

**PERFORMANCE OF FEMALE ADULT LEARNERS  
RE-ENTERING HIGH SCHOOL THROUGH ACADEMIC  
PRODUCTION UNIT IN CHIPATA AND KATETE DISTRICTS  
OF ZAMBIA, 2007-2008**

BY

**PIMPA MAINZA-MTOLO**

**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of the  
Requirements of the Master of Arts Degree in Gender and Development Studies  
(GDS)**

**THE UNIVERSITY OF ZAMBIA  
LUSAKA  
2010**

THESIS  
MA  
MAI  
2010  
C.I



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

## ABSTRACT

This study was aimed at identifying factors affecting performance of female adult learners re-entering high school through Academic Production Unit (APU) in Chipata and Katete districts in Eastern Province of Zambia. The concern was motivated by the prevailing poor performance of the female adult learners of Chipata and Katete Day High Schools.

## APPROVAL

This dissertation of Pimpa Mainza-Mtolo approved as fulfilling the partial requirements for the award of the Degree of Master of Arts in Gender and Development Studies

Signed:

Date:

M. Mawani

Examiner

Fungwe

[Signature]

16/07/2010

30<sup>th</sup> JUNE 2010

30<sup>th</sup> June 2010

30<sup>th</sup> JUNE 2010

## **ABSTRACT**

This study was aimed at identifying factors affecting performance of female adult learners re-entering high school through Academic Production Unit (APU) in Chipata and Katete districts in Eastern Province of Zambia. The concern was motivated by the prevailing poor performance of the female adult learners at Chipata and Katete Day High Schools.

In this study the researcher sought to establish the factors that negatively affected the academic performance of the female adult learners re-entering high school through APU using two schools as a case study. The sample was drawn using purposive sampling and stratified sampling. The respondents for the study were the female adult learners in Grade 11 and 12 who had re-entered high school through APU, young learners, school managers and teachers who were teaching these female adult learners. Primary data was collected from the female adult learners and young-learners through focus group discussions. Additional information from the female adult learners was collected using self administered questionnaires. School managers and teachers were interviewed and secondary data was collected from class registers and mock examination results from the two schools.

The findings of the study have revealed that the female adult learners performed poorly due to a number of factors categorized as school and home based. The school based factors were: class over enrollment, poor school environment and facilities, lack of teaching and learning materials, negative attitudes of teachers, and teacher-absenteeism from lessons and generally their lack of commitment to work. The findings also revealed that there was a problem on the methodology used to teach the female adult learners. On the other hand, the home based factors included domestic chores, family responsibilities, marital and financial problems.

The findings have revealed that the performance of female adult learners were adversely affected by the claimed school and home factors stated above. In order to improve performance, a number of recommendations have been put forward to these schools, communities and the Ministry of Education. The aim was to improve service delivery to the female adult learners so that they may benefit more from education.

## **DEDICATION**

This work is especially dedicated to my dearest husband Raban Mtolo and my children: Nancy, Alice, Raban (Jr), Michelo, Bupe, Daliso, my niece Michelo and my granddaughter Niza, who for their love shared with me the challenges and hardships during my studies at the University of Zambia. I thank them all immeasurably for their moral support and understanding, especially when I could not avail myself as much as I should have done during the period of my study. To you all, this is the reward of your endurance. It is also a special dedication to my father who passed away when I was doing my final corrections of this dissertation. Tracks of tears for you ‘papa’ are all over this dissertation and will never dry up.

## **ACKNOWLEDGEMENTS**

I owe a deep and sincere debt of gratitude to my supervisor, Dr. Mubiana Macwan`gi, (Ph.D) for her continuous and constructive input. Her valuable suggestions and professional guidance enriched this study at every stage.

Furthermore, I would like to express my heartfelt appreciation to all the lecturers in the department of Gender Studies, namely Dr. Kusanthan, Dr. Gadsden and Dr. Rasing for the necessary academic training for this study. Their lecture, support and encouragement, inspired confidence in me and motivated me to keep on going.

I would like to thank the school managers, teachers and pupils of Chipata and Katete Day High School for the support they gave me during my data collection. I would also like to thank Dr. Dennis Banda, Mr. Duma and Mr. Ebby Mubanga for their various and unique contributions to this work. My programme could have remained a dream had it not been for: my niece Mrs. Rosewine Wandi, dearest friend Mrs. Christine Jere, my sisters Violet and Docus who supported me morally and financially. To my classmates in Gender Studies, I say thank you for the co-operation and friendship that we shared with one another through out our stay at UNZA. To my room mate Mrs. Mubiana Kaiko Ngoma, thank you for the wonderful company. To my husband Raban (Snr) and my children, Nancy, Alice, Raban (Jr), Michelo, Bupe, Daliso, my niece Michelo and my granddaughter Niza, I say thank you for cherishing my distant love. Special thanks also go to my sister-in-law Belita, who helped in looking after my children during my period of study.

Furthermore, I wish to thank the Ministry of Education and the Government of Zambia for granting me study leave. Lastly, but not the least, I am grateful to Mrs. Mabushe Mubanga for the outstanding secretarial services offered towards this piece of work.

## List of Abbreviations

APU	-	Academic Production Unit
BSA	-	British South Africa Company
CIDA	-	Canadian International Development Agency
DHS	-	Demographic and Health Survey
E C Z	-	Examinations Council of Zambia
E F A	-	Education for All
ESB	-	Education Statistical Bulletin
F A L		Female Adult Learners
FAWE	-	Forum for African Women Educationalist
FAWEZA	-	Forum for African Women Educationalist in Zambia
G C E	-	General Certification Examination
MOE	-	Ministry of Education
NGO	-	Non-Governmental Organization
'O' Level	-	Ordinary Level
P A G E	-	Programme for the Advancement of Girls' Education.
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNICEF	-	United Nation International Children's Emergency Fund
UNFPA	-	United Nation Population Fund Agency
WIDSAA	-	Women in Development Southern Africa Awareness Programme
Y L		Young Learners
ZHD	-	Zambia Human Development Report

TABLE OF CONTENTS

Title of the dissertation.....

DECLARATION.....i

APPROVAL ..... iii

ABSTRACT .....iv

DEDICATION..... v

ACKNOWLEDGEMENTS.....vi

List of Abbreviations.....vii

1.0 CHAPTER ONE: BACKGROUND TO THE STUDY ..... 1

    1.1 Introduction..... 1

    1.2 Education System in Zambia ..... 2

    1.3 Academic Production Unit in High Schools .....4

    1.4 Enrollment and Performance of Girls in Schools .....4

    1.5 FAWEZA Initiatives in Girls’ Education .....6

    1.6 Significance of the Study ..... 7

    1.7 General Objective .....7

    1.7 Specific Objectives ..... 8

    1.8 Research Question .....8

        1.8.2 Sub-Research Questions .....8

    1.9 Operational Definitions.....8

2.0 CHAPTER TWO: LITERATURE REVIEW ..... 10

    2.1 Introduction..... 10

    2.2 Importance of Educating Women ..... 10

    2.3 Gender and Poverty..... 13

    2.4 Causal Factors Attributed to Drop out Rates of Girls..... 14

    2.5 Academic Performance and Gender ..... 17

    2.6 Family Influence and Attitudes towards Schooling.....21

    2.7 Education of Female adult learners.....21

3.0 CHAPTER THREE: METHODOLOGY .....26

    3.1 Introduction.....26

    3.2 Research Design.....26

3.3	Study Sites .....	26
3.4	Study Population.....	26
3.5	Study Sample .....	27
3.6	Sampling Technique .....	27
3.7	Data Collection Instruments .....	27
3.7.1	Self Administered Questionnaire for Female adult learners .....	28
3.7.2	Document Review .....	29
3.7.3	In-depth interview for School Managers/Teachers .....	29
3.7.4	Focus Group Discussions for Female adult learners and Young- learners.....	30
3.8	Pre-Testing of the Data Collecting Tools .....	32
3.9	Data Analysis .....	32
3.10	Limitations of the Study.....	33
4.0	CHAPTER FOUR FINDINGS .....	34
4.1	Introduction.....	34
4.2	Description of the Study Sample .....	34
4.3	Background Characteristics of the of the Sample of the study .....	35
4.4	Performance of Female adult learners who Re-entered High School.....	38
4.5	Effects of Teaching Methods used to teach Female Adult Learners .....	42
4.6	Factors Affecting Performance of Female Adult Learners.....	43
4.6.1	School Based Factors.....	44
4.6.1.1	Class over Enrollment .....	44
4.6.1.2	School Environment and Facilities .....	45
4.6.1.3	Limited Teacher-Learner Contact.....	46
4.6.2.1	Attitudes towards Female Adult Learners.....	47
4.6.2.2	Attitude of Teachers.....	47
4.6.2.3	... Attitude of Young-Learners towards Female Adult Learners' Re-entry into School.....	48
4.6.2.4	.... Attitudes of Family Members towards Female Adult Learners' Re-entry into School.....	49

4. 6.2.5	Attitude of the Community towards Female adult learners' Re-entry into School .....	50
4. 6.2.6.	Support Given to Female adult learners by Providers.....	51
4. 6.3.1	Domestic Chores.....	52
4. 6.3.2	Sickness in the Family .....	53
4. 6.3.3	Financial and Marital Problems.....	54
5.0	CHAPTER FIVE: DISCUSSION OF FINDINGS.....	55
5.1	Introduction.....	55
5.2.	Background characteristics of the study respondents .....	55
5.3	Performance of the Female Adult Learners.....	56
5.3.2	Performance of Female Young and Adult Learners.....	57
5.4	Effects of Teaching Methods Used to Teach the Female Adult Learners .....	58
5.5	Factors Affecting Performance of Female Adult Learners.....	59
5.5.2	School Based Factors .....	59
5.5.2.1	Over Enrollment in APU Classes .....	59
5.5.2.2.	School Environment and Facilities .....	60
5.5.2.4	Attitude of Teachers towards the Female Adult Learners .....	63
5.5.2.5	Attitude of Young-Learners towards the Female Adult Learners .....	63
5.5.3.1	Attitude of Family Members towards Female Adult Learners .....	64
5.5.3.2.	Attitude of the Community towards the Female Adult Learners.....	64
5.5.3.3	Assistance of Female Adult Learners towards Education Requirements by their Husbands .....	65
5.5.3.4	Effects of Domestic Chores on the Female Adult Learners .....	65
6.0	CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	67
6.2	Main Research Findings .....	67
6.3	Research Summary .....	67
6.4	Conclusion .....	68
6.5	Recommendations.....	69
7.0	REFERENCES .....	71
8.0	APPENDICES .....	76
Appendix 1:	Permission to undertake the study.....	76

## **1.0 CHAPTER ONE: BACKGROUND TO THE STUDY**

### **1.1 Introduction**

Worldwide, it is now recognized that Education is a fundamental human right and a developmental necessity to all. Nevertheless, large gender disparities in enrollment and achievements persist against girls and women. More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights asserted that, “everyone has a right to education” (World Bank, 1990). Such statements were made during declarations that emerged from a series of United Nations regional conferences in the early 1960’s, in the treaties that formed the International Bill of Human Rights in the 1970’s, in the World Declaration on Education for All in Jomtien, Thailand in 1990, and in the Millennium Declaration and Dakar Framework for Action in 2000 (UNESCO, 2006).

Over the last few decades a number of actions have been taken to promote the equality of women in society. In 1980, the measure to promote equality of women in society was strengthened when the General Assembly of the United Nations proclaimed the convention on the elimination of all forms of discrimination against women. Between 1975 and 1985, the United Nations adopted an action plan for the newly designated decade for women. Equality, development and peace were declared as the basic principles for the implementation of women’s programmes, with special reference to equal opportunity in education (Ballara, 1992).

The fourth International Women’s Conference held in Beijing in September, 1995 identified education as one of the areas that needed serious attention in the struggle to improve the position of women in all countries of the world. According to UNICEF (2004) female illiteracy is higher than male illiteracy. Milimo (1993) also pointed out that the majority of women in Africa hold a low status relative to men in social, political and economic spheres of life. According to Kasonde-Ng’andu et al (1999), gender inequalities in participation and performance in primary schooling pose a big challenge to the attainment of Education For all. This is common, not only Zambia but also for other countries in the Sub-Saharan Africa. Kelly (1999) also observed that there is gender disparity in Zambia at all levels of education and a number of interventions have been put in place to mitigate this problem.

MOE (1996) holds that there cannot be real and sustainable development without the full participation of both women and men in development. Education empowers and gives knowledge and skills to people. It enables them to effectively participate and contribute to development. It goes without saying that girls and women who constitute the majority of the world population will not play an effective role in the development process unless they are educated (Ballara 1992). MOE (1995) further claims that neglecting the education of girls is neglecting half the human resources needed for sustainable development.

Many educationalists acknowledge the points stated above and indicate that the national goal of accelerated development cannot be attained without special attention to the needs of women who still remain disadvantaged and marginalized in terms of education (MOE, 1996). This is particularly evident in the feminization of poverty as reflected in the limited access of females to productive resources, social services, remunerative employment opportunities, and participation in political and managerial decision-making process (Watkins, 2000).

Whichever perspective is adopted, the analysis of women and development in Zambia is incomplete unless attention is devoted to how education systems in Zambian societies serve the women folk (Lungwangwa 1985). Thus, it is important to draw attention to the education of women in Zambia. The educational systems should be obliged to develop fully the potential of every individual. The issue of the women who had dropped out of school for one reason or another is an important aspect which needs to be considered and hence the focus of this study.

## **1.2 Education System in Zambia**

The education system inherited by Zambia during independence was underdeveloped especially in the education of women. Gender differences in education provision and achievements had its origin in the BSA company period. It was pointed that most early missionaries were men.

At the time of independence, there were only 107 Zambian university graduates, out of which four were female. The immediate post-independence goal therefore, became the provision of trained human resources (Kelly, 1991). The first National Development Plan (1966-1979) aimed at providing sufficient places to ensure that all children received at least four years of

primary education. Although the government was not able to meet the target, primary education from grade 1-7 expanded dramatically during this period. However, more emphasis was given to the expansion of secondary and technical education, with intake into secondary schools increasing by 27 per cent per annum, on average, between 1964 and 1969 (Kelly, 1991). The Second National Development Plan (1972-1976) put more emphasis on secondary education, recognising the need for expansion in relation to human resource needs. Thus primary education began to be seen as terminal for some children (Kelly, 1991). In all these reforms, no particular effort was taken to address the imbalances between girls and boys, those female adult learners who did not have a chance to finish their secondary education for one reason or the other had to re-enter into the education system.

Zambia's education system consists of a multi-structure comprising pre-schooling, basic, secondary and tertiary levels. The formal system is a transition from seven years of primary, five years of secondary and four years of university education or nine years of basic, three years of high and four years of university education (MOE, 2004). Historically, primary and secondary forms of education were offered in different institutions, but with the advent of basic schools, this scenario has since changed.

This development implies that currently there are two parallel but related paths for the educational progression after Grade 7. While some pupils proceed to Grade 8 in a basic school, others proceed through conventional secondary schools that run from Grade 8 to Grade 12. All those that proceed must have performed well in the selection examinations held at the end of Grade 7 since there is only one-third of room for those who complete Grade 7 (MOE, 2004). This has serious implications on high school education in terms of management and access to quality education in the sub-sector because a number of pupils could not proceed to the next grade due lack of school places. Majority of those who did not make it to the next grade were girls. This prompted the government to seek alternative forms of education and even opportunities that would enable some women go back to school as learners. One of these alternative forms was the Academic Production Unit (APU), which is the focus of this study.

### **1.3 Academic Production Unit in High Schools**

Among the alternative modes of education introduced to run parallel with the conventional secondary schools classes was the APU, introduced in 1990 by the Ministry of Education. This was due to insufficient school places at secondary school level. The Ministry of Education introduced APU classes on the Copperbelt province as a pilot project which, later, spread to all parts of the country (MOE, 1996). The programme was mainly introduced to improve enrollment levels in education for pupils left out during the selection to Grade 8 and 10 levels and also to improve the remuneration level of teachers and generate supportive funds to run schools.

The APU classes operated in the afternoon between 13:00 hours and 17:00 hours, during week days reducing the hours of learning by an hour or more when compared to the regular school time-table. The pupil enrollment was put at one-third of the regular school population in both basic and high schools. The teachers who taught in the regular (morning classes) were given APU classes to teach in the afternoon using same syllabii, text books and methodology (MOE, 1996). The APU classes were not designed to cater for adult learners as the case was with night school or evening classes. The female adult learners took advantage of the introduction of the re-entry policy which gave chance to girls who had dropped out of school to re-enter into the education system and this is further discussed in the proceeding chapters.

### **1.4 Enrollment and Performance of Girls in Schools**

Zambian Human Development Report (1999/2000) revealed that research conducted in the country so far painted a dismal picture about girls' participation in school. Girls were underrepresented in the primary school system. Available statistics indicated that girls' enrollment in Grade 1 was almost equal to that of boys (MOE, 1996). In subsequent grades, the number of girls decreased steadily, with noticeable high dropout rate from Grade 4 to higher grades. It was stated that in every 100 girls who begin primary school, only 70 completed the full primary course (MOE, 2004). The high drop-out rate of girls has an impact on the education levels of the women because girls who leave school are tomorrow's women who see the need to go back to school.

