. There was lack of efficient teachers, lack of learning materials and students do not attend classes regularly. Also the evening student was often fatigued after a day’s work and conditions for learning were seldom ideal in evening schools held in buildings designed solely for day – time use.
The chapter also noted the role of the Directorate of Open and Distance Education, a department under the Ministry of Education, in the provision of education. Evening classes fall under the Directorate of Open and Distance Education (DODE).

The next chapter presents the research methodologies used to collect data for this research.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The previous chapter presented some basic ideas about academic evening classes by looking at the role they play in providing education to youths and adults.

The aim of this chapter is to give an outline of the methodology that was employed in carrying out the study. According to Wellington (2000:22), a methodology is “the activity or business of choosing, reflecting upon, evaluating and justifying the approaches you use in data collection”. The chapter will also highlight the target population, research instruments that were used for collecting the data, data collection procedures and data analysis.

3.1 Research Design

A research design is defined as the scheme, outline or plan used to generate answers to research problems (Orodho, 2003). Bless and Achola (1988) explain that a research design is the planning of any scientific research from the first to the last step. It is the overall plan for how the research will be conducted.

The study adopted a case study design. A case study design is a holistic research method that uses multiple sources of evidence to analyse a specific phenomenon (Anderson, 1998). The researcher chose this design as it would allow an in-depth study of the case in its natural setting. The study thus employed both qualitative and quantitative approaches in order to allow the researcher to triangulate the data that were collected.

Qualitative research is the description and analysis of culture and behaviour of humans and their groups from the point of view of those being studied in their natural setting (Kombo and Tromp, 2006). Chilisa and Preece (2005) consequently view qualitative research as an investigation that involves studying people’s experiences as they occur in their expected situation, the meaning that they attach to the experiences and the multiple contexts within which those experiences occur.

Quantitative approach is a form of research that incorporates the statistical elements designed to quantify the extent to which a target group is aware of, believes that or is inclined to
behave in a certain way. In other words, the quantitative approach is a formal, objective, systematic process in which numerical data are utilised to obtain information about the world (Burns, 1991:140). Merriam et al (1984:224) state that “quantitative research is one that can be coded and represented by statistical scores.” According to Bryman (2004) qualitative research usually emphasises words rather than quantification in the collection and analysis of data, while quantitative research usually emphasises quantification in the collection and analysis of data.

Cohen and Manion (1994:233) define triangulation as “the use of two or more methods of data collection in the study”. This view is supported by Chilisa and Preece (2005) who intimate that one of the merits of using triangulation is that it increases the credibility, reliability and validity of the study.

### 3.2 Target Population

The Universe Population is the entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006:76). White (2003) views population as the universe of units from which the sample is to be selected. In this study the population was drawn from students attending academic evening classes from all government schools in Lusaka District, Evening School Co-ordinators and teachers who teach evening classes.

### 3.3 Sample Size and Sampling Procedure

A sample is a sub-set of the population, which has properties which make it representative of the whole. Bless and Achola (1988) define a sample as a small but well chosen group of objects or persons representing a much wider group, the population. A sample is further defined as a strategically and systematically identified group of people or events that meet the criteria of representatives for a particular study (Merriam and Simpson, 1984).

The sample for this study comprised four government schools, that is; two basic schools and two secondary schools which were sampled through simple random sampling. Names of schools were written on pieces of papers and put in two separate boxes; one box for basic schools and the other for high schools. Two basic schools were picked from one box and two high schools were picked from the other box at random. From the four schools, 100 students were sampled; 25 from each school. In addition, the Evening School Co-ordinators from the
four schools and four teachers from each school were sampled. This brought the total number of respondents to 120.

Sampling procedure is a process through which the respondents are chosen from the population. Orodho and Kombo (2002) define sampling as a “...procedure which a researcher uses to gather people, places or things to study.” It is also a process of selecting a sample from a defined population with the intent that the sample accurately represents that population (Borg et al, 1989:220).

In order to select the sample from the population, the study adopted both simple random and purposive sampling techniques. Simple random technique is a selection technique that provides each population element an equal chance of being included in the sample (White, 2003). This means that all the government schools, evening students and teachers in Lusaka District had an equal chance of being selected into the sample. Furthermore, Kombo and Tromp (2006) state that simple random sampling is a method which has no complexities involved.

Purposive sampling was used to select Evening School Co-ordinators. Defour-Howard (2000) states that it is purposive sampling because the criterion used in this hand – picking exercise was based on expert judgement in relation to the research. Purposive sampling further refers to the practice of selecting subjects that are likely to provide the best information to address the purpose of the research. Therefore, the coming up of all the Co-ordinators was because they were directly involved in the supervision of teachers and students.

3.4 Data Collection Procedure

According to Kombo and Tromp (2006:99) data collection is the “gathering of specific information aimed at proving or refuting some facts.” Before data collection was done, the researcher sought permission from the District Education Board Secretary (DEBS) and the school administrators.

Data were collected through the use of questionnaires and unstructured interview guide. Bless and Achola (1988:80) define data as “measurements collected as a result of scientific observations.” In other ways, data are facts which are expressed in the language of measurement.
Two sets of questionnaires were designed to collect data from students and teachers. The questionnaires had both open and close ended questions. The interview guide was used to collect data from the Co-ordinators. The interview method was used to solicit the Co-ordinators’ views on the issue of challenges that students face in attending evening classes.

In addition, this also helped the researcher to ask follow up questions (i.e., probes) in order to get more information regarding the subject matter. According to Ghosh (1992), the interview method is a kind of verbal technique for obtaining data and it is the most commonly used method of data collection in the study of human behaviour.

The two different tools were used so as to allow triangulation to take place. Triangulation is the process of using multiple data collection methods, data sources, analysts or theories to check the validity of a case study finding (Borg et al, 1989).

Questionnaires were administered to the respondents by the researcher. The respondents were given five days in which to finish answering the questions. The researcher collected the filled in questionnaires from the respondents. The questionnaires had numbers which were assigned to them for easy identification. The interviews with the Co-ordinators were carried out by the researcher on a face to face basis.