In 2004, there were a total of 2,265,145 pupils enrolled in Zambian primary schools. Out of this, 51.4% were boys and 48.6% were girls (MOE, 2004). Specific reference is made to the Eastern Province, where statistics revealed that out of a total of 254,067 pupils enrolled in primary schools, 51.4% were boys and 48.6% were girls. These figures reveal an imbalance in enrollment between boys and girls, with girls' enrollment being on the lower side. The narrowing educational opportunities for girls become even more pronounced at tertiary levels (MOE, 1996).

Given this background, the Zambian government put in place a number of policies to make education easily accessible to girls and women. Programme for the Advancement of Girls' Education (PAGE) was a programme established by Ministry of Education which sought to improve girls' access, retention, completion and achievement in schools. It was designed to achieve this aim through improved delivery of education, increased teachers and parental support to the education of girls and, by building self-esteem and self confidence for girls (MOE, 1998). The Ministry of Education with the assistance of the United Nation International Children's Emergency Fund (UNICEF) and Canadian International Development Agency (CIDA) launched the Girl- Child Education Programme in Zambia in 1994. This programme involved twenty (20) pilot schools in Eastern and Lusaka provinces. The programme was validated and evaluated in 1997. It was during this period that it was decided to expand successive PAGE interventions to the remaining seven provinces.

Another organisation that came up with an initiative to sponsor the education of girls and women was the Forum for Women Educationists in Zambia (FAWEZA). Its mandate was to advocate for policies and programmes that promote gender equity at all levels of the education system in Zambia. It was registered on March, 8th 1996 and was one of the 33 national chapters in Africa that was affiliated to the Nairobi-based Pan-African Non Governmental Organisation, the Forum for Women Educationalists (FAWE). FAWE was a network of leading African women educationists that were well placed to influence the education policy aimed at transforming African education systems to become more responsive to the specific education needs of girls and women in order to accelerate their participation at all levels of the education system.

## **1.5 FAWEZA Initiatives in Girls' Education**

FAWEZA an advocacy NGO, had successfully advocated for policies, programmes that improved girl's participation in education and in the removal of negative cultural practices that had perpetuated the disadvantaged position of girls and women in Zambia. As a short term goal, FAWEZA endeavoured to make a significant contribution to girls' access to quality education with particular focus on working towards the Education for All (EFA) goals of achieving gender parity in education by 2005. However, its long term goal was to increase girls' and women's enrollment, retention, progression, qualitative performance and completion at all levels in the education system. FAWEZA believed that the acquisition of education is an empowerment strategy for women and girls (FAWEZA, 1999).

Through the initiative of the former FAWEZA Provincial Chairperson for the Eastern Province, a class of 25 female adult learners aged from 20 years and above was introduced at St Anne's Basic School. Lessons were conducted from Monday to Friday between 14.00 hours and 16.00 hours. The introduction of this class for female adult learners was as a result of a programme which involved women in activities of advancements for girls' education in the afternoon. It was through this programme that the women realised that the afternoon was an appropriate time to spare for their own education.

The need to change customs made FAWEZA start the 'back to back' project which was an initiative aimed at linking communities and school, this was designed to inter-face formal and informal education. The programme aimed at transferring girls' knowledge and skills acquired from formal education to their mothers and the knowledge and skills mothers have from informal education to the girls. The 'back to back' project mainly targeted rural and peri-urban communities where literacy levels were low and girls' education was not accorded much value. This project's activities included: skill exchange, adult literacy, counselling, mentoring and income generation.

Proceeds from the income generation activities were used to pay for the education costs of vulnerable children, particularly girls in their communities. The project addressed some of the social and economic problems affecting girls' education. The objective of the project was to foster partnership between schools and communities, mobilise mothers in support of girls'

education, to provide an exchange of knowledge and skills between mothers and school girls and to provide a forum for mother and child dialogue. The interactions with the girls made the women realise that they could still learn, so they got enrolled in APU classes. In 2004 twenty (20) of the female adult learners sat for their Grade 9 examinations, seventeen (17) qualified for Grade 10 (ECZ Examination Results, 2004). The female adult learners were then secured places at Chipata Day High School under Academic Production Unit classes.

The overall performance records of the female adult learners for 2006 show 33.8% pass while the 2007 indicate 34.3%. According to the Examinations Council of Zambia criteria, any result below 35% is considered to be of low performance. (Chipata and Katete Day High Schools Mock Exams Results, 2008). This simply meant that the female adult learners failed to attain the minimum requirement of 35%. It was therefore assumed that, there could be factors that would offer reasons why female adult learners who re-entered high school through APU showed low academic performance. This state of affairs, therefore, has necessitated this particular study.

## **1.6 Significance of the Study**

So many studies have been carried out on the performance of re-admitted female pupils at basic school level but no studies have been conducted on the performance of female adult learners re-entering high school through APU in Chipata and Katete districts. The findings of this study will provide valuable information that may be useful for the improvement of female adult learners' performance in education. It will also create awareness among policy makers, the general public and other stakeholders' development in the challenges faced by women as they are trying to further their education. So many research works have been done on girls' education. However, this has been a unique one in that it focused on women's education. Furthermore, this research attempted to provide knowledge on this new phenomenon of female adult learners re-entering high school through APU.

## **1.7 General Objective**

To establish possible factors affecting the performance of female adult learners who re- entered high school through Academic Production Unit classes at Chipata and Katete Day High Schools.

## 1.7 Specific Objectives

- i. To assess the performance of female adult learners who re-entered high school through APU.
- ii. To establish effects of teaching methods used on the performance of female adult learners.
- iii. To establish, whether or not, there could be some school or home based factors affecting the performance of female adult learners.

## 1.8 Research Question

What factors affected the performance of female adult learners who re-entered high school through APU?

### 1.8.2 Sub-Research Questions

- i. How do the female adult learners who re-entered high school through APU perform in their academic work?
- ii. How does ‘teaching methodology’ used affect the performance of female adult learners?
- iii. What school based factors affect the performance of female adult learners?
- iv. What home based factors affect the performance of female adult learners?

## 1.9 Operational Definitions

### **Attitude:**

It is a personal view on something; an opinion or general feeling about something.

### **‘Back to Back’ project:**

An initiative aimed at linking communities and school, and was designed to inter-face formal and informal education. This was aimed at transferring girls’ knowledge and skills acquired from formal education to their mothers and the knowledge and skills mothers have from informal education to the girls.

### **Domestic chores:**

Routine tasks especially ordinarily household tasks, that have to done regularly.

**Female adult learners:**

The women who had stopped school and re-entered.

**General Certificate of Education:**

Examination scores ranging from Grades 7-8 (49%- 35%).

**`Ordinary` Levels:**

Examination scores ranging from Grades 1-6 (100 %- 50%).

**Performance:**

Refers to the assessment of pupils in all their academic work, for example through the use of tests, examinations, homework and class exercises. The performance of pupils who fail to attain 35% was recorded as low performance or fail. Pupils who attain 35% or above in a test or an examination will be assessed as good performance.

**Young learners:**

Pupils who had continued school without stopping

**Pupils:**

Both female adult learners and young learners in school

## **2.0 CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

Through out the world, education is critical for future development. It builds self-esteem and provides the skills needed to improve individuals, families and the nation at large. It is claimed that educated individuals tend to earn higher income and integrate health, nutrition and family information into their life styles (MOE, 1996). The literature reviewed in this chapter highlights what others have written about girls and women's education. These views have been presented under the following themes which have been discussed in more details later.

### **2.2 Importance of Educating Women**

King (1990) has shown that education is an empowering tool for women and it has a triple effect for their families and the development of the larger society. According to Freidan (1963) education is considered by many as a key to a happy life. Education would enable a woman to compete in society not as a woman but as a human being. UNESCO (2005) emphasises that education empowers women to stand up for themselves without being dependent on their spouses. This argument suggests that women will be able to look after themselves and their families as well as bring benefits to the community especially when there is effective governance (Watkins, 1999).

The former United Nations Secretary General Kofi Annan, in his speech at the World Education Forum in Senegal in 2001, said that “no development strategy is better than one that involves women as central players”. It has immediate benefits for nutrition, health saving and reinvestment at the family, community and ultimately country levels”. In other words, educating girls and re entering those who may have left school for one reason or the other are social development policies that would ensure sustainable development. It is a long term investment that yields an exceptionally high return (UNESCO, 2005).

For both male and female, regardless of age, Watkins (2000) points out that, education matters because it is a fundamental human right and that it is intrinsically important in its own right. It opens new horizons and raises the quality of life. It is further argued by many

educationalists and authors, Kings (1990), Watkins (2000), Caren's (2003) that education is a means to achieving wider human-development ends, including higher living standards, improved public health and democratisation.

UNICEF (2004) also indicates that education, not only provides basic knowledge and skills to improve health and livelihood, but it empowers women to take their rightful place in society and the development process as well as the status and confidence to influence the household decision. Firmer (2000) cited in Herz (2004) in his studies across African countries has strongly argued that women's education generally has more impact on the family than men's education as the former is focused first on internal issues.

The UNICEF (2001) further indicates that women who were educated provided better nutrition for their families and ensured that more of their children survived the early years. It stated that educated women delayed child birth and that their fertility went down because they produced fewer children than their uneducated age mates. The report also points out that educated mothers would realize the need for maternal, pre-natal and post-natal care. Poor and uneducated parents lack the information needed to provide optimum care for their children, increasing the risks of childhood illness and childhood mortality. It is further stated that a malnourished girl becomes a malnourished mother who will give birth to an underweight baby.

This is supported by UNFPA (2002) report which revealed that women who have been to school tend to marry later and have small families and that, their children are also better nourished and more likely to do well at school. By contrast, the children of women who have never received an education are 50% more likely to suffer from malnutrition or to die before the age of five years.

Caren's (2003) study-findings have confirmed that the education of women has led to significant reduction in infant mortality and decline in fertility rates, reducing women's burden associated with birth and child rearing. According to Kasen (1999) cited in Herz (2004) study-findings by the World Bank in 100 countries have also indicated that when

women gain education, fertility per woman drops roughly by one birth and this helps to sustain families. Hutchinson (1978) indicates that multi-country data have confirmed that educated mothers are 50% more likely to immunize their children than the uneducated ones would do. These and many more are the benefits associated with educating a girl and a woman.

The report further argued that educating a woman saves lives because it gives them confidence and power to make better choices for themselves and their children. For instance, in Bangladesh women with at least fifth grade education are more likely to increase their food intake when they are pregnant. However, women without any meaningful education not only eat their meals last, but they also eat the least amount of food. It is then argued in this report that such a scenario had disastrous consequences especially on pregnancy, such as maternal and infant mortality and low birth weight, which can cause various health complications throughout the rest of the woman's life cycle.

Macro-level studies show that better educated women contribute to the welfare of the next generation by reducing infant and child mortality, lowering fertility and improving the nutritional status of children. In poorer countries, where access to health care is often limited, each additional year of schooling is associated with a 5 to 10 percent decline in child deaths (UNICEF, 2004).

The UNICEF (2003) has also indicated that the education of women will ultimately benefit children. Behrman (1999) cited in Caren (2003) study findings in India have shown that children of educated women study extra hours per day. In a study done on the influence of mothers towards education, it was revealed that because children spend a considerable amount of time in their early years of life with the mothers, the mother's education has persistently been found important in influencing female education (Okojie et al 1996).

Lungwangwa (1985) found that the presence of a female household head increased school attendance rates by 4.9 percent. These results are contrary to the widely held notion that female headed household tend to be disadvantaged in every respect. This may be true as

regards resources, but, in terms of outcomes, female household heads tend to be more responsive to their children's education needs.

### **2.3 Gender and Poverty**

According to the UNFPA (2004) report, it is stated that sex-specific statistics worldwide show that women are poorer than men. It is estimated that 70% of the 1.2 billion people living in poverty are female. In Sub-Saharan Africa, about 50% of the population lives in abject poverty, compared to 20% in North Africa. Of the Sub-Saharan Africa's poor population, about 80% are women. The report further states that estimates of over a twenty year period show that the increase in the number of poor rural women in 41 developing countries is 17% higher than the increase in the number of poor men. Information on health, HIV infection, education, time use, income access to credit and participation in decision-making further highlights the sex differentials in experiencing poverty.

Evidence from other studies correlates gender equality with poverty reduction and economic growth. Data from 13 African countries, from 1975 to 1985 show that a 10% increase in female literacy rate reduces child mortality by 10%, whereas changes in male literacy had little influence (World Development Report, 1993).

Herz (1991) have indicated that education for women leads to increased income and productivity for individuals and for nations as a whole. They further argued that although women often start from a weaker economic position than men, evidence has shown that educating women generally produce greater gains in productivity and income than educating boys. Consequently, educated females' economic contributions in the nation have a greater impact on national economic growth.

Lloyd and Blanc (1996) examined some of the familiar determinants of children's enrollment and education in Sub-Saharan Africa. To explore variations within the area, the authors included data from seven countries; two in East Africa (Kenya 1993 and Tanzania 1991/92), two in West Africa (Cameroon 1991 and Niger 1992) and three in Southern Africa (Malawi 1992, Namibia 1992 and Zambia 1992). The results clearly revealed that the resources of a child's residential household, in particular, the education of the household

head and the household standard of living, are key determining factors in explaining differences among children in school outcomes. Furthermore, both girls and boys living in female headed households showed universally better school outcomes than children living in male headed household when household with similar resources are compared. Also, contrary to popular belief, these findings revealed no evidence that family support-systems operate systematically to the benefit of boys relative to girls. Instead, girls were found to be slightly favoured in female-headed household, whereas boys were slightly better off in high-income household. The findings as indicated in chapter four share the same views that an educated mother encourages her children to go to school. This suggests the positive impact of educating girls and women.

#### **2.4 Causal Factors Attributed to Drop out Rates of Girls**

Zambia, as a member of United Nations (UN) is a signatory to the 1948 Universal Declaration of Human rights. All the nations of the world declared that education, as an instrument of change, should be a right for everyone. Individual member nations appear to have put in place various measures in regards to this human right (UNFPA, 1948). However, this right has not yet been enjoyed by all in Zambia despite frantic efforts that have been put in place.

UNESCO (2006) report acknowledges that despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persisted more than 40 years (1990) after that declaration:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural change;

- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

The 1990 World Conference on Education for All in Jomtien, Thailand, was organized in response to this gloomy picture stated above. There was wide spread concern over the inadequacy and deterioration of the education system as exhibited in the figures above. All in attendance at this conference agreed to take the necessary steps to universalise primary education and massively reduce illiteracy by 2000, as well as to:

- Expand early childhood education,
- Improve learning achievement,
- Reduce the male-female literacy gap,
- Expand basic education opportunities for youth and adults,
- Use all available communication channels to promote knowledge, skills and values for better living.

In 2000, ten years after the Jomtien conference, Oxfam (2000) considered it a “lost decade” because there were still 125 million children who had never attended school and another 150 million children who had started school, but dropped out before they could read or write. The Dakar Conference shifted the year of achieving the EFA goals to 2015 and put more emphasis on some issues like girls’ education. This is reflected in the six EFA goals that the conference adopted to reaffirm the 1990 Jomtien Conference.

The ZHD report (2000) observed that there are a number of factors which work against the education of girls. According to this report, special attention must be taken to understand these factors, as they lay the foundation for other forms of gender discrimination later in life.

The national policy document (MOE, 1996) has observed that, although progress has been made in enhancing the socio-economic status of women, they still remain among the disadvantaged and marginalised. This is particularly evident in the feminisation of poverty as reflected in the limited access of female reproductive resources, social services,

remunerative employment opportunities and participation in political and managerial decision-making process. The disadvantaged status of women and girls is evident also in both wages and non-wage status.

Kelly (1994) blames economic constraints for the poor retention rate of girls while Maimbolwa and Chilangwa (1995) attribute this to negative social values, attitudes and expectations pertaining to girls' education. On the other hand, Mwansa (1993) believes that the poor retention rate of girls is a result of their parents' low education levels. Kankasa and Chondoka (1996) link the problem to the failure by the government and school administrations to implement policy on gender equality.

As earlier alluded to, many factors come into play when it comes to girls' education. Factors leading to this situation are many and arise at all levels; national, community, school, household and individual levels (ZHD report 2000). The MOE (1996), which is National Policy on Education document, has identified these factors as institutional, socio-cultural and personal factors which together combine to impede girls in realising their potential through education. The document further states that institutional factors include the distance of school from girls' homes, fees and levies to be paid at school and the negative image of women and girls portrayed by many school books.

Kasonde-Ng'andu et al (1999) study indicates that, negative drop-out rate are apparent. These can partly be explained by some children enrolling at the beginnings of the year then drop out, but subsequently re-enrolling in school the following year. In theory, a policy of automatic promotion exists, allowing children to progress from one grade to another without taking any examination. Thus, repetition rates appear to be low in all grades, except for Grade 7. In practice, however, it is evident that a number of children do repeat owing to lack of financial support as well as poor performance. It would, seem, therefore, that there might be under-reporting by schools of the number of children repeating, which could also contribute to the apparent negative drop-out rate.

It was further reported by Kasonde-Ng'andu et al (1999) that despite negative dropout rates in early grades, it is evident that a large proportion of girls drop out of school when they reach puberty: 14% of the girls dropped out in Grade 6, compared with 4 % of boys. Furthermore, repetition is high in Grade 7 for both boys and girls. At this stage, they are required to pass an examination to gain entry to Grade 8. Therefore, some of those who do not succeed repeat the grade in order to try to gain entry the following year. However, others do not and most of these are girls. In the light of most of the research cited here about girls' education, it could be said that today's girls are tomorrow's female adult learners. Those girls who do not make it for further education are the future female adult learners who re-enter the education system later in their lives, as already discussed above.