3.5 Data Analysis

Data analysis is the process of transforming data, which has been collected by the use of measuring instruments, into a form that makes it easy to understand and interpret. This is so because a set of raw data in itself is not very useful (Defour-Howard, 2000).

The purpose of data analysis is to build up a sort of intellectual model where the relationships involved are carefully brought out so that some meaningful inferences can be drawn. Ghosh (1992) warns that without proper analysis, data remain a meaningless heap of materials.

In this study, quantitative data were presented, analysed and interpreted using the computer software package (SPSS) so as to generate frequency distribution tables and percentages. On the other hand, qualitative data was coded based on the themes that emerged. A theme is a statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy emotional or factual impact.
3.6 Ethical Consideration

Researchers whose subjects are people must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. According to Kombo and Tromp (2006) ethical consideration should involve issues such as fully explaining the research in advance to the subjects; obtaining informed consent from any subject used in the study and ensuring that all subjects participate voluntarily; maintaining confidentiality at all times; and taking all reasonable measures to protect subjects physically and psychologically.

In this study, students were adequately briefed on the contents of the questionnaires before distribution. The participants were also informed of what was expected from them and why their participation was required. Each consenting participant was then requested to fill in the questionnaire. This was done in order to ensure that participants were engaged voluntarily without coercion. Confidentiality was guaranteed by not asking for names of the participants in the questionnaires. This allowed for preservation of anonymity and protection of research subjects. Instead numbers (such as 1, 2, 3….) were used to identify the questionnaires. In addition, during research, respondents’ responses were neither interfered with nor contested by the researcher and all the respondents were treated equally.

The findings of this research were not for any purpose other than academic use only.

3.7 Summary of the Chapter

This chapter discussed the research methodologies which were used in the study. It engaged a case study design which allowed the researcher to carry out an in-depth study. The study had a sample size of 120 respondents comprising of 100 students, 16 teachers and four Co-ordinators.

Different instruments were used to collect data from respondents. Questionnaires and unstructured interview guides were employed in the collection of data. Quantitative data were presented and analysed using frequency distribution tables. Qualitative data were presented using generative themes.

The next chapter presents the findings which the researcher established during the study.
CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The previous chapter gave an outline of the methodology that was employed in carrying out the study.

This chapter is a presentation of findings of the study conducted in Lusaka District on the challenges faced by students attending academic evening classes. The findings are presented as obtained from 20 teachers, 100 students and four Evening School Co-ordinators from two basic schools and two high schools. Data was collected through questionnaires and interview guide and are illustrated by use of frequency distribution tables. The findings were gathered in response to the research questions. The research questions were:

1. what challenges do students attending evening classes face?
2. do the challenges affect their class performance?
3. do the challenges affect their academic performance?
4. what measures should be instituted to help students address the challenges?

4.1 Findings from Teachers

Table 4.1.1 Distribution of Teachers by Sex

<table>
<thead>
<tr>
<th>Sex of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Female</td>
<td>09</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1.1 above shows that 11(i.e. 52.4%) respondents were male and 09(i.e. 47.6%) were female.

The study showed that majority of the respondents (i.e.11 = 52.4%) were male.
Table 4.1.2 Distribution of Teachers by their Professional Qualifications

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Degree</td>
<td>10</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.1.2 above presents that 10 (i.e. 50.0%) teachers were degree holders, 07 (i.e. 35.0%) were diploma holders, 02 (i.e. 10.0%) were certificate holders, and 01 (i.e. 5.0%) had an advanced diploma.

The information gathered showed that majority (i.e. 10 = 50%) of the teachers who taught evening classes were degree holders.

Table 4.1.3 Distribution of Teachers by Experience of Teaching Evening Classes

<table>
<thead>
<tr>
<th>How long have you been teaching evening classes?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Years</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>3-4 Years</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>5-6 Years</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>6 years and above</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In table 4.1.3 above, 06 (i.e. 30.0%) teachers had been teaching evening classes for 2 years, 03 (i.e. 15.0%) for 4 years, 02 (i.e. 10.0%) below 6 years and 09 (i.e. 45.0%) above 6 years.

This means that majority of the respondents (i.e. 09 =45.0%) had been teaching evening classes for more than 6 years.
Table 4.1.4 Distribution of Teachers by other Programmes they were involved in

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular classes, afternoon Classes (Open) and evening classes</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Regular class sessions and evening classes</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The information in table 4.1.4 above indicates that 12 (i.e. 60.0%) teachers taught regular and afternoon classes as well as evening classes, while 08 (i.e. 40.0%) taught regular classes and evening classes only.

This information suggests that 12 (i.e. 60.0%) teachers were involved in teaching regular and afternoon classes in addition to evening classes.

Table 4.1.5 Distribution of Teachers by Grades Taught

<table>
<thead>
<tr>
<th>Which grades do you teach in the evening?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10-12</td>
<td>18</td>
<td>90.0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is apparent in table 4.1.5 above that 18 (i.e. 90.0%) respondents taught grades 10 to 12, while 2 (i.e. 10.0%) chose not to respond to the question.

This means that majority of the respondents (i.e. 18 = 90.0%) taught grades 10 to 12.
Table 4.1.6 Distribution of Teachers by Subjects Taught

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Commerce</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1.6 above indicates that 07 (i.e. 35.0%) teachers taught mathematics in the evening, 03 (i.e. 15.0%) taught English, 06 (i.e. 30.0%) taught Natural Sciences, 03 (i.e. 15.0%) taught Social Sciences, and 01 (i.e. 5.0%) taught Commerce.

The information gathered showed that majority (i.e. 7 = 35%) of the teachers taught Mathematics.

Table 4.1.7 Distribution of Teachers by Number of Students in Class

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 20</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>21 – 30</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>31 – 40</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>41 – 50</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>More than 50</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1.7 above shows that 04 (i.e. 20.0%) teachers taught 10 to 20 students in class, 03 (i.e. 15.0%) taught 21 to 30 students, 05 (i.e. 25.0%) had 31 to 40 students, 02 (i.e. 10.0%) had 41 to 50 students and 06 (i.e. 30.0%) taught more than 50 students in class.