## **2.5 Academic Performance and Gender**

In the United Kingdom (U.K) studies were conducted on the performance between girls and boys prior to the introduction of GCSE (General Certificate of Secondary Education) in 1988. The finding revealed that the differences in performance in Mathematics between girls and boys at secondary level were more pronounced in favour of boys (Burton, 1986 in Elwood, 1995). In another study undertaken in the U.K on examination and coursework performance, results have revealed that the pattern of gender related performance had changed in favour of girls in the last 15 years. A study undertaken in 1992 by the University of London Examination Council (ULEAC) and the National Foundation for Education Research (NFER) tried to investigate the extent to which the structures and assessment techniques used in GCSE actually increased or reduced the gender differences that exist in examination results.

According to the findings from the analysis of results pattern for GCSE over a period of six years from 1988-1994, there were more girls than boys entering for GCSE examination, 94% girls compared to 90% boys, in English for 16 years old cohort; girls finished compulsory school with better qualification in terms of the proportion of A-C grades; and that more girls 98% of 16 years old entered GCSE Mathematics compared to 93% boys and that girls were substantially ahead of boys in the proportion of A-C grades (Elwood, 1995). Evidence from various researches in the U.K has shown that the gap was very narrow between genders especially traditionally "male" subjects, but that the worry now in the U.K

was the underachievement of boys relative to girls as girls were consistently out performing boys across the 5-16 age range.

In the United States of America (U.S.A), gender differences between boys and girls have shown a decline and are almost non-existent (Hyde, 1990, in Elwood 1995). The findings from research on results and analysis on standards tests on Mathematics had shown that the gender gap has narrowed and that there has been an increase in participation especially by girls.

A research done in Saudi Arabia and Kuwait, where the sexes are segregated by policy indicated that girls out performed boys academically (EL-Sanabary 1989 in ABEL) research study. This scenario suggests that the school and classroom culture define to a great extent the self image of the girls thereby influencing their achievement (Njau and Wamahiu). According to the findings from recent studies undertaken in the U.S.A, the evidence has shown that there was a relationship between academic achievement and self esteem. Evidence from these studies further showed that students who did well in school felt encouraged and in turn performed even better. As girls felt demoralised, as their academic performance declined and the poor performance eroded their confidence (Sadker, 2000). This pattern was found to be particularly powerful in Mathematics and science classes with only 18% of middle school girls describing themselves as good in these subjects, down from 31% in elementary school.

In another investigation on gender equity in the classroom, the findings were that girls began to perform poorly at high school level (Sadker, 2000). The drop in test score began at the same time as loss in self esteem. It was further pointed out in another investigation of verbal interaction pattern in elementary school, secondary and college classroom in different subjects. The findings was that approximately one half of the female student in college classrooms remained silent having no interaction with their professor, and in elementary and secondary schools girls were eight times less likely to call out comments (sadker,2000). Sadker attributed this to the reasons that girls received less teacher attention, the non contribution of women in the curricular as most text books which continued to

report male worlds, and girls being targets of unwanted sexual attention from male peers and sometimes from administrators and teachers. This imbalance in attention resulted in the lowering of girls' achievement.

This is supported by Ballara (1992) who said sex-segregation of curriculum and the under-representation of girls in the technical areas of the training programmes is identified to confirm the subordinate position of girls in the formal and non-formal education sectors. The results, as confirmed by labour market data, are the continuing low level of participation of women in areas that are perceived to be skilled and high-status and therefore higher paying.

A comparison study of performance in Mathematics between boys and girls in the junior certificate examination in Botswana done by Taole (1991) points out that, the observed difference is as a result of boys being more confident than girls in their ability to deal with Mathematics. It was further pointed out that sex roles contributed to differences in the confidence displayed by boys and girls and that children have been socialized to believe that Mathematics is a subject for males and not suitable for females. For a girl, therefore, low performance in Mathematics signifies the fulfillment of her sex role identity.

There are a number of factors that have been cited to affect the performance of females. Some of these include negative self-image which the school frequently reinforces and stereotype socialisation beliefs expecting girls and women to be passive and submissive. On this point Delamont (1996) observes that teacher-pupil relationships also have a bearing on girls' learning. She argues that most teachers hold stereotyped, determinist views of sex differences, believing males and females to be biologically distinct, and the effects of such beliefs are conservative. For example, there are teachers who believe boys are naturally more gifted at scientific and mathematical reasoning while they see less ability in girls. She further argues that when pupils in a class hold stereotype views about male and female behaviour, then school teachers' reinforcement of views make classrooms uncomfortable places for the pupils who diverge from the stereotype.

FAWE (1996) believes that teachers are weighed down by their own social-cultural values. The situation of girls is worsened by the under-representation of female staff both at teaching and at managerial levels. According to FAWE (1996), female secondary school teachers in Sub-Saharan Africa constitute only 22% of the total teaching work force. Rural areas are especially susceptible to even much lower numbers of female teachers.

According to Brophy and Good (1974) in Kasonde-Ng'andu (1999) teachers' attitudes and the expectations of pupils are closely interrelated. Teachers' attitudes can affect teacher-student interaction in much the same way as teachers' expectations. That is, once a teacher forms a particular attitude towards an individual student, the teacher is likely to begin to treat this student in individualistic ways as attitudes, like expectations, are likely to be communicated. Once a teacher forms differential attitudes, the students may begin to respond differentially and in ways that will often tend to complement and reinforce the attitudes of the teacher. Although this assumption is for both male and female students, the female students are more affected than their male counter-parts because they need support and encouragement (Kelly, 1996). In summary, in developed countries, as presented above it is clear that the gap in performance between girls and boys at both primary and secondary school level has been closing. This may be attributed to a number of factors as compared to our Zambian scenario.

A commonly held finding in Zambian research is that girls' performance in school subjects, particularly Mathematics and Science, is lower than that of boys. Both male and female teachers have the expectation that boys will do better than girls. This attitude is especially held for the older girls who, teachers feel, are more likely to get pregnant, married or simply be distracted by men (Kelly, 1994). Such teachers' low expectations of girls' performance and persistence are very harmful to the girls' progression, as the signals sent to the pupils about their abilities to succeed can either help to build or destroy their future (Serpell, 1993; Maimbolwa et al, 1995; FEMSA Zambia 1999).

MOE, (2004) states that, boys take up a larger share of teachers' attention, while girls are regarded as submissive and docile members of the class. The school system also expects girls to do poorly in Science and Mathematics as these subjects are regarded as either not

easy or not suitable for girls. It is further pointed out that female role models and counselors to support girls are seldom available in schools. MOE and UNICEF, (1998), Erinoshos (1994) reveal that a girl will usually opt for and do well in science-related subjects only if among other things, she comes from a certain social background, such a girl is likely to possess a positive attitude towards these subjects, a high rating of her self-ability and a will to participate regularly in academic activities in such subjects. In Zambian schools, Mutukwa et al (1995) see the girl as lacking interest, self-confidence, determination and encouragement to do Mathematics, Science and Industrial Arts as subjects where they need to work hard.

## **2.6 Family Influence and Attitudes towards Schooling**

The involvement of parents in their children's education has long been found to be of significant importance. It is, after all, the parents who decide whether or not to send their children to school, which children and when to send them to school (Swanson, 1995). Ashby (1985) argue that, " in many cases, girls are discriminated against in such family decision".

Another way to explain family influence and attitudes towards schooling is in terms of societal gender structures (Swanson, 1995). As Kelly et al (1998) rightly point out, the school education of a girl may be useful, but it is not perceived as being absolutely necessary since she will be able to depend on a man for her livelihood. Men and women alike share this view; and such attitudes underlie many of the problems that girls experience in getting parental approval to attend school and in obtaining the necessary school fees. Boys are widely believed to be superior to girls academically (Kelly, 1994). Kelly (1999) also noted that there is traditional belief in the intrinsic value for the education of the boy child.

## **2.7 Education of Female adult learners**

According to Aslanian et al (1980) in Jerold (1991) the majority of female adult learners participate in learning because of some events in their lives such as: divorce, a new job, a lost job, a new baby, loss of a beloved one, moving to a new location, retirement or some similar major event. The idea of a "teachable moment" appears to come into play. Just

preceding or immediately after a significant trigger occurs is often the prime time for people to seek learning related to this trigger events. It is further pointed out that the majority of adults participate in adult education because of a relationship or vacation. They want to improve on their current job, seek a promotion, want a different job, or just keep up to date to retain their present job. For women who have been out of the job market for several years' participation in education is often seen as a step towards obtaining a job.

Jerold (1991) discloses that "social events of a receding past influence through the life times of those who experienced them. In times of rapid changes such as the present, they will continue to do so in different forms and different ways. But additionally, there will always be family and personal reasons why childhood disadvantages continue to hamper adult development and lead to frustrations.

Cleugh (1962) pointed out that the teaching of older people does not consist of the adoption of the method applicable to school or college but also to the intellectual level of those to whom time and opportunity may have been given an already broad understanding, theoretical of a variety of subjects. The teaching of adults must take full account of the method to be used. This may imply "creating a quality relationship between the teachers and learners (female adult learners), taking into account their knowledge and life. Active methods are the most suitable for adults: experimental learning, promoting independent learning, critical thinking, problem solving and learning how to learn" Ryan, 1985 in Ballara, 1992).

A study done by Hutchinson (1978) on women who enrolled to learn at Fresh Horizons, an education centre, revealed that although these female adult learners enjoyed a situation where they were expressing their new senses of independent possibilities and taking advantage of eased domestic circumstances by being in school, they worried about the safety of their children. It was further pointed out that "this depended on their capacity to cover the gaps such as, after school, in the holiday, during sickness and domestic crisis".

## **2.8 IMPACT OF ENVIRONMENT ISSUES TOWARDS LEARNING**

Freedheim (2003) discloses that the environment where one is brought up also contributes to learning; the argument is that each environment has unique features as well as characteristics common to other environments. He further observed that while we have similar curricula, methods and materials for all in school, the environment where one comes from has an impact on one's education achievement.

McNamara (1999) contends that the cultural environment which includes the morals and values of society in which the child is growing up, as well as the language in that society, have a direct influence on how an individual will respond to situations in life. He further argues that the cultural environment in all its variety sets the stage within which the human being lives and responds as a personality. The cultural environment must, therefore, be seen as a source of opportunities and limitations for development of personalities. The personality development will determine the kinds of experiences that are likely to be provided for an individual in that environment and consequently will determine the kinds of experiences that he/she can understand and appreciate, and the kinds of behaviour that he/she can interpret and learn. Cultural hindrances to education include sex-roles which are taught at an earlier stage in life. The girls are lead to believe that they are care-providers, home-minders and worthless only to be at the service of others.

MOE (1996) points out that, socio-cultural hindrances include the low value placed on educating a girl, the over-burdening of girls with household chores. Girls miss school when there is a sick family member to be nursed. The expectation that girls will automatically find personal fulfilment in child-bearing and male support in marriage, early marriages and widespread doubt about girls' intellectual abilities .

King (1990) also argues that certain cultural practices in some societies require the girl staying out of school temporarily or permanently and these practices interfere with the girls' education. Some of these traditions require drastic measures to be taken on the girl. For example, mutilation of sexual organs has serious consequences which could even lead to

loss of life. The traumatic experience that the affected girl goes through could even lead to that girl discontinuing school.

Munachonga (1995) also pointed out that among the many barriers to education of girls is too much of domestic chores. The girl is left with no time of her own which can be used on academic work. Khana, and Khana, (2003) discloses that increased domestic chores put much stress on females and affect their studies. Some men just simply enjoy only the food and services of their wives.

Kasonde-Ng'andu et al, (1999) disclosed that gender role differentiation between boys and girls in families is one of the factors contributing to poor performance among females. Parents tend to assign house chores to girls while boys do academic work at home. In the rural areas most girls spend time pounding maize for mealie- meal, fetching water and collecting fire wood in order to relieve their mother from their heavy workload.

This is supported by Kelly (1994) who, revealed that girls and female adult learners in Zambia generally tend to be below the education and knowledge poverty line and in all public examinations, girls' performance is below than that of boys. The reasons that Kelly (1994) advanced were that the girls are expected to devote themselves, from an early age, to domestic chores so as to prepare themselves for the role of being wife and mother, regardless of the fact that they are in school and have to study. He further added that the reason for under performance must be sought, therefore, not in the abilities of girls but in the social and cultural forces which through their time in school deter them from exercising these abilities to the full.

Lungwangwa (1985) also stated that health related factors are a real problem affecting school attendance. He further states that this is being worsened with the issue of HIV/AIDS which has an impact on school attendance. These situations affect both teachers and pupils. When there is sickness in the family, it is usually the women that had to nurse the sick. This simply meant the female adult learners could be withdrawing from school for some time to nurse the sick and this affected their performance.

Watkins (2000) also points out that the immediate impact of HIV/AIDS is felt at the household level. It was further disclosed that society has perpetrated the unequal burden of care responsibilities between women and men, with women taking the biggest burden.

## **3.0 CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter presents: the Research Design, Study Site, Study Population, Study Sample, Sampling Technique, Data Collection Instruments and Data Analysis. It ends with limitations and problems encountered during data collection process.

### **3.2 Research Design**

A cross-sectional survey design was used in the study. The study employed both quantitative and qualitative data collection techniques.

### **3.3 Study Sites**

The study was conducted at Chipata and Katete Day High Schools in Eastern Province of Zambia. The provincial headquarter for the province is Chipata. Chipata district is 584 kilometers from Lusaka. It borders with Malawi, Lundazi in the North, Mambwe in the North-West, Katete in the South-West and Chadiza in the South. The district has (twelve) 12 high schools, (ten) 10 are run by the government and (two) 2 are privately owned. Among these schools in the district, only Chipata Day High School allows female adult learners above the age of 20 years to enroll through the APU education arrangement.

Katete shares an international boundary with Mozambique in the South and it shares district boundaries with Chadiza in the Southeast, Chipata in the northeast, and Mambwe in the North and Petauke in the Southwest. The district has four (4) high schools with only Katete Day High School providing education for female adult learners.

Chipata is an urban district with a lot of women holding senior managerial positions while Katete is a rural district with very few working women. The set up in the two schools are similar in that both schools follow the ministry's guide line as regard to the operation of APU schools.

### **3.4 Study Population**

The data was collected from the female adult learners aged 20 years and 42 years who had re-entered high school through APU, school managers, teachers teaching the female adult learners and young pupils learning with the female adult learners from the two schools.

### **3.5 Study Sample**

The study sample comprised of female adult learners who re-entered high school through APU aged 20 years to 42 years, young learners (pupils who had continued school without stopping), school managers and teachers. The composition was as follows: Sixty (60) female adult learners, sixteen (16) young-learners, four (4) school managers, four (4) APU coordinators and twelve (12) teachers teaching the female adult learners. The total sample was 96 drawn from the schools (Chipata and Katete Day High schools) because small numbers of female adult learners at one school.

### **3.6 Sampling Technique**

In the study, the issue of sampling concerned the location chosen for the study, schools, classes, pupils, teachers and school managers. To a large extent, the purposive sampling approach was used in order to achieve a rich and varied collection of information. Patton (1990:169) noted that: “The logic and power of purposive sampling lies in selecting information-rich cases for the in depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance necessary for the research.

The aim of purposive sampling is to select information-rich cases whose study will illuminate the question under study. The study used purposive sampling because the researcher knew about the events and specific people who were likely to provide valuable information. The high schools enrolling female adult learners in APU classes were known by the researcher. The advantage of purposive sampling is that it allows the researcher to concentrate on those people and generate valuable data for the research. In support of purposive sampling, Cohen and Manion (2000) argue that this strategy can benefit the research because some of these elected key informants have special knowledge and perception that can add value and richness to the research.

### **3.7 Data Collection Instruments**

The study employed triangulation. Silverman (2000) points out that triangulation in data collection is the involvement of two or more methods in the study, and it can help explain more fully the richness and complexity of data. Triangulation was initially used to refer to the use of more than one method in a given inquiry. This was to avoid a situation where research results are generated exclusively on one method. This is the view advanced by

many researchers (Patton, 1990 and Freebody, 2003). The assumption is that some of the methods have weaknesses, and exclusive reliance on one method could be biased or even distort the research under investigation.

The study used triangulation in data collection by involving the use of, in-depth interviews, focus group discussions and reviewing of documents. This was done by studying practices from more than one angle using multiple methods of data collection. Each method can reveal different aspects of empirical facts within the same site [Cohen and Marion (1992) and Yin, (1993)].

The use of combined methods of data collection is chosen because it overcomes the weakness associated with the use of individual methods (Robson, 1993), and help to give a more detailed picture of the situation under study (Cohen and Manion, 1992). It also helps to validate accounts and increases the degree of accuracy. This is also in line with what Patton (1990: 244) says: “Multiple source of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective on the programme. By using a combination of observations, interviews, document analysis and focus group discussions, the field worker is able to use different data sources to validate and crosscheck findings. Each type and source of data collection instrument, however, has strengths and weakness.”

### **3.7.1 Self Administered Questionnaire for Female adult learners**

Questionnaires were given to sixty (60) female adult learners to collect information about their personal and educational background. However, the researcher only managed to collect back fifty-two (52) questionnaires because it was difficult to communicate with some of the respondents as indicated in the limitations

The researcher used the questionnaires because of their distinction which has to do with the administration where the researcher had a chance to collect quantitative data from individual female adult learners. The checklist response mode consisted of questions which sought information on the background of the female adult learners and their education history.

### **3.7.2 Document Review**

Documents like attendance registers were reviewed to get names of the female adult learners and their age. Examination results for both mock and national were analyzed to determine the performance of the female adult learners. Weiss (1998:260) holds the view that documents are “a good place to search for answers. They provide a useful check on information gathered in an interview.” She further states that when “other techniques fail to resolve a question, documentary evidence can provide a convincing answer.” Another view shared by Hammersley and Atkinson (1995:156) about documentary evidence is that “it would be hard to conceive of anything approaching ethnographic account without some attention to documentary material in use”.

Apart from providing evidence, Weiss (1998) has noted that documentary analysis also allows the analyst to become thoroughly familiar with the materials and helps to save on time. The usefulness of documents as research tools is that they help corroborate and strengthen the evidence gathered using other tools, can provide reliable and quality information, also provide a chance to counter-check the information and offers a chance to study past events and issues. The researcher also came across some limitations as she was using this type of tool. The most notable ones were that she found out that some documents were not complete. To get the required information the researcher had to spend time on registers and reports on examinations. This is also one area that little has been written on, hence the significance of this study in providing new knowledge on female adult learners re-entering school.

### **3.7.3 In-depth interview for School Managers/Teachers.**

Data was also collected from twelve (12) teachers and eight (8) school managers through interviews from the two schools. Much of this study comprised of interviews with key informants in the schools under study. School managers, APU coordinators and teachers were interviewed to get information on school-based factors that affected the performance of female adult learners. The interview guide (Appendix 3) was developed prior to leaving for data collection. This was discussed with the supervisor and later revised after the first few interviews as the researcher became more focused on the subject.

This study used in-depth interviews. It has been argued that interviews are one of the most important sources of information for social research. Dexter (1970) reckons that interviews provide access to the content of a situation and make the researcher reach deeper meaning about the reality being studied. The researcher was able to get more information from the groups of people about factors affecting the performance of the female adult learners.

The use of interview guides is seen as an important tool in order to be sure that the same categories of information are obtained from a number of people about the phenomenon being studied (Patton, 1990). It is further argued that the interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within particular area, to word question spontaneously, and to establish a conversation style but with focus on a particular subject that has been predetermined.

During these interviews, the teachers were able to reveal their frustrations over the enormous amount of work they are expected to cover, but they would also bubble with excitement when they talked about female adult learners who performed better than the young ones. Examples of their comments, which were noted down and recorded thereafter, are discussed in the data presentation chapter of this study.

#### **3.7.4 Focus Group Discussions for Female adult learners and Young- learners.**

Focus Groups Discussions are known for a number of reasons as the best method to use in data collecting. One of them is that they often bring out respondents' immediate reactions and ideas, making it possible to observe some group dynamics and organisational issues. For participants, the focus-group sessions made them feel free. Permission to use a tape recorder was sought from the group members. The setting in which the focus group discussions were done, provided an encouraging environment for frank and open communication without any disturbances. This is also in line with the justifications given by Casley and Khumar (1988) on the purpose of focus group discussions in research studies who argues that focus group discussions help to assess needs, develop interventions, test

new ideas or programmes, improve existing programmes and generate a range of ideas on a particular subject as background information for constructing more questionnaires or interviews.

Focus group discussions were conducted on five (5) groups of female adult learners and two (2) groups of young-learners in the same schools. The names of the female adult learners were selected from the registers using purposive sampling. At Chipata Day High School, three focus group discussions were conducted according to grades, that is seven (7) of those who wrote Grade 12 in (2007), eight (8) of those who wrote Grade 12 in 2008 and nine (9) of those who were in Grade 11. At Katete Day High School two focus group meetings were conducted, each comprising eight (8) members for Grade 11 and 12 (2008). The researcher also conducted two focus group discussions with the young-learners learning with female adult learners to get their views, that is, one at Chipata Day High School and the other at Katete Day High School. The young learners were selected using random sampling.

A pre-planned script of specific issues and set goals was followed to get the required type of information. During the focus group sessions, the researcher (moderator) had a responsibility of controlling the discussion without inhibiting the flow of ideas and comments. It was the job of the moderator to ensure that all group members contributed to the discussion and avoided letting one participant's opinions dominate. At the same time, the moderator avoided putting words into the mouth of group members by giving leading comments.

The researcher was conscious of the challenges cited in the use of focus group discussions by McNamara (1999) "as that of sorting out what is important, decoding symbolism, unraveling complex situations, interpreting ambiguous behaviour, designing persuasion, predicting behaviour, developing strategies and new ideas. After the sessions, it was easy for the moderator to write a short report summing up the prevailing mood in the group, illustrated with a few personal quotes about the comments made by the respondents."

### **3.8 Pre-Testing of the Data Collecting Tools**

The researcher did the pre-testing of data collecting tools at Mfuwe Day High School. The school was chosen because it had similar characteristics with the two schools under study. Eight female adult learners aged 20 years and above, the school manager and two teachers, were sampled in order to determine the effectiveness of the research instruments.

The pre-test was conducted primarily to test the clarity, strengths and weakness of some of the items in the research instruments as well as to test whether the instruments would get the intended responses. The pre-test revealed that some items in the questionnaire and interview guide were repetitive. The preliminary study was very beneficial because it exposed the researcher to practical fieldwork before the actual research.

### **3.9 Data Analysis**

The quantitative data collected was analysed and coded using the Scientific Package for Social Sciences (SPSS). Summaries of frequency distribution, percentages and tables have also been used. The qualitative data collected was manually analyzed, coded and processed using emerging themes. Lloyd and Blanc (1996) suggest that in analysing qualitative data, the initial task is to find concepts that help “make sense of what is going on. Patton (1990) seems to suggest that these concepts about data analysis start arising during data collection and that marks the beginning of the analysis and this continues throughout the study. This study used the method of inductive analysis as the basis for its analysis. Patton (1990:44) holds that: “The strategy of inductive designs is to allow the important analysis dimensions to emerge from patterns in the cases under study without presupposing in advance what the important dimensions will be.”

In this study, constructs, themes and patterns were identified from the interviews, focus group discussions and review of documents with an aim to use them in the description of the phenomenon that was being studied (Gall, M.D., Borg and Gall, J.P. 1996). This was because there were no hypotheses before the data collection. The understanding of the phenomenon under study and outcomes emerged from experience with the setting. What is happening in a setting is grounded in direct programme experience rather than imposed on the setting (Patton, 1990).

### **3.10 Limitations of the Study**

- a) The researcher had to change the study site from Mambwe district to Katete district because of bad roads to Mambwe especially during the rainy season. The district is inaccessible due to floods and bad roads as opposed to Katete which is easily accessible. The decision was reached due to the similarities in terms of residence; both are rural and have similar social demographical characteristics (age, sex, economic activities and cultural practices).
- b) The study was conducted between the last week of November and the first week of December 2008. This is the period when three national examinations (Grades 7, 9 and 12 final examinations) are conducted. Lessons were cancelled in some schools as teachers were supervising examinations in other schools. In some cases, the researcher had to wait for the respondents to finish writing examinations to arrange for focus group discussions. This meant meeting during weekends as the case was with Chipata Day High School respondents. Not all the intended respondents attended out of the targeted 60 female adult learners, 52 attended accounting to 87%.
- c) There was dearth of literature review based on factors affecting the performance of female adult learners and in particular those re-entering high school, this was due to the new phenomenon which was happening where female adult learners were re-entered into high school and had to learn with the young ones.

## 4.0 CHAPTER FOUR: FINDINGS

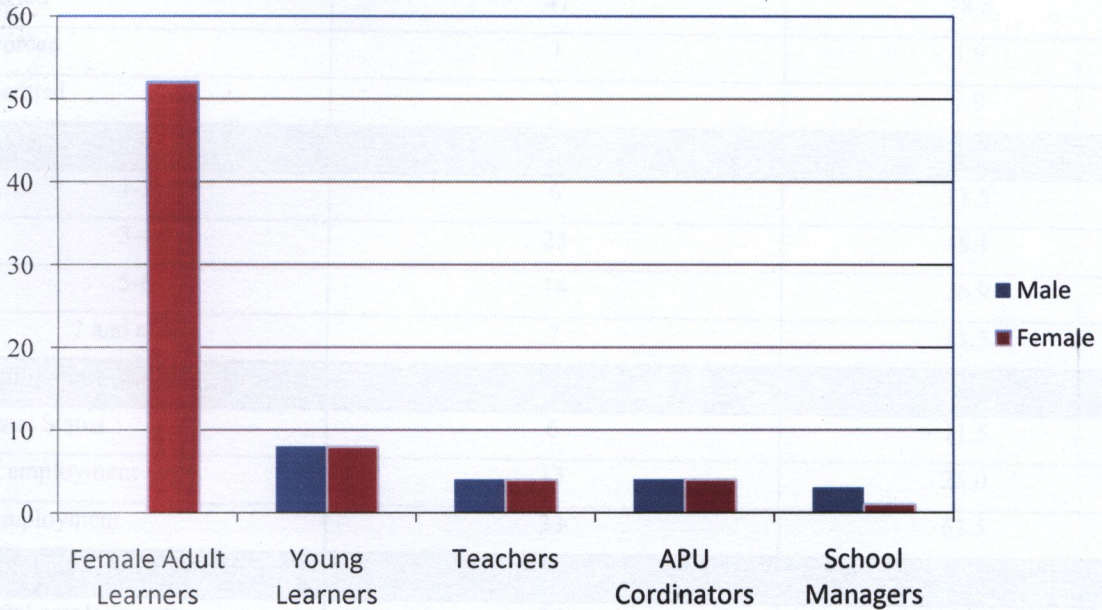
### 4.1 Introduction

Guided by the research objectives the findings of this study are presented under five headings: (a) Description of the study sample (b) Background Characteristics of the Respondents, (c) Performance of Female adult learners who Re-entered into High School, (d) Effects of Teaching Methods used in APU Classes, and (e) Factors Affecting Performance of Female adult learners categorized as home and school based

### 4.2 Description of the Study Sample

A total of 88 respondents participated in this study. These comprised of 52 female adult learners (women who had stopped and re-entered school in APU), 16 young learners (pupils who had continued with school without stopping), 12 APU teachers, 4 APU coordinators and 4 school managers. Seventy eight percent (78.4%) of the 88 respondents were females while 21.6% were male. Amongst these, 77.3% were learners while 22.7% were either teachers or school managers, as shown in Figure 1.

**Figure 1: Description of the Study Sample**



Source: field Data (2008)

### 4.3 Background Characteristics of the of the Sample of the study

Table 1 shows that respondents' age were between 21 to 42 years. Seventeen (32.7%) were aged between 25 and 29 years while 30.8% were aged between 30 and 34 years. Table.1 further reveals that 78.8% of the respondents were married and that 48.1% had 3-4 children while 26.9% had 5–6 children. Finally, Table 1 shows employment status of the respondents, showing 63.5% of unemployed.

**Table 1: Background Characteristics of Female Adult Learners in the Study Sample**

Characteristics	Number	%
<b>Age in years</b>		
21-24	11	21.2
25-29	17	32.7
30-34	16	30.8
35-39	6	11.5
40 -42	2	3.8
<b>Marital Status</b>		
Never married	9	17.3
Married	41	78.8
Divorced	1	1.9
Separated	1	1.9
<b>Number of children</b>		
1-2	6	11.5
3-4	25	48.1
5-6	14	26.9
7 and above	7	13.5
<b>Employment Status</b>		
Formal Status	6	11.5
Self employment	13	25.0
Unemployment	33	63.5
<b>Employment Status of spouse</b>		
Formal employment	25	48.1
Self employed	12	23.1
Unemployed	4	7.6
Not applicable	11	21.2

Source: Field Data, (2008)

### 4. 3. 2 Education Background of the Female Adult Learners

Table 2 shows that 61% of the respondents were in grade 12 and 39% were in grade 11 and that most (44.2%) of them had dropped out of school when they were in grade 9. Table 2 further shows that there were four reasons for dropping out of school, the major ones being teen pregnancy (44.2%) and early marriage (28%). Table 2 also shows that the majority of the female adult learners stayed away from school for over (ten) 10 years (34. 6%) while 26.9% stayed over seven (7) years away from school.

**Table 2: Education Background of the Study Sample**

Characteristics	Number	%
<b>Current Grade of the study Sample</b>		
11	20	39.0
12	32	61.0
<b>Grade when dropping out of School</b>		
7	1	1.9
9	23	44.2
10	14	26.9
11	7	13.5
12	7	13.5
<b>Reason for Dropping out of School</b>		
Lack of financial support	13	25.0
Teen pregnancy	23	44.2
Early marriage	15	28.8
Lack of role model	1	1.9
<b>Years taken before Re-entering School</b>		
1-3	11	21.2
4-6	8	15.4
7-9	14	26.9
10-15	18	34.6
16-20	1	1.9

During focus group discussions with female adult learners who re-entered high school through APU, seventy five (75%) of the respondents reported that they decided to go back to school so that they could be liberated from ignorance. It was argued that an uneducated woman is easily intimidated by others because she cannot express herself in various ways. The focus group discussion participants further pointed out that if one was educated, she would always remain updated with issues of current affairs because she would be able to read newspapers and listen to the news on both radio and television especially when the news bulletin was presented in English.

*"Look at the recent elections, as an un-educated woman you feel very backward when your friends are discussing important political issues. You will just be there unconcerned because you cannot read newspapers or listen to the news on radio or television. It is also important that women are updated about what is happening in the world" (Female adult learner aged 28 years in Grade 12).*

The other reasons disclosed were that female adult learners returned to school to increase chances of getting employment and improve their own business. This would enable them to be economically independent and support their families.

*"We see our friends who are educated helping their families. As of now the scenario has changed. Your husband may have money, but it is not good for a wife to be just seated at home and wait for her husband to be giving her money" (Female adult learner age 35 years in Grade 12).*

In addition, some of the female adult learners pointed out that they wanted to be role models to their children and they agreed with the common saying which says that "educating a woman means educating the whole nation". Focus group discussions also revealed that education breaks a lot of barriers in one's life. Noted were economic, social and health barriers. One woman narrated how her mother re-entered the education system through evening classes when she was 30 years old. She later went to a nursing school.

*"A good example that I can give is my mother. She went back to school through evening classes when she was already married and after that, she did her nursing course. This helped a lot because my father retired when most of us were doing our primary education. I now imagine what type of life we were going to lead if my mother did not go back to school" (Female adult learner aged 28 years in Grade 12).*

Another focus group participant narrated how she was encouraged by a woman who went back to school through evening classes at the age of 40 years. Later, this woman went for training and is now working for a Non-Governmental Organization (NGO).

*"I got encouraged to come to school because of my neighbour who went back to school as a night scholar when she was 40 years and married. I used to tease and laugh at her but she did not mind; now she is working" (Female adult learner aged 25 years in Grade 11).*

During focus group discussions it was also learnt that most of the female adult learners got encouraged to re-enter into school by Forum for African Women Educationalist in Zambia (FAWEZA) through the "back to back" project which was an initiative of FAWEZA. The female adult learners further disclosed that they were encouraged by the former Provincial Chairperson of FAWEZA to enroll in Grade 8 in 2003 at St Anne's Basic School. In 2004, some female adult learners wrote their Grade 9 final examinations and qualified to Grade 10 and later enrolled at Chipata Day High School.

*"I got interested in schooling because of the FAWEZA project called 'the back to back.' Our going to St Anne's Basic to meet the girls motivated me to enroll in Grade 8, when the provincial chairperson initiated a class for the women in 2003" (Female adult learner aged 42 years in Grade 12- 2007 intake).*

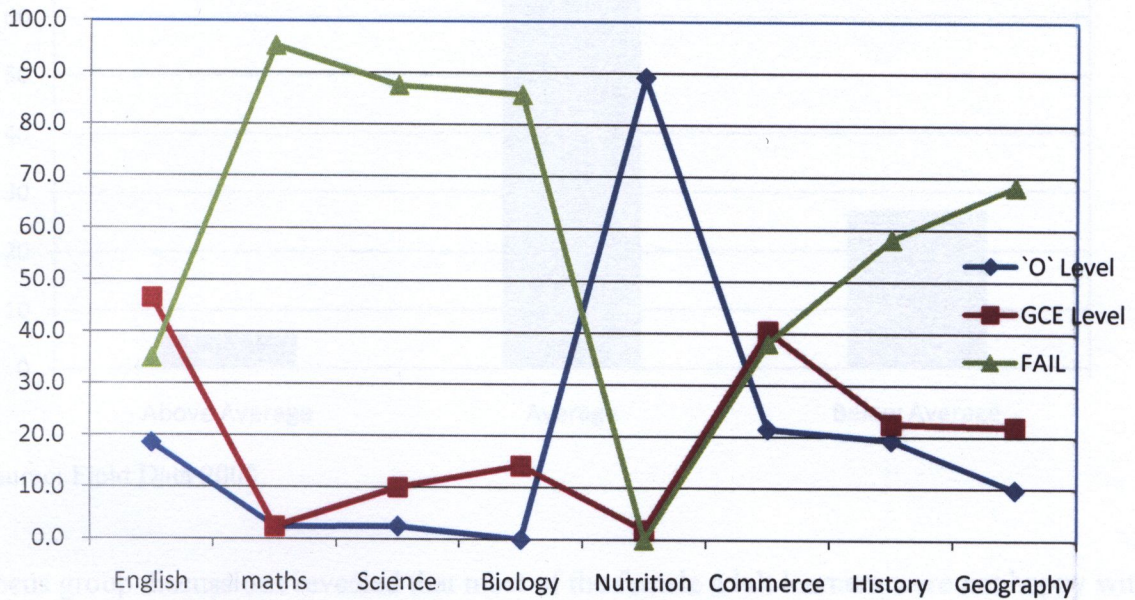
#### **4.4 Performance of Female adult learners who Re-entered High School**

Performance is graded on a 9-point scale for high schools. One (1)-being the highest grade (above 75%) and 9 - being the lowest (34% and below) fail. School Certificate or 'O' levels range from 1 to 6 (100%-50%) while 7 and 8 (49%-35%) are General Certificate Education (GCE) levels.