This means that majority of the teachers (i.e. 06 = 30.0%) taught more than 50 students in class.
Table 4.1.8 Distribution of Teachers by Number of Periods Taught

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 15 periods</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>16-20 Periods</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>21-25 Periods</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>26 and above</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The information in table 4.1.8 above shows that 11 (i.e. 55.0%) teachers taught less than 15 periods per week, 02 (i.e. 10.0%) taught 16 to 20 periods, 06 (i.e. 30.0%) taught 21 to 25 periods and 01 (i.e. 5.0%) taught 26 periods.
This means that majority (i.e. 11= 55.0%) of the teachers taught less than 11 periods per week.

Table 4.1.9 Distribution of Teachers by how Class Attendance of Students was

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Very good</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.1.9 above showed that 13 (i.e. 65.0%) teachers indicated fair class attendance of students, 10 (i.e. 30.0%) good, and 01 (i.e. 5.0%) very good.
The findings revealed that majority of the teachers (i.e. 13 = 65.0%) indicated that class attendance of the students was fair.
Table 4.1.10 Distribution of Teachers by Whether or not they were Aware of any Students who had Challenges Attending Lessons

| Are you aware of any students in your class who have challenges attending lessons? |
|-------------------------------|--------|------|
| **Response**                  | **Frequency** | **Percent** |
| Yes                           | 16     | 80.0 |
| No                            | 4      | 20.0 |
| **Total**                     | 20     | 100.0|

The responses in table 4.1.10 above showed that 16 (i.e. 80.0%) teachers were aware of students who had challenges while 04 (i.e. 20.0%) indicated that they were not aware.

From the responses above, majority (i.e. 16 = 80.0%) of the respondents were aware that students had challenges attending class.

4.2 What Challenges do Students Attending Academic Evening Classes Face?

Table 4.2.1 Distribution of Teachers by what they Thought were the Challenges Faced by Students

| Distribution of Teachers by what they thought were the challenges faced by students |
|--------------------------------------|--------|------|
| **Response**                        | **Frequency** | **Percent** |
| Students who work knock off late from work as a result they arrive late for lessons or miss lessons altogether. | 8      | 40.0 |
| Lack of transport money to get to school due to long distances resulting in absenteeism. | 4      | 20.0 |
| Some students spend more time doing piece work to raise money for school fees and feeding at home instead of studying. | 5      | 25.0 |
| Some students are not serious with their school work. Students become serious with school work towards final examinations. | 3      | 15.0 |
| **Total**                           | 20     | 100.0|

Teachers were asked about what they thought were the challenges faced by students when attending evening classes. Their responses are shown in table 4.2.1 above as follows: 08 (i.e. 40.0%) respondents stated that students who work often knocked off late from work as a result they arrived late for lessons or missed lessons altogether; 04 (i.e. 20.0%) teachers indicated that some students often missed classes due to lack of transport money because of long distances to school; 05 (i.e. 25.0%) observed that some students spent more time doing
piece work to raise money for school fees and feeding at home instead of studying; while 03 (i.e. 15.0%) felt that some students were just not serious with their school work. From the responses above, majority (i.e. 08 = 40.0%) of the respondents were of the view that students who were in employment had a challenge of reporting early for lessons because quite often they knocked off late from work and at times they missed lessons altogether.

4.3 Do these Challenges Affect their Class Performance?

Table 4.3.1 Distribution of Teachers by Whether or not the Challenges Affected Student’s Class Performance

<table>
<thead>
<tr>
<th>Do these challenges affect student’s performance?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.3.1 above show that 11 (i.e. 55.0%) teachers indicated that the challenges affected student’s class performance, while 04 (i.e. 20.0%) said they did not. 05 (i.e. 25.0%) did not respond to the question. From the above results, majority (i.e. 11 = 55.0%) of the teachers indicated that students’ class performance was affected by the challenges they faced.

Table 4.3.2 Distribution of Teachers by how they Rated the Performance of the Students for the Past Three Years

<table>
<thead>
<tr>
<th>How would you rate the performance of the students you have taught for the past three (3) years?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td>Above Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Evidence in table 4.3.2 above shows that 14 (i.e. 70.0%) teachers responded that the performance of the students was average, and 06 (i.e. 30.0%) did not respond to the question. This meant that majority (i.e. 14 = 70%) of the teachers indicated that the performance of their students was average.

4.4 What Measures should be instituted to help Students address the Challenges?

Table 4.4.1 Distribution of Teachers by what they Thought should be done to Improve the Performance of Learners

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning materials to be made available</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Encourage students to work extra hard</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Class enrolment to be reduced</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Extra lessons and remedial work to be provided during weekends</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Increase contact hours</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Encourage working students to go on leave during examination time</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.4.1 above revealed that 03 (i.e. 15.0%) respondents were of the view that the school should provide adequate teaching and learning materials. 04 (i.e. 20.0%) said students should be encouraged to work extra hard, 01 (i.e. 5.0%) thought that class enrolment should be reduced, 05 (i.e. 25.5%) felt that extra lessons and remedial work should be provided to students during weekends, 04 (i.e. 20.0%) respondents were of the opinion that contact hours should be increased, 01 (i.e. 5.0%) indicated that students who were in employment should be encouraged to go on leave during examination time and 02 (i.e. 10.0%) did not respond to the question.

From the responses above, majority (i.e. 5 = 25.0%) of the respondents wanted extra lessons and remedial work to be provided to students during weekends.
4.5 Findings from Students

It is imperative to remember that this research aimed to find out the challenges faced by students attending evening classes in Lusaka District. In this study, 100 students participated as respondents.

Table 4.5.1 Distribution of Students by Sex

<table>
<thead>
<tr>
<th>Sex of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>31</td>
<td>31.0</td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>69.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5.1 above shows that 69 (i.e. 69.0%) respondents were male, 31 (i.e. 31.0%) were female. The study established that majority students (i.e. 69 = 69.0%) who participated in this study were male.

Table 4.5.2 Distribution of Students by Age

<table>
<thead>
<tr>
<th>Age of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>20-24</td>
<td>28</td>
<td>28.0</td>
</tr>
<tr>
<td>25-29</td>
<td>22</td>
<td>22.0</td>
</tr>
<tr>
<td>30 and above</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5.2 above shows that 12 (i.e. 12%) respondents were in the age group between 15 to 19 years, 28 (i.e. 28%) were between 20 to 24 years, 22 (i.e. 22%) were between 25 to 29 years whereas 37 (i.e. 37%) were 30 years and above.

It was revealed that majority of the students (i.e. 37 = 37%) were in the category of 30 years and above.
Table 4.5.3 Distribution of Students by Marital Status

<table>
<thead>
<tr>
<th>Marital Status of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>62</td>
<td>62.0</td>
</tr>
<tr>
<td>Married</td>
<td>32</td>
<td>32.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>01</td>
<td>1.0</td>
</tr>
<tr>
<td>Widowed</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5.3 above shows that 62 (i.e. 62%) students were single, 32 (i.e. 32%) were married, 01 (i.e. 1%) was divorced and 05 (i.e. 5%) were widowed.

The information gathered showed that majority of the students (i.e. 62 = 62%) were single.

Table 4.5.4 Distribution of Students by Grade

<table>
<thead>
<tr>
<th>Grade of Respondents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>17</td>
<td>17.0</td>
</tr>
<tr>
<td>Grade 12 (GCE)</td>
<td>63</td>
<td>63.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study in table 4.5.4 above showed that 12 (i.e. 12%) respondents were doing grade 9, 08 (i.e. 8.0%) were doing grade 10, 17 (i.e. 17.0%) were doing grade 11 and 63 (i.e. 63.0%) were in grade 12.

This meant that majority of the respondents (i.e. 63 = 63%) were doing grade 12 (GCE).
Table 4.5.5 Distribution of Students by Employment Status

<table>
<thead>
<tr>
<th>Employment Status of Respondent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No</td>
<td>63</td>
<td>63.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5.5 above showed that 37 (i.e. 37.0%) respondents were in employment, whereas 63 (i.e. 63.0%) were not employed.

The information gathered showed that majority of the respondents (i.e. 63 = 63.0%) were not employed.

Table 4.5.6 Distribution of Students by how School Fees were paid

<table>
<thead>
<tr>
<th>If not employed, How are school fees paid?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents pay for me</td>
<td>21</td>
<td>21.0</td>
</tr>
<tr>
<td>Guardian pays for me</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>Pay for myself by doing piece work/selling things</td>
<td>28</td>
<td>28.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study in table 4.5.6 above revealed that 21 (i.e. 21.0%) respondents that were not employed had their school fees paid for by their parents, 12 (i.e. 12.0%) were paid for by their guardians and 28 (i.e. 28.0%) paid for themselves and raised the money by way of doing piece work or selling things and 02 (i.e. 2.0%) had no response.

The study discovered that majority of the respondents who were not employed (i.e. 28 = 28%) paid school fees for themselves and raised the money by way of doing piece work or selling things.
Table 4.5.7 Distribution of Students by Reasons for Attending Academic Evening Classes

<table>
<thead>
<tr>
<th>Reasons for Attending Academic Evening Classes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find Employment in Future</td>
<td>33</td>
<td>33.0</td>
</tr>
<tr>
<td>To be Promoted</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>To improve my Grade 12 Results</td>
<td>53</td>
<td>53.0</td>
</tr>
<tr>
<td>To help me understand my business better</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.5.7 above indicated that 33 (i.e. 33.0%) students attended academic evening classes in order to find employment in future, 08 (i.e. 8.0%) to be promoted, 53 (i.e. 53.0%) to improve their grade 12 results, 05 (i.e. 5.0%) to understand their businesses better and 01 (i.e. 1.0%) had no response.

The results from the study showed that majority of the respondents (i.e. 53 = 53.0%) attended academic evening classes in order to improve their grade 12 results.

Table 4.5.8 Distribution of Students by whether or not there were any Challenges they Faced when Attending Evening Classes

<table>
<thead>
<tr>
<th>Are there Challenges faced when attending evening classes?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63</td>
<td>63.0</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>36.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The responses in table 4.5.8 above showed that 63 (i.e. 63.0%) respondents faced some challenges when attending evening classes, whereas 36 (i.e. 36.0%) indicated that they did not face any challenges at all. 01 (i.e. 1.0%) did not respond.

The findings revealed that majority of the students (i.e. 63=63.0%) faced some challenges when attending evening classes.
4.6 What Challenges do Students Attending Evening Classes Face?

Table 4.6.1 Distribution of Students by Nature of Challenges Faced

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of money to pay school fees</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Tired after a long day at work</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Constant electricity load shedding disrupts lessons</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Some teachers do not come to teach at times</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Some teachers often come late for lessons</td>
<td>6</td>
<td>6.0</td>
</tr>
<tr>
<td>Not having enough time to study due to pressure of work</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>Usually late for lessons because of knocking off late from work</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>It is hard to learn with older people</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Not having enough time to learn</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Too many students in one class</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Teachers do not teach well enough for students to understand</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Reaching home late after school due to long distance</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of transport money to and from school at times resulting in absenteeism</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Fear of walking home to school in the night after lessons</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Students who attended evening classes were asked to state the nature of challenges they faced and their responses were indicated in table 4.6.1 above. 4 (i.e. 4.0%) stated that they had problems of money to pay school fees; 07 (i.e. 7.0%) respondents indicated that they were often tired after a long day at work; 03 (i.e. 3.0%) said constant electricity load shedding disrupted lessons; 07 (i.e. 7.0%) revealed that teachers did not teach at times and 06 (i.e. 9.5%) said that teachers often reported late for lessons. 10 (i.e. 10.0%) indicated that they did not have enough time to study due to pressure of work; 08 (i.e. 8.0%) revealed that they were usually late for lessons because of knocking off late from work, 01 (i.e. 1.0%) felt that it was hard to learn with older people. 03 (i.e. 3.0%) indicated that they were not having enough time to learn, 01 (i.e. 1.0%) observed that there were too many students in one class and 01 (i.e. 1.0%) felt that teachers were not teaching well enough for students to understand. 03 (i.e. 3.0%) said that they usually reached home late after school due to long distances and 07 (i.e. 7.0%) indicated that lack of transport money at times to and from school resulted in being absent from school. 02 (i.e. 2.0%) respondents expressed fear of walking home from school in the night.
The above results indicate that 10 (i.e. 10.0%) students did not have enough time to study due to pressure of work.