Figure 2, presents mock examination results in all subjects for female adult learners from the two schools in the study sample; Chipata and Katete High Schools. Due to few numbers, results from the two schools are discussed together. In order to evaluate the performance of the female adult learners, the results are presented by subject. Figure 2, further shows that in general female adult learners' performance in Sciences and Mathematics was poor. For example, most (98%) of the female adult learners who wrote an exam in 2007 failed in Mathematics and about an equal proportions of about 88% failed in Sciences. However,

Figure 2 also shows that Female Adult Learners are doing very in Nutrition and all (100%) passed the subject.

**Figure 2: Mock Examination Results of Female Adult Learners in the Study Sample**



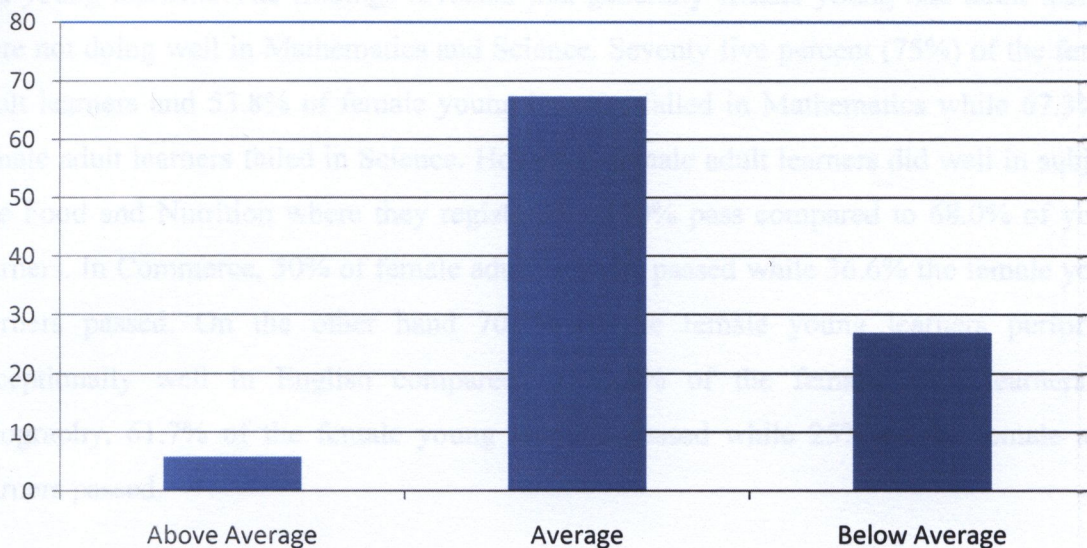
Source: MOE, 2007: Chipata and Katete Day High Schools

Figure 3 shows self rating (performance) by the Female adult learners. Most (65%) rated themselves as average.

Data from the respondents and document analysis of mock examination for the two schools gave complementary information that only few female adult learners were performing better than the young learners and that 75% of the female adult learners were performing below average. However, 25% did better than most of young pupils. An example was given of a woman aged 39 years who got 9 points in the year 2007 Grade 12 final examinations.

*The general performance of the female adult learners is not very good but there are few female adult learners who are doing extremely well compared to the young ones. For example there was a woman aged 39 years who got 9 points in 2007 (Teacher- Chipata Day High school).*

**Figure 3: Self Rating by Female Adult Learners on Academic Performance**



Source: Field Data 2008

Focus group discussions revealed that most of the female adult learners were not happy with their performance. They indicated that they were doing well in few subjects while the rest were below average.

*"Am not very happy with my performance but am trying my best. I hope I can do better than this so that I can realize my dream" (Female adult learner aged 27 years in Grade 12).*

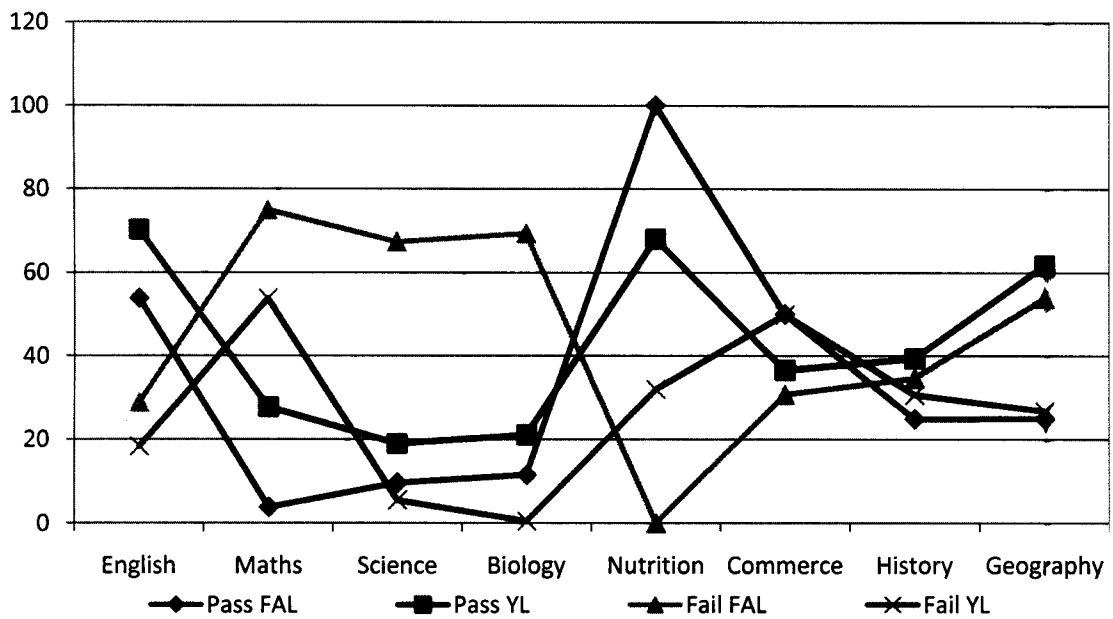
Data from the respondents and document analysis of mock examination for the two schools gave complementary information that only few female adult learners were performing better than the young learners and that 75% of the female adult learners were performing below average. However, 25% did better than most of young pupils. An example was given of a woman aged 39 years who got 9 points in the year 2007 Grade 12 final examinations.

*"The general performance of the female adult learners is not very good but there are few female adult learners who are doing extremely well compared to the young ones, for example there was a woman aged 39 years who got 9 points in 2007"(Teacher- Chipata Day High school).*

#### 4.4.2 Performance of Female Young and Adult Learners in the Study Sample

Figure 4 gives a comparative analysis of mock examination results between female adult and young learners. The findings revealed that generally female young and adult learners were not doing well in Mathematics and Science. Seventy five percent (75%) of the female adult learners and 53.8% of female young learners failed in Mathematics while 67.3% of female adult learners failed in Science. However, female adult learners did well in subjects like Food and Nutrition where they registered a 100% pass compared to 68.0% of young learners. In Commerce, 50% of female adult learners passed while 36.6% the female young learners passed. On the other hand 70.2% of the female young learners performed exceptionally well in English compared to 53.8% of the female adult learners. In Geography, 61.7% of the female young learners passed while 25% of the female adult learners passed.

**Figure 4: Performance of Female Young and Adult Learners in the Study Sample-2007-2008**



FAL= Female adult learners

YL= Young learners

Source: MOE, 2007; Chipata and Katete Day High Schools

Discussion with the female adult learners disclosed that they found Food Nutrition easy because they already had the practical aspect of the subject.

*"We have no problems when it comes to Food and Nutrition as a subject because at home we do the cooking, cleaning and washing. This is what is involved in the subject." (Female adult learner aged 30 years in Grade 12).*

The findings of the study, established that the older the female adult learner the poorer the performance. This was attributed to the period of staying at home before returning to school. It was also disclosed that those with few children 1 – 2 (11.5%) performed slightly better compared to those having more children. The findings also disclosed that doing business had an impact on the performance of female adult learners due to the fact that they had to share their time between school, taking care of the home and doing business.

#### **4.5 Effects of Teaching Methods used to teach Female Adult Learners**

Results of the study showed that the traditional teacher-centered approach was used, where the teacher was the main source of all the information. The practice is not in line with the current emphasis by the Curriculum Development Centre regarding the importance and use of the learner-centered approach (MOE, 1996). The use of the teacher-centered approach was attributed to a number of factors some of which were over enrollment and shortage of teaching resources such as text books to be used in over crowded classes.

Focus group discussions with the female adult learners revealed that they were not happy with the way they were being taught. It was further stated that there was no consideration for them during teaching as some teachers exhibited lack of tolerance towards them during the teaching-learning process. As a result, the female adult learners pointed out that they did not understand the explanations given by the teachers because the teachers concentrated on the fast learners most of whom were the young ones. In certain cases the teachers would refer to a topic taught in the previous grades without caring whether the female adult learners remembered the topic or not.

*"It is really sad and discouraging because some of us stopped school some twenty years ago. So the teachers need to be considerate and make us*

*understand. There are times when I want to withdraw because I come to school to learn and the teachers do not make me understand" (Female adult learner aged 42 years old in Grade 12).*

The female adult learners, teachers and school managers mentioned lack text books as another factor affecting learner performance. Materials such as text books were not enough even for the regular pupils. It was also confirmed by school managers that concerning textbooks the situation was worse in APU classes because of over enrollment.

The teachers also confirmed that there was lack of learning and teaching aids to enhance effective teaching and learning. This affected the female adult learners more because they found it difficult to share the few text books with the young ones who would sometimes fight or scramble for the few books. This made it difficult for them to understand some concepts. The majority of the female adult learners reported that they often had no access to text books and only relied on the teachers for information.

The non use of laboratory apparatus during Science lessons was mentioned by the female adult learners as an aspect affecting their performance. They further revealed that they never went to the laboratories to do practicals. They also pointed out that lack of laboratories denied them a chance to carry out experiments. It was also mentioned that they just learnt about things like microscopes and beakers which they had never handled or used practically.

#### **4.6 Factors Affecting Performance of Female Adult Learners**

Factors cited in this category comprised school and home based factors. The school based factors consisted of over enrollment, teaching and learning methods, un-conducive school environment, poor school facilities and stigmatization by teachers and young learners. The home-based factors included domestic chores, financial problems, marital issues and negative attitudes from some members of the community towards the female adult learners who had re-entered high school.

#### 4.6.1 School Based Factors

##### 4.6.1.1 Class over Enrollment

Over enrollment was one of the factors reported to have affected the performance of female adult learners who had re-entered high school through APU. This was disclosed during the focus group discussions with the female adult learners and interviews with APU teachers. Almost all the classes had enrollments which were by far over 35 pupils that was the standard class enrollment for senior classes as recommended by the Ministry of Education. Table 3 shows that the classes under APU were over enrolled with the most over enrolled class having 99 learners.

**Table 3: Enrollment of Academic Production Unit (APU) Learners for Chipata and Katete Day High School**

Grade	No Recommended Per class	Chipata Day High School			Katete Day High School		
		Enrolled	Variance		Enrolled	Variance	
			No	%		No	%
12	35	87	52	148.6	53	18	51.3
11	35	82	47	134.3	70	35	100.
10	35	99	64	182.9	54	19	54.3

Source: Field Data, (2008)

The focus group discussions with female adult learners further disclosed that over enrollment affected the marking of learner's written exercises in the different subjects and that there was less teacher-learner contact as earlier pointed out in this work. It was further noted that when learners were given writing exercises, it took teachers almost three weeks to mark and return them. This delayed feedback and inhibited pupils from making corrections promptly. This must have affected all learners regardless of age. It was argued that while the young learners did not seem to worry, the female adult learners were more affected by late marking of their work because some of their spouses were not happy with the lack of immediate feedback.

*"It takes almost three weeks for our work books to be returned to us. Sometimes, if no follow ups are made, books get lost" (Female adult learner aged 25 years in Grade 12).*

Reviewing of learners' exercise books by the researcher revealed that teachers rarely gave pupils written work. During interviews, teachers confirmed that over enrollment posed a challenge to giving individual learner attention. As a result, teachers were unable to offer remedial work. It was stated that attending to learners adequately, giving them more homework or writing exercises and then mark their books in time posed as a challenge to teachers. The teachers further pointed out that this contributed to them failing to complete the syllabii in most subjects.

*"It is very tiresome to give written exercises or homework because when it comes to marking, you are talking of over 300 books to be checked and given back the next day. We do not only teach APU classes, but we also teach in the morning and we have other responsibilities to do in school" (Teacher at Katete Day High School).*

The study also reported that the female adult learners failed to concentrate because the classes were noisy. They further argued that they did not like it when the young pupils were making noise as they took this as chance to study. This was confirmed by teachers who revealed that controlling noise during lessons was very difficult because of large classes.

#### **4. 6.1.2 School Environment and Facilities**

When asked whether the female adult learners were comfortable with the school environment and facilities, it was disclosed that they were faced with a number of challenges. For example, classroom furniture in particular desks were not enough. In case a learner reported late, she needed to move from one class to another looking for a desk. By the time the desk was found, one period was already over. While the young-learners went round looking for spare chairs, sometimes the female adult learners gave up and went back home once they had nowhere to sit thereby missing classes. The female adult learners added that as a result of limited furniture, they failed to concentrate, when four (4) learners had to share one small desk which was mainly meant for young-learners.

*"Look at how fat I am honestly. I feel so uncomfortable sitting on these small desks designed for young children. Instead of concentrating on what the teacher is saying, I concentrate on making myself comfortable" (Female adult learner aged 30 years old in Grade 11).*

The other problem that was disclosed concerned sanitation. The female adult learners pointed out that they felt very uncomfortable using the toilets with the young-learners. The findings further revealed that because of over enrollment, access to toilet facilities was limited resulting in long awaiting time in lines during break time and that “it was very bad especially during the time one was menstruating”. This made them to stay away from school in most cases. It was further pointed out that while this situation was the same for the girls, it was even worse for the female adult learners who were culturally particular to privacy on such issues.

#### **4. 6.1.3 Limited Teacher-Learner Contact**

The discussion with teachers and female adult learners revealed that contact between teachers and learners was another contributing factor to poor performance. All the respondents reported that the time that they met with the teachers in class compared with the regular pupils was far less. The female adult learners said that as a result of limited time, they covered less work. The female adult learners further stated that despite subjects like Mathematics and English being offered everyday, they only learned these subjects three times a week instead of daily as recommended by Ministry of Education. They added that in Mathematics they had only covered three topics instead of at least ten topics in a term. The female adult learners attributed this to teachers who mostly missed their periods.

*"Sometimes the teachers would just send note books for the monitor to write notes on the board, while they stayed in the staff room chatting and watching TV" (Female adult learner aged 30 years in Grade 11).*

The reduction of the length of periods on the timetable from 40 minutes to 30 minutes was another factor that limited contact time. The female adult learners explained that the periods were reduced to prevent them from knocking off late in the evening.

The female adult learners and teachers revealed that non use of the library to study affected the performance. It was mentioned that the school library was only open in the afternoon and during that time the female adult learners were attending classes. The female adult learners further pointed out that it was not possible for them to go to the library in town in the morning because they were busy with domestic chores. They complained that in their case they entirely depended on the teachers' notes or work taught in class.

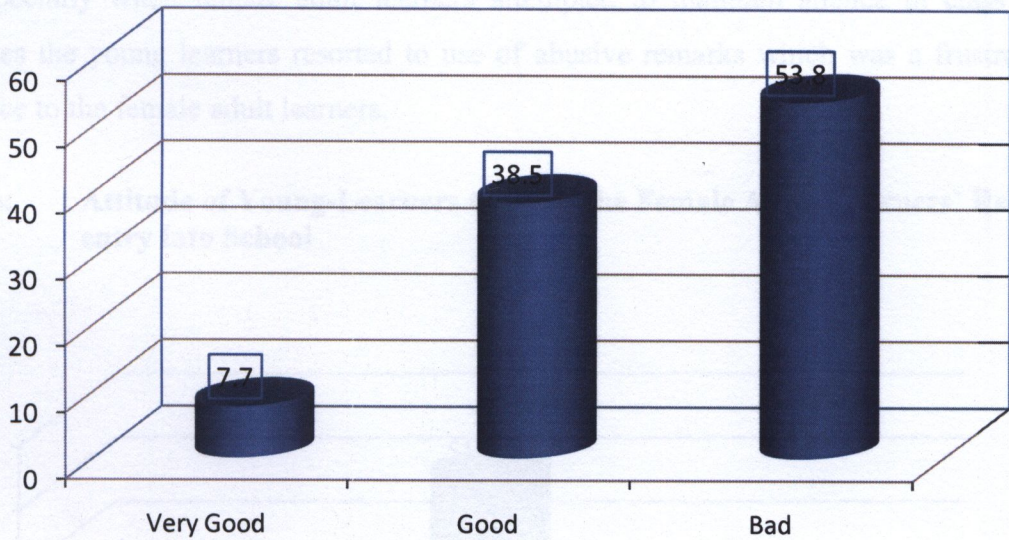
#### 4.6.2.1 Attitudes towards Female Adult Learners

Attitudes of people on female adult learners returning to school and learning with the young ones affected their performance. The categories of the people involved were teachers, young learners, and family and community members.