4.7 Do these Challenges Affect their Class Attendance?

Table 4.7.1 Distribution of Students by whether or not the Challenges Affected their Class Attendance

<table>
<thead>
<tr>
<th>Do these challenges affect your class attendance?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>48.0</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>12.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study in table 4.7.1 above revealed that 48 (i.e. 48.0%) students had their class attendance affected by the challenges they faced, 12 (i.e. 12.0%) were not affected and 03 (i.e. 3.0%) did not respond.

This meant that majority of the students (i.e. 48 = 48.0%) had their class attendance affected by the challenges they faced.

Table 4.7.2 Distribution of Students by how often they Attended Classes due to Challenges Faced

<table>
<thead>
<tr>
<th>If yes to Q10, how often do you attend classes due to challenges faced?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a week</td>
<td>16</td>
<td>16.0</td>
</tr>
<tr>
<td>Thrice a week</td>
<td>43</td>
<td>43.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No Responses</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7.2 above shows that 16 (i.e. 16.0%) students managed to attend classes twice a week, 43 (i.e. 43.0%) attended classes only three times a week. 4 (i.e. 4.0%) respondents did not respond to the question.
The findings revealed that majority (i.e. 43 = 43.0%) respondents attended classes three times a week.

**Table 4.7.3 Distribution of Students by how many times they were required to be in Class in a Week**

<table>
<thead>
<tr>
<th>How many times are you required to be in class in a week</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three times in a week</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Everyday</td>
<td>91</td>
<td>91.0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7.3 above indicates that 07 (i.e. 7.0%) respondents were required to be in class three times in a week. 91 (i.e. 91.0%) indicated that they were required to be in class everyday. 02 (i.e. 2.0%) did not respond to the question.

This meant that majority (i.e. 91 = 91.0%) of the respondents indicated that they were required to be in class everyday.

**4.8 Do these Challenges Affect Their Academic Performance?**

**Table 4.8.1 Distribution of Students by whether or not the Challenges Affected their Academic Performance**

<table>
<thead>
<tr>
<th>Do these challenges affect your academic performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>43.0</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>19.0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>37</td>
<td>37.0</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.8.1 above revealed that 43 (i.e. 43.0%) students had their academic performance affected by the challenges faced. 19 (i.e. 19.0%) were not affected.

This meant that 43 (i.e. 43.0%) students had their academic performance affected by the challenges faced.
Table 4.8.2 Distribution of Students by how they rated their Academic Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below average</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Average</td>
<td>62</td>
<td>62.0</td>
</tr>
<tr>
<td>Above average</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.8.2 above shows that 7 (i.e. 7.0%) students rated their academic performance as below average, 62 (i.e. 62.0%) as average, 10 (i.e. 10.0%) as above average, 05 (i.e. 5.0%) as excellent and 03 (i.e.3.0%) did not respond.

The results showed that majority (i.e. 62 = 62.0% of the) students rated their academic performance as average.
4.9 What Measures should be instituted to help Students address the Challenges?

Table 4.9.1 Distribution of Students by what Measures they hoped to take to Address the Challenges they faced.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intend to urge teachers to be serious with teaching</td>
<td>19</td>
<td>19.0</td>
</tr>
<tr>
<td>To engage in extra tuition during weekends</td>
<td>36</td>
<td>36.0</td>
</tr>
<tr>
<td>Study very hard to pass the examinations</td>
<td>21</td>
<td>21.0</td>
</tr>
<tr>
<td>If no transport money, will walk to school instead of missing lessons</td>
<td>8</td>
<td>8.0</td>
</tr>
<tr>
<td>Continue with business to raise money for school fees and transport</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Request employers to knock off before 17 hours from work</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.9.1 above indicated that 19 (i.e. 19%) respondents intended to urge their teachers to be serious with teaching, 36 (i.e. 36%) intended to engage in extra tuition during weekends, 21 (i.e. 21%) to study very hard so as to pass their final examinations, 08 (i.e. 8%) intended to walk to school if they had no transport money so that they did not miss lessons. 04 (i.e. 4%) respondents would like to continue with business to raise money for tuition fees and transport, 09 (i.e. 9%) intended to request their employers to allow them to knock off before 17 hours so that they did not arrive late for lessons and 03 (i.e. 3%) did not respond to the question.

The above responses showed that majority (i.e. 36 = 36.0%) of the respondents intended to engage in extra tuition during weekends.
4.10 Findings from the interviews conducted with Evening School Co-ordinators

4.10.1 Number of Years in the School

The Evening School Co-ordinators were asked to state how long they had been in their respective schools. The interviews conducted with all the four Co-ordinators revealed that one had been in that particular school for six years, the other one for 15 years, and others for 16 years and 10 years respectively.

4.10.2 Number of Years as Evening School Co-ordinator

All the Co-ordinators stated that they had been co-ordinating evening classes for less than three years.

4.10.3 Number of Teachers and Subjects Taught

The Co-ordinators indicated that they had adequate and qualified teachers teaching evening classes. The subjects taught mainly were biology, science, mathematics, religious education, geography and commerce.

4.10.4 Total Population of Students

All the Co-ordinators interviewed were not able to give details of the total population of the students by grade and gender. There was poor record keeping. When the researcher asked to be shown the class registers, these were not available. They said it was difficult to mark the class attendance registers due to high rate of absenteeism. The Co-ordinators indicated that some students just registered their names and disappeared. They only reappeared when it was time to write the final examinations. One of the Co-ordinators had this to say:

“Madam, these are adults. There is no need of marking the register. They know why they come here. So we are not going to treat them like children.”

4.10.5 Grades with more Students

The Co-ordinators were asked about which grades had more students. They all responded that grade 12 (GCE) had more students as compared to all the other grades. This was because majority of them had not done well in their earlier grade 12 examination. So they wanted to improve on their results.
4.10.6 Class Attendance of the Students

The Co-ordinators indicated that class attendance of the students was not very good. Most of the students did not attend lessons regularly as required, especially those who came from far off places.

4.10.7 Awareness of any Challenges which Students faced

The Co-ordinators revealed that evening students had a lot of challenges. The challenges they outlined were: lack of seriousness in their studies; reporting late for lessons; lack of money to pay for transport to and from school; failure to pay tuition fees; lessons ending late around 20 hours resulting in students arriving home late. This posed as a challenge especially to female students. One Co-ordinator had this to say:

“Knocking off time is not good. Immediately it is 1930 hours some students leave the class even if the lesson is not over. They fear getting home late, especially the female students. We cannot start at 1700 hours because at that time, the Open Learning Classes are still in session.”

4.10.8 Whether or not Students had been to see the Co-ordinators to discuss the Challenges they faced

The interview revealed that some students had been to see the Co-ordinators especially those who failed to pay their tuition fees. One Co-ordinator indicated that in their school, they allowed students to pay their tuition fees in instalments.

4.10.9 Academic Performance of Students

Some of the Co-ordinators stated that, it was difficult to know the students’ termly academic performance because most of them did not write end of term examinations. They were scared to write because they never prepared for the examinations. Those who wrote, some of them never collected their results because they knew that they had not performed well. However, they said that results were good for the few serious ones that wrote the end of term examinations. Those that sat for the final examinations managed to do well. Their results were above average. One Co-ordinator made this observation:

“Some students, when it is announced by the teachers that they were going to write a test, they will make sure that on that particular day, they will not come
for lessons. This applies mostly to the older students. Worse still, when it came to end of term tests, some of them will completely disappear. They will only appear when the tests are over. The younger students madam, are not a problem. The older students are the ones who are a problem.”

The Co-ordinators were all of the view that the mixture of young and older students was not good. Some older students took too long to grasp concepts, some of them failed to answer questions in class or they did not want to be asked questions at all. The following were the comments from one Co-ordinator:

“Madam, we have received reports from the teachers that the older students do not want to be asked questions in class. Some of these older students left school a long time ago and they want to write GCE examinations. When they are asked questions they refer them to the younger ones. I wish it were possible to separate them, so that they could learn on their own. Maybe that way, they will participate in class.”

4.10.10 Measures Instituted to Address the Challenges

The Co-ordinators revealed that they had put measures in place to help students who faced challenges in attending classes. The Co-ordinator in one school indicated that the programme was flexible for those who came from very far. They were able to be attended to much earlier.

The other Co-ordinators indicated that the measures they had put in place were to encourage students to attend lessons during weekends. Teachers had made themselves available to teach them.

As for students who had challenges paying tuition fees, a payment plan was put in place which allowed them to pay their fees in instalments.

4.11 Summary of the Chapter

The chapter presented findings of the study regarding challenges faced by students attending academic evening classes in Lusaka District. From the findings, it was noted that most (i.e. 63 = 63%) students faced some challenges. The study revealed that most students (i.e.48 = 48%) had their class attendance affected negatively by the challenges that they faced and 33 (i.e. 33%) had their academic performance affected.
The study further revealed that students who were not employed and those who were engaged in small scale businesses, attended academic evening classes to improve their Grade 12 results so that they could get employment or be accepted into College or University in future.

The next chapter therefore, discusses the findings presented in this section.
CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

The previous chapter presented the findings of the study regarding challenges faced by students attending academic evening classes in selected government schools in Lusaka District.

This chapter discusses the findings on challenges faced by students attending academic evening classes in Lusaka District. It is imperative to mention that the study set out with four objectives, which were:

1. to establish whether or not students attending academic evening classes faced any challenges;
2. to establish the extent to which these challenges affected their class attendance;
3. to determine how far these challenges affected their academic performance; and
4. to identify measures to help students address the challenges.

The government of Zambia recognises the fact that education is a right for each individual. It is a means of enhancing the well being and quality of life for the entire society. When a student fails to make it to grade 10 or fails grade 12 examinations, it does not mean the end of his or her education. There are many ways such a person can continue with education. These are by correspondence or attending evening classes.

A number of schools in Zambia offer evening classes where people can continue their education. The Ministry of Education has provided evening classes through the Directorate of Open and Distance Education (DODE) in order to increase the number of learners especially the youths and adults that cannot learn through the regular system. This provision opens doors to the learners who dropped out of school to obtain formal education. In this way, it provides a route for re-entering the formal education system of schools (Ministry of Education, 1996:79).

Evening schools were attached to the day schools and they met in the school premises, and the classes were taught by the day school teachers, and they learnt the same work that was taught to the day school using similar methods. These evening classes as a rule were for
adults or those over the age of 15 or 16. Evening schools were attended by people willing to
join and to pay fees in order to improve themselves.

The researcher presents a discussion of the findings using the four objectives highlighted in
chapter one.

**5.1 To establish whether or not Students attending Academic Evening Classes faced any Challenges**

The first objective of the study was to establish whether or not students faced any challenges
when attending evening classes.

All the three groups of respondents acknowledged that students attending academic evening
classes faced a lot of challenges. Numerous challenges were outlined by all the respondents.
Below are some of the challenges that were prominently mentioned by the respondents:

**5.1.2 Students were often tired after a long day at work; they knocked off late and often reported late for lessons**

All the respondents revealed that students who were in employment were often fatigued after
a long day at work. In most cases this led to students not attending classes regularly as
required. It was also established that they often knocked off late from work, as a result they
usually arrived late for lessons or missed lessons altogether.

Edwards (1961), confirmed this when he pointed out that evening students were commonly
fatigued after a day’s work and this often led to frequent absenteeism.

The effort needed to keep pace in an evening school was greater than in a day school and if
the course followed a systematic progressive syllabus, the chances were great that the student
may miss a vital point, fail to understand the sequence and lose heart due to frequent
absenteeism. Moreover, conditions for learning were seldom ideal in evening schools held in
buildings designed solely for day – time use.