#### 4.6.2.2 Attitude of Teachers

Figure 5 illustrates that at school level, the female adult learners suffered some degree of stigma from teachers. It is noted that 53.8% of the female adult learners admitted having been teased or laughed at by some female teachers while only 38.5% reported having been treated fairly.

**Figure 5: Attitude of Teachers towards Female Adult Learners Re-entering into School**



Source: Field Data, (2008)

During the focus group discussions, the female adult learners revealed that the most unfortunate situation was that some female teachers were the ones who were in the fore front of teasing them. However, it was also mentioned that some teachers were quite encouraging.

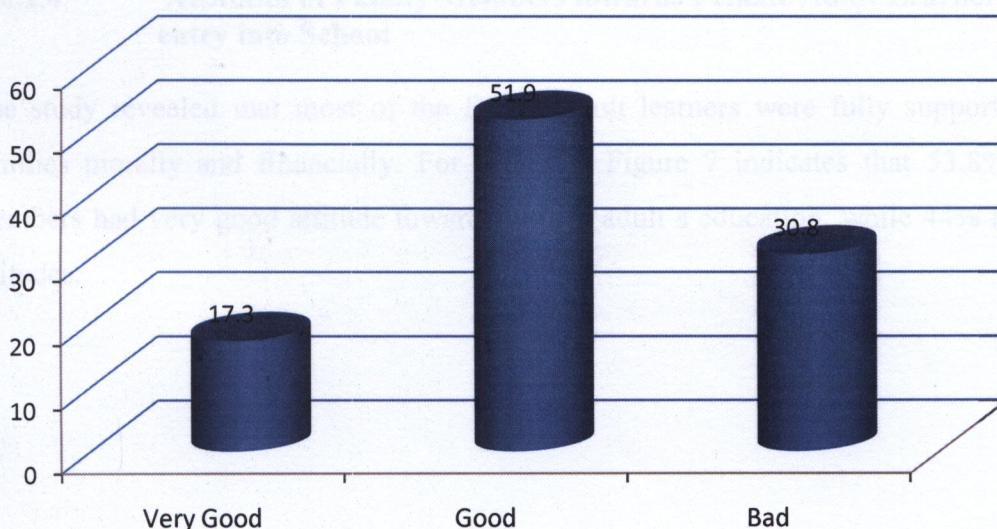
Interviews from management disclosed that most of the teachers treated the female adult learners well. It was mentioned that few cases were reported where teachers and female adult learners had conflicts. It was further pointed out by school management that such occasions were as a result of the behaviour of the female adult learners who wanted to be treated as mothers and wives especially by young female teachers.

*"The conflicts are as a result of the way the female adult learners interacts with teachers (especially young female teachers) which triggered conflicts"*  
(School Manager)

#### 4. 6.2.3 Attitude of Young-Learners towards Female Adult Learners' Re-entry into School

Figure 6 shows that the attitude of the younger-learners as reported by the female adult learners was fair (51.9%) while 30.8% said it was bad. The female adult learners narrated that most of the younger learners were helpful in explaining certain things which were not clear in class. However, a few cases of young pupils who teased and laughed at them were cited especially when female adult learners attempted to maintain silence in class and sometimes the young learners resorted to use of abusive remarks which was a frustrating experience to the female adult learners.

**Figure 6: Attitude of Young-Learners towards the Female Adult Learners' Re-entry into School**



Source; field Data 2008

The focus group discussions with the young-learners revealed that three quarters of them had no problems learning with female adult learners in the same class. It was pointed out that some of the female adult learners were doing better than young-learners. The other quarter said they were uncomfortable with this arrangement. All the respondents disclosed that there was no mockery against the female adult learners by the young-learners. They further reported that when the female adult learners started school in Grade 10, there was some degree of mockery although it was not openly done. It was further pointed out that they have got used to learning with the female adult learners.

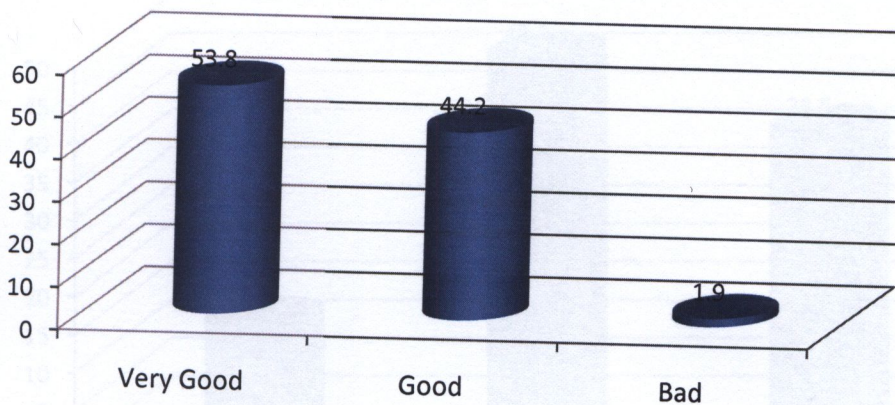
*"We used to tease or laugh at the female adult learners when they started learning with us because it looked strange. The idea of seeing them in uniform seemed fun, but now we are used to the idea of seeing them in uniform" (Young-learner aged 16 in Grade 12)*

However, all the young-learners felt that the performance of the female adult learners in school was below average however, others performed well and this encouraged them to compete with female adult learners. On the need to learn with the female adult learners, two thirds of the young learners were for the idea while the other one third proposed that it was better to teach them separately. They said this would benefit the female adult learners more if they had their own classes and learnt alone.

#### **4. 6.2.4 Attitudes of Family Members towards Female Adult Learners' Re-entry into School**

The study revealed that most of the female adult learners were fully supported by their families morally and financially. For example, Figure 7 indicates that 53.8% of family members had very good attitude towards female adult's education, while 44% had positive attitudes.

**Figure 7: Attitude of Family Members towards Female Adult Learners' Re-entry into School**



Source: Field Data, (2008)

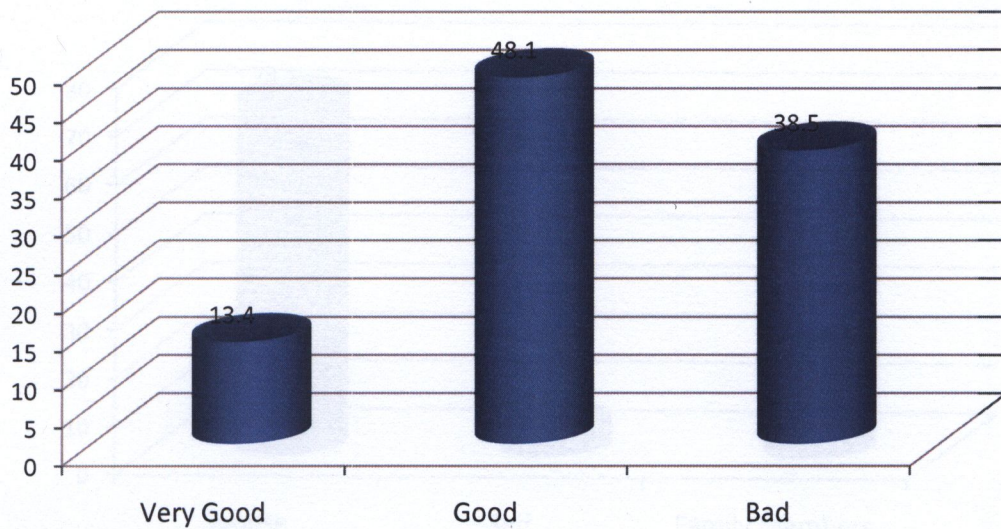
Focus group discussion also revealed that generally the female adult learners were encouraged by their family members to start school.

*"Thank God, the school authorities allowed me to start school. The next problem I had was to find someone to support me. I thought of asking my brother and sister to help me. Fortunately, though they have other family responsibilities, they offered to assist me. Here I am finishing my Grade 12" (Female adult learner aged 30 in Grade 12).*

#### 4. 6.2.5 Attitude of the Community towards Female adult learners' Re-entry into School

Findings of this study revealed that attitudes of the community as shown in Figure 8 which reveals that 48.1% rated it to be fair while 38.5% rated it to be bad.

**Figure 8: Attitude of Community Members as Rated by the Female Adult Learners**



Source: Field Data, (2008)

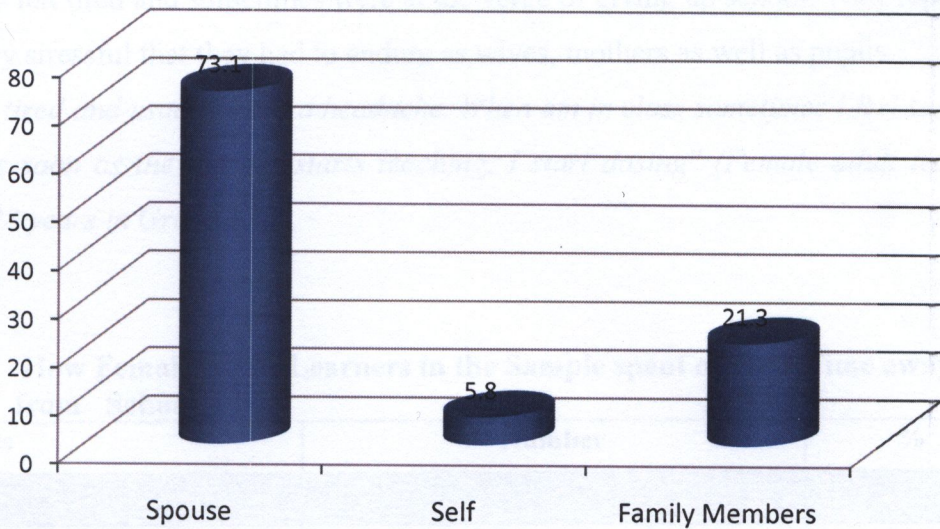
The female adult learners stated that the community was getting used to seeing them in school uniform. It was also revealed that a lot of women had then gone back to school despite the challenges faced as wives and mothers.

*"We really have challenges as parents and pupils. I remember when I was in grade ten. My neighbor and other friends would wait for me by the roadside to see how I looked like in uniform, teasing and laughing at me they would say, are you really serious with your school? I told them that I was serious. I thank God that I am finishing and neighbors who used to tease me, have also been encouraged to start school" (Female adult learner aged 29 in Grade 12).*

**4. 6.2. 6. Support Given to Female adult learners by Providers**

Figure 9 show that 73.1% of female adult learners received financial and moral support from their spouses. Only 5.8% indicated that they were not being assisted while 21.2% who were either single or divorced reported that they got assistance from family members.

**Figure 9: Proportion of Female Adult Learners who Received Financial Support by provider**



Source: Field Data, (2008)

#### 4. 6.3.1 Domestic Chores

Findings of this study established that the female adult learners who re-entered high school through APU had other responsibilities at home. Table 4 indicates that 82.7% of the female adult learners spent most of their time on household chores and not on school work and this affected their performance. Only 13.5% said they spent their time on school work. It was reported during the focus group discussions with the female adult learners that the women were involved in a lot of chores and sometimes they were left with very little time to study.

*"As you know, we are parents, we are also wives. So, it is not easy to manage all these. Like in my case, my first born is twelve years old, my second born is eight and the last born is five. Unfortunately, all of them are in school. So, I have to do the house chores. By the time I knock off at 17:30 hours, children will be waiting to eat and the husband whom you cannot neglect will be waiting to see me" (Female adult learner aged 35 years in Grade 12).*

It was disclosed during the focus group discussion that there was a group of female adult learners (21.2%) who were weekly boarders. These learners only went home on weekends. Female adult learners who were boarders reported that their performance was not very bad because they had time to study and consult without interference from family members and

domestic chores. Analysis of the results for the weekly boarders showed that 80% of them were above average. When the female adult learners were asked during the focus group discussions how they were managing between schoolwork and domestic chores, most of them said they felt tired and sometimes were at the verge of giving up school. They reported that it was very stressful that they had to endure as wives, mothers as well as pupils.

*"I feel tired and usually have a headache. When am in class sometimes I feel so tired that as soon as the teacher starts teaching, I start dosing" (Female adult learner aged 28 years in Grade 12).*

**Table 4: How Female Adult Learners in the Sample spent of their Time away from School**

Characteristics	Number	%
<b>Chores</b>		
Cooking, cleaning and washing	43	82.7
Doing school work	7	13.5
Watching TV	1	1.9
Visiting friends	1	1.9
<b>Hours spent on school work in</b>		
1	43	82.7
2	7	13.5
3	2	3.8

Source: Field Data, (2008)

#### 4. 6.3.2 Sickness in the Family

The female adult learners reported during discussions that 45% of the time they were absent from school because of sickness of children, husband or relatives. It was further pointed out that sickness in the family was one of the major factors affecting performance. It was emphasised that in most cases the female adult learners were absent from school because they were nursing family members. One of the female adult learners revealed that she stayed away from school for three months because she was nursing her husband after he had an accident.

*"There are truly too many things happening around us. You find that as a mother, sometimes the child is sick. What do you do? You abscond school, it is*

*not that we just want to miss lessons we have no choice but to be absent from school. For instance, I remember, the other time, my husband was involved in a road accident. I had to be called and I was absent from school for some time" (Female adult learner aged 32 years in Grade 11).*

#### **4. 6.3.3 Financial and Marital Problems**

Financial problems were mentioned during the focus group discussions as another reason for absenteeism. The female adult learners mentioned that lack of finances was one of the causes of absenteeism because some of them were engaged in some form of income generating activities. It was further revealed that the situation was worse when there was no food in the house, because it was culturally expected of them to look for and cook food for their husbands before reporting to school.

The female adult learners also pointed out that their status as married women sometimes put them at a disadvantage because there were times when they went through marital problems and this affected their performance. Most of the female adult learners confirmed that they failed to concentrate in class when they had marital problems at home.

*"There are times when there is no money at home. How can you go to school without leaving food for the children? Sometimes we quarrel and differ with our husbands. How can you concentrate at school? These are true problems which affect our school performance" (Female adult learner aged 34 years in Grade 11).*

## **5.0 CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.1 Introduction**

The discussions were presented by study objectives as follows: (a) Background characteristics of the study respondents. (b) Performance of Female adult learners who Re-entered High School, (c) Effects of Teaching Methods used to teach the Female adult learners Re-entering High School through APU, (d) Factors Affecting Performance of Female adult learners who Re-entered High School through APU and these will further be divided into home and school based.

### **5.2. Background characteristics of the study respondents**

The findings in this study demonstrated the way in which social events of the past influences through the lifetimes of those that experienced them as reasons why their early education stopped short of what they later recognized as their potential. The grade in which the female adults learners dropped out of school, cause of dropping out and the number of years taken to re-enter the education system were important aspects as they were factors affecting performance.

The findings of the study revealed that 44.2% dropped out in grade 9 while 26.9% dropped out in grade 10. It was also established that 44.2% dropped out of school because of teenage pregnancy, 28% due to early marriage and 25% because of lack of financial support. This can be related to the lack of policy enforcement regarding under age pregnancies and marriages despite efforts made by civil society organization such as FAWEZA. It was further pointed out that 34.6% of the female adult learners spent (ten) 10 to (15) years while 26.9% spent seven (7) to nine (9) years before re-entry into school. The poor performance of female adult learners can be associated to long periods between dropping out and re-entry into school as they could have already forgotten what they learnt in previous grades.

The female adult learners who re-entered high school through APU were not unique in what they went through. It is therefore, important by reason of their variety of backgrounds, needs and previous educational loss, that these female adult learners would want information, advice and help tailored to their individual needs and more, since they were

exploring the possibilities of entering high school at a time of life beyond what normally assumed to be appropriate.

The female adult learners were determined to finish their education despite their negative experiences at school and in the community. Their argument was that they wanted to be liberated from the world of ignorance, get economic empowerment, become role models for their children and be able to make informed decisions on matters relating to them. This collective view was consistent with what was pointed out by Watkins (2000) that Education is something which people value because it opens new horizons, extends freedom, and creates opportunities. With education comes a wide range of benefits for production, distribution, economic growth, health, democracy and poverty reduction.

It was further observed by the respondents that Education provides knowledge which raises productivity, stimulates innovation and raises income. It also provides the knowledge needed to increase choices of earning a livelihood and raise people's living standards. With the benefit of increased access to education there could be lower child mortality rates and higher life expectancy.