Evening classes were attended by school leavers, working and non working adults and as the
Ministry of Education (1996) indicated, evening classes offered second chance education to
those who failed to complete their education at the time they were expected to or had not
done well in their final examinations and they needed to improve their results.
5.2 To establish whether or not these challenges affected their class attendance

The second objective was to establish the extent to which these challenges affected their class attendance.

The results obtained from the research showed that students’ class attendance was affected by the challenges they faced. Lack of transport money to and from school was a major factor which often led to some students not attending lessons regularly. Oocharoen (1999) in Leowarin (2010) also commented that learners do not attend group meetings regularly. Long distances to schools where students registered for tuition also affected their class attendance.

5.3 To determine whether or not these challenges affected their academic performance

The third objective was to determine how far these challenges affected their academic performance. The results obtained from the research showed that students’ academic performance was affected by the challenges they faced.

The study findings from student respondents indicated that teachers contributed greatly to their poor academic performance. Some teachers often went late for lessons or never turned up on certain days and this led to none coverage of the syllabi. This was quite disheartening to the students.

This was in agreement with Bartley (1871) as quoted by Edwards (1961) who observed that standards in evening schools were not high. The lack of efficient teachers was the most frequently stated reason for these low standards.

Additionally, the Ministry of Education (2012) monitoring report stated that Standards Officers from Lusaka Province carried out a monitoring exercise of evening classes to find out the reasons for poor performance and also to ascertain whether or not effective teaching and learning was taking place, and their findings were as follows:

i. teachers reported late for lessons;
ii. teachers went to class without preparations;
iii. teachers did not use any teaching and learning materials;
iv. teachers used the lecture method when teaching; and
v. they did not conduct class tests regularly.

There was need for school administrators to monitor and supervise the teachers to ensure that the teaching and learning process was taking place. Leowarin (2010:25) stated that, “for effective delivery of lessons, a monitoring and supervisory system should be set up in order to follow up the learning activities regularly.”

On the other hand, the findings from teachers revealed that lack of seriousness on the part of the students led to poor performance in class. They disclosed that students only became serious with school when it was time to write the final examinations. This was also observed by Standards Officers at the Lusaka Provincial Education Office (Ministry of Education, 2012), in their monitoring report which stated that:

i. students reported late for lessons;
ii. students were not serious with their work. They only become serious towards examinations;
iii. attendance was very poor; and
iv. students left the class before lessons were over because some of them lived far and they feared getting home late.

These challenges were a contributing factor to the poor performance of evening students. It was observed that some of the men and women who attended evening classes were as old as forty, while boys and girls of sixteen or even less sat beside them. Participation in evening classes moved adults higher up in the educational ladder to the point where they could receive specific job training. Evening classes are a successful method of coaching for examinations and of acquiring a General Certificate of Education (GCE).

5.4 To Identify Measures to help Students Address the Challenges

The fourth objective was to identify measures to help students address the challenges. The study revealed that all the respondents suggested that students should engage in extra tuition during week-ends as a measure to help them address the challenges that they faced. Teachers indicated that they were willing to teach during week-ends. More could be accomplished in day time teaching than in evening classes. In an evening class, meeting probably only once a week for two hours, new work may be introduced at a relatively fast speed with less attention to practice and consolidation at each stage.
The student respondents also indicated that they were willing to study very hard in order to pass the examinations.

5.5 Summary of the Chapter

This chapter discussed the findings that emerged from the study which was conducted in Lusaka District on the challenges faced by students attending academic evening classes. The discussion was based on the objectives of the study. 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 were highlighted, 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.

The chapter also discussed whether or not these challenges affected their class performance. The findings revealed that students’ class attendance was affected by these challenges. Lack of money to pay for transport for those who were not in employment due to long distances to where they registered for tuition, often led to frequent absenteeism from classes.

The findings further revealed that students’ academic performance was affected by these challenges. Students attributed this to teachers reporting late for lessons and not being able to cover the syllabus. Teachers also revealed that students were not serious with their work despite having paid fees to attend classes. Most of the students rated their academic performance as average.

The other discussion was on identifying measures to help students address these challenges. The findings revealed that students would engage themselves in extra tuition during weekends and teachers indicated that they were willing to teach them. The study also indicated that students were willing to study very hard to pass their examinations.

The next chapter presents the conclusions of the study and subsequent recommendations.
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The previous chapter discussed the findings that emerged from the study which was conducted in Lusaka District on the challenges faced by students attending academic evening classes.

This chapter presents the conclusion and recommendations of the study based on the findings of the challenges faced by students attending academic evening classes.

6.1 Conclusion

The general purpose of this study was to find out the views on the challenges faced by students attending academic evening classes in selected schools of Lusaka District. All the respondents, that is, teachers, students and Evening School – Co-ordinators revealed that there were a lot of challenges faced by students. These challenges affected their class attendance. Some of the challenges that came out prominently were that students in employment were often tired after a long day at work and some of them usually knocked off late from work. In most cases this led to students not attending classes regularly.

The other challenge revealed by those who were not in employment was lack of money for transport to and from school. This often led to frequent absenteeism due to long distances to centres where they had registered for examination and tuition.

The study also revealed that the majority (i.e. 91=91.0%) of the student respondents were required to be in class everyday, but could only manage to attend lessons three times in a week due to these challenges.

The study further revealed that due to the challenges faced, the academic performance of students was also negatively affected. All the respondents rated the students’ performance as average.

The other challenges brought out were:

i. some teachers do not come to teach at times;
ii. not having enough time to study due to pressure of work;
iii. not having enough time to learn;
iv. reaching home late after school due to long distance; and
v. fear of walking home from school in the night after lessons.

Finally, the findings from the students indicated that the teachers also contributed to their poor performance. Some teachers often went late for lessons or never turned up and this often led to none coverage of the syllabus. On the other hand, teachers also blamed the students for their poor performance. They indicated that some students were not serious with their work. They only became serious towards examinations.