It can therefore, be acknowledged that the female adult learners' desire to re-enter into high school was to improve their livelihood in one way or the other. From their perceptions, it was evident that education improves the quality of life. The findings have shown that the majority of female adult learners believed that education would also empower them economically and reduce the dependency syndrome on men in most cases considered as bread winners. It would be argued that while it could be true that education would break barriers, new ones are created as female adult learners who have re-entered school and completed their education will no longer be in the social group they belonged before they re-entered school. They would meet new challenges of wanting to be employed or be involved in more lucrative businesses.

### **5.3 Performance of the Female Adult Learners**

Data from the study of the two schools indicated varied performance, while examination results for both schools indicated an overall low standard of achievement for female adult

learners. However, in certain subjects the performance was better than in others. For example, ninety eighty (98%) of the female adults failed in Mathematics and 88% failed in science. In Food and Nutrition there was 100% pass with 90.9% getting 'O' levels and only 9.1% getting GCE levels.

These findings were consistent with those of Kelly (1994) who analysed Grade 12 results for the periods 1987- 1990 and 1991-1993. His findings disclosed that performance of girls was especially low in Mathematics, History, Biology and Science. It also stated that, apart from Religious Education, girls' best performance was in Zambian languages. In general, performance corresponds with "expectations" with the female adult learners scoring their best grades in traditional areas such as Food and Nutrition and languages.

In Mathematics and Sciences the failing percentage was very high. However in information related subjects like History, Geography and Commerce the failing percentage was slightly lower. This picture is in line with what was reported by FAWE (1996) that, most Sub-Saharan countries report lower academic performance in Mathematics, Science and Industrial Arts for girls and who have been dubbed as "lacking aptitude, attitude and knowledge" in these subjects. Although there is a general belief that girls and female adult learners are good in information related subjects, this may not be the case as shown above.

### **5.3.2 Performance of Female Young and Adult Learners**

Comparative analysis of performance between the female adult learners and female young learners in general established that there was poor performance for both. However there was 100% good performance of the female adult learners in Food and Nutrition as compared to 68% of female young learners. The scenario was the similar in Commerce where 50% of female adult learners passed and only 36.6% of female young learners passed. The argument was that the female adult learners practiced what was involved in the subjects and it was consolidated at school. Interviews by both the teachers and School Managers confirmed the findings. From the interviews with the teachers it was established that it was easy to teach Food and Nutrition to the female adult learners because they had the practical part which was consolidated during lessons. The teachers further mentioned that the female adult learners understood the concepts easily than the girls.

In relation to Commerce, the female adult learners submitted that they involved themselves in business activities at home. As a result they said they had little problems to understand the theory as well. This was confirmed by both the teachers and school management. It was also established that 75% of the female adult learners performed poorly in geography while 39% of the female young learners failed. The interviews with the teachers revealed that the poor performance for female adult learners was because the subjects had a project component. This component demanded time therefore, the already over burdened female adult learners failed to cope. However, it must be stated that generally the performance of both female adult learners and female young learners was below average.

#### **5.4 Effects of Teaching Methods Used to Teach the Female Adult Learners**

The findings have shown that there were significant relationships between methodologies used to teach the respondents and their performance. Almost all the female adult learners said that teachers used the traditional teacher-centered approach which places great emphasis on learners depending on the teacher, giving little or no chance to pupil creativity. With little or no practice on the concepts taught, lack of textbooks and no time to study in the library made it difficult for them to prepare for examinations contributing towards low academic performance.

The findings also underscored that some teachers refused to explain concepts to the female adult learners when they did not understand. They were told to ask their fellow pupils. This is unexpected of a good teacher. Freedheim (2003) sees the ideal teacher as one that is patient with learners and gives all possible help to the disadvantaged learner. Therefore, if female adult learners' access to the curriculum is limited and if their performance is lower than that of the young learners, it can be assumed that the ideal teachers are lacking. McNamara (1999) points out that an ideal teacher facilitates and intensifies teaching by maximizing opportunities for learners and assisting them in their zones of proximal development, while ensuring that sufficient peer engagement and practice occur. Comments from the teachers revealed that it was not easy to cater for all pupils in overcrowded classrooms.

In this particular case, the needs of the female adult learners were not adequately addressed, hence the poor performance. Effective learning would have been enhanced if proper methodology and enough teaching resources were available and properly used. For young and old learners, a practical laboratory experience is vital. This would even be of greater importance to female adult learners who had left school at one point and re-entered later. The issues raised by teachers of over enrollment and lack of teaching and learning materials was an important aspect for effective learning and teaching to take place.

## **5.5 Factors Affecting Performance of Female Adult Learners**

Discussions with the female adult learners revealed reasons contributing to low performance as having nothing to do with cognitive ability. These reasons were most based on social and cultural forces. Reasons given by both the female adult learners during focus group discussions and teachers during interviews were categorized as either school or home-based factors. The problems from school might have been aggravated by over enrollment and values of teachers while those at home might have been due to family values and belief systems.

### **5.5.2 School Based Factors**

The school based factors are those that had an impact on the performance of the female adult learners in school. These have been discussed under the following heading: Over Enrollment in APU Classes, School Environment and Facilities, Limited Teacher-learner Contact, Attitude of teachers and younger learners towards the education of Female adult learners.

#### **5.5.2.1 Over Enrollment in APU Classes**

As regards the administration of Chipata and Katete Day High Schools, over enrollment of pupils was revealed as one of the factors which contributed to a number of problems experienced by learners. All respondents confirmed this scenario that it affected the provision of adequate learner-support and attention. For example, it was mentioned that teachers had problems in marking pupils' exercise books on time because of the large numbers of learners per class. As a result, the learners were given less class exercises and homework. This implied that the assessment of the learners was not adequately done. This

compromised the purpose of assessment in that it did not reveal the true picture of learners' performance.

This finding is in line with the Kelly (1999) who revealed that learners' assessment in form of homework and tests are very important because they provide them with opportunities to practice their skills and show the extent to which they have grasped concepts and procedures. He further pointed out that assessment provides the teacher with an insight into the understanding gained by pupils. It serves as the basis for reinforcing ideas and practices that are correct and for remedying those that are erroneous. In this view, it is evident that inadequate writing exercises and homework given to learners contribute eventually to low academic performance and achievement.

Ultimately pupils did not get the most needed feedback from their teachers in time. Furthermore, remedial work was not adequately provided because of lack of adequate assessment.

#### **5.5.2.2. School Environment and Facilities**

All the female adult learners claimed that they felt very uncomfortable to sit four on one desk. While young learners would put up with this situation, female adult learners reported to have been negatively affected as alluded to in the focus group discussion. It was disclosed that the level of concentration was compromised in that the female adult learners spent time in making themselves comfortable instead of paying attention to the teacher during lessons.

The shortage of textbooks and lack of teaching and learning materials posed another problem. The learners were made to share books and in some subjects there was only one copy of a text book for the teacher. It is argued that while young learners in class would find it entertaining to scramble for the few textbooks, the female adult learners would find it embarrassing engaging themselves in such practices and would end up with no textbooks almost all the time.

The non availability and use of teaching and learning aids made the female adult learners find it difficult to adequately benefit academically. It was pointed out by Kelly (1994) that lack of textbooks and learning materials affected disadvantaged groups of learners more. The female adult learners who were in Academic Production Unit were put in the category of disadvantaged learners because most of them stopped school a long time ago. They also took a number of years at home before re-entering into the education system.

MOE (1996:40) also argues that “Quality education requires the availability and use of textbooks and other materials. The teaching and learning materials are an important aspect in a school because they enhance learning. Without these aids to the learning process, effective teaching and learning cannot take place. Suitable materials enable pupils to acquire and apply knowledge, to learn at their own pace and to assess their own progress.”

Concerning infrastructure and facilities, the non use of the laboratories equipment or apparatus as mentioned in the findings, also compromised the quality of education on the female adult learners and young learners. It was also revealed that only Grade 12s had access to the laboratory during mock examinations. This did not give the learners enough time to practice with the equipment and apparatus in the laboratories in readiness for examinations. This had negative effect on learners’ performance particularly in Science related subjects.

The findings revealed that school sanitary conditions posed a great concern to female adult learners. As a result of over enrollment, all learners in the school shared the few toilets that were available. For example, during break time, the APU pupils and regular pupils who came back in the afternoon for extra-curricular activities used the same toilets. So there would be congestion for toilets use and this made female adult learners very uncomfortable.

Kasonde-Ng’andu et al (1999) argues that availability of water and sanitation is crucial for girls who have reached menarche. In particular, an important problem often cited for girls when they reached puberty is lack of appropriate toilets facilities. This sanitary situation

described here could be discouraging to female adult learners in general as they needed more privacy as far as toilet use was concerned because of their age.

### **5.5.2.3 Limited Teacher-learner Contact**

The findings also revealed that limited teacher- learner contact was another factor which affected performance of these female adult learners. The findings indicated that the APU classes had less time for learning compared to the regular classes. This resulted in less work being covered at the end of the academic year. It was worsened by the non commitment of teachers, who were sometimes absent from lessons or just sent note books for the monitor to write notes on the board for the class to copy. It was mentioned by both the female adult learners and teachers that the timing of the session was poor because it came when both the teachers and the learners were tired. The teachers would be tired from teaching in the morning, while the female adult learners would be tired from doing a lot of domestic chores at home before reporting to school.

The few exercises given to female adult learners and young learners also indicated that the contact time limited the amount of work that teachers gave to learners in their preparation for examinations. This eventually affected their performance in the final examination. This is contrary to the expected education standards of the Ministry of Education which stipulate that “amount of time that learners spent in organized learning activities had a strong bearing on how much was learnt and subsequently the ultimate academic performance. The Ministry of Education recommends that it is vital that the maximum amount of school time with senior classes be 320 minutes or more per day for teaching and learning. The classroom time needs to be used efficiently and effectively to result in good learner performance (MOE 1996).

It can then be declared that school performance is dependent on many factors. One of which is teachers’ commitment and input. This is important especially where the learners are dependant on the teacher as a result of having left school a long time ago. The situation is further compounded by household responsibilities which the female adult learners are compelled to do which make them tired before coming to school.

#### **5.5.2.4 Attitude of Teachers towards the Female Adult Learners**

The study indicated that 53.8 % of the female adult learners admitted having been teased and laughed at by teachers. During the focus group discussions it was revealed that some teachers were very abusive when it came to communicating with the female adult learners. It was pointed out that sometimes the language used was very bad and discouraging especially from female teachers. This is unfortunate because teachers are supposed to be implementers and custodians of policies in education, such as those dealing with inclusion and bridging the gender gap.

When teachers attach insufficient value to the education of female adult learners, it prompts the female adult learners themselves to attach little esteem to their own education. The teachers' view implies doubts about the female adult learners' ability to perform especially in Mathematics and Sciences. When these doubts are entertained, explicitly or implicitly by teachers with whom the female adult learners are in daily contact, they quickly internalize a firm belief that just because they are women they cannot perform well in certain subjects (Kelly 1994). This is supported by the findings of the Oregon Resilience project (2003) which stated that stigmatized (bullied or teased) pupils reported difficulty concentrating on school work resulting in their academic performance being marginal and poor.

Brophy and Good, (1974) pointed out that, teacher attitudes and expectations of pupils are closely interrelated. Teachers' attitudes can affect teacher-pupil interaction in much the same way as teachers' expectations. Kasonde-Ng'andu et al (1999) also point out that, once a teacher forms a particular attitude towards an individual pupil, the teacher is likely to begin to treat the pupil in the individualistic way and attitudes-like-expectations will be communicated.

#### **5.5.2.5 Attitude of Young-Learners towards the Female Adult Learners**

The attitude of young-learner towards female adult learners has been described as to be both positive in one way and negative in the other. Regarding positive attitudes, 51.9% of the female adult learners indicated good treatment from young-learners. However, 30.8% of the respondents reported experiences of abusive remarks from the young-learners. In contrast,

views gathered from the young-learners during focus group discussions indicated a more positive attitude represented by 70%, while 30% of them indicated negative attitudes.

From the above findings it is generally clear that female adult learners had been accepted to learn with young-learners and they were ready to assist the female adult learners where they faced problems, an opportunity that would make them benefit more from education. There were moments when the young-learners would be making noise in class when the female adult learners wanted to study and attempted to control the noise. Such moments resulted in some of verbal confrontation against the female adult learners by the young learners. This scenario implied that those female adult learners who took the class time as the only quality time to do school work and did some studies as they were busy at home with home chores were highly disadvantaged and lost out a lot on school work as they could not concentrate.

#### **5.5.3.1 Attitude of Family Members towards Female Adult Learners**

Family influence is of great significance in academic performance. With reference to this study, 53.8% of the female adult learners reported positive attitudes from their family members. On the other hand, 42.2% described family attitudes as good while 1.9% indicated negative.

Brophy and Good (1974) who attributed an increase in female and girl's education to people's beliefs in the value of education and their awareness of the importance of educating females to achieve progress. Experiences of teachers are that there has been an increase in female education as families now value education for females because of interventions by government and other stake holders in the promotion of females' education.

#### **5.5.3.2. Attitude of the Community towards the Female Adult Learners**

The findings revealed that 56.5 % of the female adult learners mentioned that the attitude of the community towards them was positive. They further stated that members of the community were slowly getting used to seeing them in uniform. The wearing of uniform was not a socially appealing practice for the female adult learners when they just started

attending school because they used to be teased and laughed at by members of the community. The most encouraging thing was that some of their peers had been encouraged to re-enter into school as well. However, the female adult learners pointed out that there were still some cases of community members teasing and laughing at them. This was represented by 38.5%. They said that they felt very uncomfortable being teased and laughed at.

The view about the wearing of uniforms showed that the female adult learners were uncomfortable with other people's reactions. This could be one of the reasons why other women might not have decided to re-enter into school. These female adult learners needed to be more understood and morally supported to enable them gain more confidence and be able to continue learning.

#### **5.5.3.3 Assistance of Female Adult Learners towards Education Requirements by their Husbands**

As indicated in the findings, most of the female adult learners were married. Out of the total number of respondents, 73.1% admitted being assisted by their husbands financially and morally towards their education, while 5.8% indicated not to have received any assistance at all from their spouses.

From the above information, a lot of female adult learners had enjoyed support which eventually could have increased their chances of academic achievement. Unfortunately, this kind of positive attitude was not consistent with the overall performance of the female adult learners, suggesting that there could be other factors at play to influence performance.

#### **5.5.3.4 Effects of Domestic Chores on the Female Adult Learners**

Factors that affected the performance of the female adult learners included responsibilities associated with being a wife and mother. Of the fifty-two (52) female adult learners, 82.7% revealed that they spent more of the time cleaning, cooking and washing than they did on school work. In the same vein, Chafetz (1990) points out that, female adult learners tend to shoulder the bulk of the responsibilities associated with children and the household. It is further reported that, female adult learners' time, energy and attention are divided. This is in support of what was revealed during the focus group discussion that even if the female adult

learners reported to school they always thought about the children at home. From the Zambian cultural perspective, females are heavily burdened with domestic chores. These obviously may negatively contribute to poor school attendance and academic performance

Learner-absenteeism was cited as quite rampant and that it affected their academic performance. Absenteeism of female adult learners from school was attributed to a number of reasons as revealed in the findings. It was mentioned that 45% of the time the female adult learners were absent from school because of sickness in the family and financial problems. This is supported by the study done by Lungwangwa (1985) that health related factors are a real problem affecting school attendance. It further states that this is being worsened with the issue of HIV/AIDS which has a negative impact on school attendance. It was further revealed that when there was sickness in the family it was usually the female adult learners that had to nurse the sick. This simply meant the female adult learners withdrawing from school for some time to nurse the sick and this affected their performance especially if the sickness took longer.

Financial problems were as well cited as one of the causes of school absenteeism for the female adult learners. It was also discovered that most of the female adult learners were involved in some form of income generating activities. The female adult learners mentioned that at times they had completely nothing to eat at home and this made it difficult for them to report to school because they had to go out to look for food to feed their families. Previous studies by Swainson, (1995) and Lungwangwa (1985) also cited lack of finances to be an important constraint on schooling, causing a large number of pupils to drop out of the school system.

## **6.0 CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

This final chapter has attempted to show the extent to which the research questions raised in the study have been addressed. In this chapter, the study has endeavoured to fill in the gap that has explicitly or implicitly existed between the female adult learners and their academic performance in APU classes. The chapter begins with a summary of the main research findings followed by conclusion and then recommendations. This is followed by some suggestions on areas for future research.

### **6.2 Main Research Findings**

This research was looking at the performance of female adult learners who re-entered high school through APU at Chipata and Katete Day High Schools. Prior to the research, it was established that the performance was below average and this prompted the researcher to investigate the factors which affected academic performance of these learners. The study revealed two categories of factors (home and school based) to have influenced the learners' performance. Generally, school based factors impacted learners' performance more negatively than did the home based factors which were more supportive despite other limiting circumstances such as household chores and financial problems.

### **6.3 Research Summary**

The study established that the general performance of the female adult learners was very poor especially in Mathematics and Science subjects like Biology, Physics and Chemistry. However, the performance in traditional art and language subjects like English and Zambian languages including Commerce, Food and Nutrition were quite encouraging while that of Geography and History was below average.