6.2 Recommendations

In view of the findings of the study, the following recommendations have been suggested:

i. the school administration should arrange for teachers to teach during week-ends to assist especially the working students who do not have time to attend lessons regularly during week days. Teachers had indicated in the study that they were willing to teach during week-ends;

ii. to avoid frequent absenteeism due to lack of money for transport, students should be encouraged to register early in centres that were near their homes;

iii. the school administration should formulate a policy of giving awards to hard working students just as they do with the regular students to motivate them to work hard;

iv. the school administration should also closely supervise the 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; and

v. the Evening School Co-ordinators and teachers to maintain class registers to closely monitor the attendance of students.
REFERENCES


APPENDIX A

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION

QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

I am a student at the University of Zambia reading for a Masters of Education Degree in Adult Education. I am carrying out a research study on the challenges faced by students attending academic evening classes in Lusaka District. Kindly assist me by answering the questions freely and honestly. Be assured that your responses will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Roster Malumani
Instructions

Do not write your name on this questionnaire.

Please answer the questions by ticking against your answer and fill in the blank spaces.

1. Sex
   A. Male
   B. Female

2. Professional qualifications
   A. Certificate
   B. Diploma
   C. Advanced Diploma
   D. Degree

3. How long have you been teaching evening classes?
   A. 1-2 years
   B. 3-4 years
   C. 5-6 years
   D. Over 6 years

4. Apart from the evening sessions, which other programme are you involved in?
   A. Afternoon classes
   B. A level classes
   C. Co-curricular activities
   D. Regular class sessions

5. Which grades do you teach in the evening?
   A. Grade 5-7
   B. Grade 8-9
   C. Grade 8-12
   D. Grade 10-12

6. What subjects do you teach?
   ……………………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………………

7. How many pupils on average do you have in each class that you teach?
   ……………………………………………………………………………………………………………………
8. How many periods do you teach per week?
   A. Less than 15 periods
   B. 16-20 periods
   C. 21-25 periods

9. How is the class attendance of your students?
   A. Fair
   B. Not very good
   C. Very good
   D. Excellent

10. Are you aware of any students in your class who have challenges attending classes?
    A. Yes
    B. No

11. If your answer is yes, do you have any idea what these challenges are?
    A. Yes
    B. No

12. If you have an idea, mention some of the challenges they face.
    ...........................................................................................................
    ...........................................................................................................

13. In your opinion, do these challenges affect the student’s performance?
    A. Yes
    B. No

14. How would you rate the performance of the students you have taught for the past three years?
    A. Above average
    B. Average
    C. Below average

15. If the answer is average or below average, what do you think could be done to improve the performance of the students?

END OF QUESTIONNAIRE. THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX B
QUESTIONNAIRE FOR STUDENTS

INTRODUCTION

I am a student at the University of Zambia reading for a Masters of Education Degree in Adult Education. I am carrying out a research study on the challenges faced by students attending academic evening classes in Lusaka District. Kindly assist me by answering the questions freely and honestly. Be assured that your responses will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Roster Malumani
INSTRUCTIONS

Do not write your name on this questionnaire. Please answer all the questions by ticking against your answer and fill in the blanks spaces.

1. Sex
   A. Male
   B. Female

2. Age
   A. 15-19 years
   B. 20-24 years
   C. 25-29 years
   D. 30 and above

3. Marital status
   A. Single
   B. Married
   C. Divorced
   D. Widowed

4. What grade are you doing?
   A. Grade 9
   B. Grade 10
   C. Grade 11
   D. Grade 12 (GCE)

5. Are you in employment?
   A. Yes
   B. No

6. If not, how do you pay your school fees?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

7. What is your reason for attending academic evening classes?
   ........................................................................................................................................
   ........................................................................................................................................

   62
8. Are there any challenges that you face for attending evening classes?
   A. Yes
   B. No
9. If your answer to the above question is yes, mention the nature of challenges that you face.
   .................................................................
   .................................................................
   .................................................................
10. Do these challenges affect your class attendance?
    A. Yes
    B. No
11. If your answer to the above question is yes, how often do you attend classes due to the challenges you are facing?
    .................................................................
12. How many times are you required to be in class in a week?
    .................................................................
13. Do these challenges affect your academic performance?
    A. Yes
    B. No
14. Generally, how is your academic performance?
    A. Below average
    B. Average
    C. Above average
    D. Excellent
15. How do you hope to deal with these challenges so that they do not affect your class attendance and academic performance?
    .................................................................
    .................................................................

END OF QUESTIONNAIRE. THANK YOU FOR PARTICIPATING IN THIS STUDY.
APPENDIX C

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION

INTERVIEW GUIDE FOR EVENING SCHOOL CO-ORDINATORS

INTRODUCTION

I am a student at the University of Zambia reading for a Masters of Education Degree in Adult Education. I am carrying out a research study on the challenges faced by students attending academic evening classes in Lusaka District. Kindly assist me by answering the questions freely and honestly. Be assured that your responses will be confidentially handled by the researcher.

Your assistance will be greatly appreciated.

Roster Malumani
1. How long have you been in this school?
2. How long have you been the co-ordinator for evening classes in this school?
3. How many teachers do you have teaching evening classes?
4. What is the total population of the students attending evening classes in this school; by grade and gender?
5. Which grades have more students?
6. How is the class attendance of the students?
7. Are you aware of any challenges that students face in attending evening classes?
8. Has any student ever been to see you as co-ordinator to discuss the challenges that they face?
9. Generally how is the academic performance of the students?
10. What measures have you put in place as school administrators to help students who face challenges in attending classes?

WE HAVE COME TO THE END OF THE INTERVIEW. I WISH TO THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY.
CHALLENGES FACED BY STUDENTS ATTENDING ACADEMIC EVENING CLASSES

IN SELECTED GOVERNMENT SCHOOLS IN LUSAKA DISTRICT

BY

ROSTER MALUMANI: COMP. NO: 531001483

CHAPTER SIX OF THE RESEARCH REPORT

UNIVERSITY OF ZAMBIA

LUSAKA
CELL NOS: 0977808968/ 0955463691