With reference to the generally low academic performance cited above, school based factors are among the reasons influencing this performance. These factors included school facilities such as lack of textbooks and teaching and learning materials which were in short supply in the two schools. Other school based factors affecting performance included the non-use of

teaching and learning materials, limited teacher-learner contact and lack of commitment on the part of teachers and inadequate assessment of learners' work.

Infrastructure related factors at school were another hindrance to good performance. These factors included inadequate and inappropriate toilet facilities and shortage of desks. The stigmatization of female adult learners by some female teachers which involved the use of abusive language was yet another factor responsible for poor performance. The study also revealed that the APU classes were over enrolled and this negatively affected teaching and learning for the teachers and learners respectively.

Regarding teaching methodology, the study revealed that the teacher-centred approach used in teaching the female-adult learners from the two schools did not enhance adequate learning. Most of the respondents expressed strong reservations about female adult learners learning in the same class with the young learners. The female adult learners argued that teaching them separately in their own class would be more beneficial than that arrangement of learning with young-learners.

Concerning home based factors as contributors to low academic performance, the study revealed a number of them. These included domestic chores, financial problems and family responsibilities such as nursing the sick and in certain instances marital problems. These issues affected female adult learners in various ways, hence lowering their academic performance. In addition, stigmatization from the general community was cited as a deterring factor to academic progression.

#### **6.4 Conclusion**

From this study, it is clearly evident that the poor academic performance of female adult learners was influenced by a number of competing factors which were either home or school based. Although some female adult learners enjoyed favourable support and treatment from their respective family members, at school level that was not the case. For example, teachers' negative attitudes and lack of commitment negatively affected learners' academic performance. Over enrollment, poor sanitary conditions especially toilets and lack

of adequate teaching and learning materials were among the many school-based factors which influenced female adult learners' performance.

Home based factors which included huge domestic responsibilities and financial problems among others were. These were also identified to have negatively affected school attendance and ultimately academic performance of the female adult learners.

This study attempted to give a practical picture of female adult learners' challenging experiences both at home and school which are main determining factors for their low performance in APU classes. The conclusion which we can draw from these findings is that the female adult learners had multiple problems they encountered both at home and at school, hence the need to look at this situation critically by all stakeholders.

## **6.5 Recommendations**

In view of the important role education plays in national development and in the light of the findings of this study, presented below are the recommendations. Generally, female adult learners who express the desire and willingness to go back to school should be given chance and necessary support to continue with their education. This should be done in the most effective and efficient manner as suggested below by the researcher.

- (a) High schools offering APU education to female adult learners should devise a formal and systematic selection criterion before enrolling female adult learners into APU classes. This can be done by giving them candidate entry assessment in key or all subject areas for proper selection and placement. This would help to predict good performance as learners would be learning subjects in which they are likely to excel.
- (b) Schools should ensure that the enrolled female adult learners are motivated, guided and supported from the very beginning to enable them settle down in their new learning environments. This can be done through special guidance and counselling which should be well-tailored to suit the needs of female adult learners. This service should be provided by well oriented or trained and mature teachers.

- (c) The Ministry of Education should ensure that it identifies and trains APU teachers in adult education methodologies. This will help to address the negative attitudes among teachers who may be applying the general teaching methods which do not adequately help female adult learners achieve as expected. The ministry should also ensure quality education through teacher commitment, provision of learning and teaching materials, assessment and adequate teaching time spent on learners.
- (d) School administrators should ensure that there is proper record keeping for APU classes in terms of registers, examination results and individual progress records. This would facilitate the effective monitoring and eventually good learner and teacher performance. In addition, over enrollment should be avoided in order to maximize chances of teacher-learner contacts.
- (e) The general community and families in particular need to be sensitized on the need to share house chores so that where necessary, female adult learners would have enough time to attend to school work at home and at school.
- (f) The Ministry of Education should formulate certain policies which are aimed at protecting at female adult learners' right and integrity. For example, female adult learners should be exempted from wearing school uniforms. This would reduce teasing encounters which some members of the community show towards female adult learners.

## 7.0 REFERENCES

Ashby, J.A. (1985), *Equity and discrimination among children: schooling decisions in rural Nepal*. *Comparative Education Review*, Vol 29 No 1:68-79, February.

Ballara, M. (1992), *Female adult learners and Literacy*: Zed Books Ltd.

Brophy, J.E. and Good, T.L. (1974), *Teacher-Student Relationships: causes and consequences*: New York Rinehart.

Bryman, A. (2001), *Social Research Methods*, New York: Oxford University.

Caren, G. (2003), *Background paper of the Task force on Education and Gender Equality, "Promises to keep; Achieving Gender Equality and Empowerment of Female adult learners"* International centre for Research on women, Washington.

Casley, D. and Khumar, K. (1988), *The collection analysis and the use of monitoring and evaluation data*: London: John Hopkins University Press.

Chafetz, J.S. (1990), *Gender Equity: An Integrated Theory of Stability and Change*, Newbury Park, U.S.A. Sage Publications Inc.

Cleugh, M.P. (1962), *Educating Older People*: Great Britain, Tavistock Publication Ltd

Cohen, L. and Manion, L. (2000), *Research Methods in Education*, (5<sup>th</sup>Ed), London Routledge.

Delmont, S. (1996), *A Woman's Place in Education*, Brookfield Ashgate Publishing Company.

Dexter, L (1970), *Elite and Specialized Interviewing*. Evanston: Northwestern university press.

El-Sanabary, N. (1989), in ABEL "Advancing Basic Education and Literacy" Information Bulletin Washington D.C

Elwood, J. (1995), *Undermining Gender Stereotypes, Examination and Course work Performance in the U.K at 16* journal Oxford Ltd

Erinoshos, S, S. Y (1994), *Nigerian women in Science and Technology Gender and Education*. Vol. 6. No. 2 pp 201 – 213 Oxford Shire, Journal Oxford Limited.

FAWE (1996), *Information kit Nairobi Forum for Female Adult- learners Educationist*.

FAWEZA (1999), *Girls and African Education: Research and action to keep Girls n School*, Nairobi, FAWE and AAS – FEMED Research Programme.

- FEMSA Zambia (1999), *Participation and performance of girls in Science, Mathematics and Technical subjects: Zambia's case study*; Lusaka: FEMSA.
- Freebody, P. (2003), *Qualitative Research in Education Interaction and Practice*: London, SAGE Publication.
- Freedheim, D.K. (2003), *A Handbook of Psychology*: London, University Press.
- Freidan, B. (1963), *The Feminine Mystique*, Penguin Group, USA.
- Gadsden, S. (1993/94), "Patriarchal Attitudes" Male Control over Policies towards Female Education in Northern Rhodesia; 1924 -1963" *Zambia Journal of History* (numbers 6/7) 25-45.
- Gall, M.D., Borg, W.R., and Gall, J.P. (1996), *Education Research: An Introduction*; New York, Longman.
- Hamersley, M, & Atkinson, P. (1995), *Ethnography: Principles in practice 2<sup>nd</sup> edition*. London; Routledge.
- Herz B. (1991), "Letting Girls Learn: promising approaches in primary and secondary Education: World Bank Discussion Paper No. 133 Washington DC: World Bank.
- Hutchinson E. (1978), *Learn Later*: Great Britain, Routledge Kegan Paul Ltd.
- Jerold, W. A. (1991), *Mastering the teaching of Adults*, Malar Florida. ICRIEGE Publication Company.
- Kankasa, M. and Chondoka, A.Y. (1996), *In the Best interest of the Girl Child: Effects of the cultural and Legal Environment on Education in Zambian Girls*, Lusaka MoE and UNICEF.
- Kasonde-Ng'andu, S., Chilala, and Imutowana Katukula, (1999), *Partnership for Strategic Resource Planning for Girl's Education in Africa. Gender and Primary Schooling in Zambia*. Sussex: Institute for Development Studies.
- Kelly, M.J. (1994), *Below the Poverty Line. A Situation Analysis of Girl Child-Education in Zambia*. Lusaka: UNICEF.
- Kelly, M.J. (1991), *Education in a Declining Economy: The case of Zambia, 1975-1985*, Washington D.C., World Bank.
- Kelly, M.J., Msango, H.J. and Subulwa, C.M. (1998), "Girls' Education in a System designed for boys: A Situational-Analysis at the Provincial level of Girl-child Education in Zambia; Lusaka.

- Kelly, M.J. (1999), *The Origins and Development of Education in Zambia*: Lusaka, Image Publishing House.
- Khana, J.A. and Khana, P. J. (2003), *Advancement of female adult learners: A Bahai perspective*. USA.
- King, E. (1990), *Educating Girls and Female adult learners Investing in Development* Washington D.C., World Bank.
- Lloyd and Blanc (1996), "Children Schooling in Sub-Saharan Africa: The Role of Fathers, Mothers and Others" *Population and Development Review*, Vol. 22 No. 2: 265 -98.
- Lungwangwa, G. (1985), "The Impact of Cost Sharing in Education." *A Study in Financing and Delivery of Education in Zambia.* In: *A Research Report for IDRC/ESAURP*.
- Maimbolwa, S. and Chilangwa, B.Y. (1995), "Learning from Inside the Classroom" Lusaka: MOE/UNICEF.
- McNamara, J.M. (1999), *Models of Adaptive Behaviour*. Cambridge: Cambridge University Press.
- Milimo, T. (1993), *Education Rehabilitation Beneficiary Assessment Study: Rural Development Studies Bureau*: UNZA.
- MOE (1995), *Education Statistics Bulletin*, Lusaka: MOE Planning Unit.
- MOE (1996), *Educating Our Future*: National Policy on Education: Lusaka, MOE.
- MOE (1998), *Educational Statistical Bulletin*: Lusaka, Golden Touch Graphic Printers.
- MOE (1998), *Programme for the Advancement of Girls Education*: Lusaka, New Horizon Printers Limited  
MOE (1998), *Zambia Basic Education Sub-sector Investment Programme (BESSIP), PIP Programme*, Lusaka.
- MOE and UNICEF (1998), *Zambia Girl Child Education*, Lusaka.
- MOE (2004), *Educational Statistical Bulletin*: Golden Touch Graphic Printers Limited, Lusaka.
- MOE (2005), *Educational Statistical Bulletin*, Lusaka: MOE Planning Unit.
- MOE (2008), 2004-2007, *Mock Examination Results*, Chipata Day High School
- Munachonga, M.L. (1995), "KAP Study of Educationists on Girl's Child Education;" Lusaka: MOE/UNICEF.

- Mutukwa, G. Muyoyeta, H., Mwansa, D. and Shakakata, R.C, R.C. (1995), *“Gender Issues in Education; Lusaka: MOE ZERP Policy Studies.*
- Mwansa, D. (1995), *Listening to the Girl-child; Lusaka: MOE/UNICEF.*
- Okojie, C.E.E., Chiegwe. and Okpokunu, E. (1996), *“Gender Gaps in Access to Education in Nigeria; Report of Focus Group Sessions with No. 15, Research Priorities for the Education of Girls and Female adult learners in Africa. Nairobi -Academy Science Publishers.*
- Oxfam (2000), *Education for All. Times for a Global Initiative Plans: UNESCO.*
- Patton, M. (1990), *Qualitative Evaluation and Research Methods.* Newbury Park: Sage.
- Sadker, M. Sadker D., Fox, L, and Salata, M. (2000), "Gender Equity in the classroom: Unfinished Agenda" in Kimmel, N.S., *The Gendered society Reader.* Oxford University press U.K
- Serpell, R. (1993), *The significance of schooling: Life Journeys in an African society:* Cambridge University Press.
- Silverman, D. (2000), *Doing Qualitative Research: A Practical Handbook.* London: SAGE Publications.
- Smith,T. and Cheung,T.C. (1981), *Social Origins and Sex-differential Schooling in the Philippines; Comparative Education Review, Vol. 25 Nol. 28 – 42 February.*
- Swainson, N. (1995), *Redressing Gender Inequalities in Education, a Review of Constraints and Priorities in Malawi, Zambia and Zimbabwe, London: British Development Division Central Africa. (BDDCA) and Overseas Development Administration ODA).* Lusaka, World Bank.
- Tharp, R.G. (1989), *“Psycho-cultural Variables and Constraints,” Effects on Teaching and Learning in Schools, American Psycho cultural, 44, 349-359.*
- UNESCO (1998), *Symposium on Girls and Women Education, Policies and Implementation Mechanisms; Thailand.*
- UNICEF (2001), *Untied Nations Girls Education Initiative.*
- UNESCO (1997), *Negotiating and Creating Space of Power. Women`s Education practices amidst crises` Hainburty, Germany.*
- UNESCO (2005), World Bank Report 1990/ 2000/ 2004), *Education for All.*

UNFPA, (2004), *Gender-Responsive Programming for Poverty Reduction*.

Watkins, K. (1999), *Education Now: Break the Cycle of Poverty*: Oxfam International, Oxford.

Weiss, C. (1998), *Evaluation: Methods for Studying Programmes and Policies*: New Jersey, Prentice Hall.

World Development Report (1993), *Investing in Health*: New York, Oxford University Press.

Yin, K. (1994), *Case Study Research: Design and Methods* (2<sup>nd</sup> ed). Thousand Oaks, Ca: Sage.

Zambia Human Development Report (1999/2000), *Employment and Sustainable Livelihood*: Ndola, Mission Press.

## 8.0 APPENDICES

### Appendix 1: Permission to undertake the study

Dear Sir/Madam,

**RE: REQUEST TO UNDERTAKE THE STUDY ON THE PERFORMANCE OF FEMALE ADULT LEARNERS WHO RE-ENTERED HIGH SCHOOL THROUGH ACADEMIC PRODUCTION UNIT.**

I am Pimpa Mainza-Mtolo, a student at the University of Zambia in the school of Humanities and Social Sciences (HSS) – Gender Studies Department .I am pursuing a Master of Arts Degree in Gender Studies.

In partial fulfillment for the degree stated above, I am required to conduct a research project, I am hereby asking for permission to carry out the study at the two schools namely Chipata Day and Katete High School.

The title of the research is “Performance of female adult learners who re-entered high school through Academic Production Unit. As indicated in the letter from the School of Humanities and Social Sciences which is attached. I intend to collect data from the female adult learners, young pupils, teachers, school managers and Education Standard officers.

Thanking you in anticipation.

Pimpa Mainza Mtolo  
Gender Studies student.

cc DEBS – Chipata and Katete  
cc Head teachers -Chipata Day High School and Katete High Schools

## **Appendix 2: Informed Consent Form**

### **Introduction**

I am Pimpa Mainza-Mtolo a student at the University of Zambia in the school of HSS – Gender Studies Department pursuing a Master of Arts in Gender Studies. I am conducting a research on the performance of female adult learners at Chipata Day High School and Katete High School. The purpose of this study is to identify factors contributing to the performance of female adult learners who re-entered high school through Academic Production Unit.

You are being requested to take part in the research study mentioned above. I would like to assure you that our discussion will be treated with the highest level of confidentiality. If you agree to take part, you will be asked to sign this consent or make thumb print in front of someone. You will then be given a copy to keep. Participation in this study is entirely voluntary; you are under no obligation to participate. During the course of our discussion if you feel uncomfortable you are free to withdraw.

### **Consent to Join the Study**

Name: I .....

Having been fully informed the purpose of this study and confidentiality. I have agreed to participate willingly.

Sign/Thumb Print .....

Date: .....

Sign .....

## **Appendix 3 In-Depth Interview Guide For School Managers/Teachers.**

### **Instructions**

1. Introduction
2. Explain the purpose
3. Get verbal consent

### **Interview Guide**

#### **General Questions**

- 1.1 What you think about the education of females?
- 1.2 What programmes have you put in place to encourage the education of girls?
- 1.3 What prompted you to start enrolling female adult learners in APU?

#### **Questions on performance**

- 2.1 Why do female adult learners enroll in APU?
- 2.2 In general do students in APU well or poorly?
- 2.3 If well what factors help them to do well?
- 2.4 If poor what factors contribute to poor performance?
- 2.5 So far, how have female adult learners been performance compared to the young one in class?
- 2.6 What factor contributes to their performance?
- 2.7 What facilities or factors enhancing teaching and learning exist to assist in the performance?
- 2.8 What, in your opinion, is the attitude of female adult learners towards their education?
- 2.9 What suggestions/comments would you put forward in relation to the education of female adult learners under APU and/or education of female adult learners generally?

#### **Thanking the respondent for the participation**

## **Appendix 4: Focus Group Discussion with Female Adult Learners under APU**

The objective of the Focus Group is:

1. To determine factors affecting the performance of female adult learners under APU programme.
2. To establish effects of ‘teaching methodology’ used on the performance of female adult learners.
3. To establish the effects of family members’ attitude on female adult learners performance.

Location: .....Date .....

Number of participants .....Time started.....finished.....

### **Instructions**

Self introduction

Introduction of the procedure

Explain the purpose –getting information on the factors affecting the performance.

Get verbal and written consent

#### **1.0 General Questions**

- 1.1 What do you think about education?
- 1.2 Is educating girls a good thing if yes or no give reasons?
- 1.3 What are the benefits of educating female adult learners?
- 1.4 Why do you want to continue with your education?
- 1.5 What does the general community think about your having decided to go back to school?
- 1.6 Why do they think like that?

#### **2.0 Questions on Performance**

- 2.1 How is your performance in school?
- 2.2 Do you encounter any problems in your school work?
- 2.3 If any, which problems are schools based?

- 2.4 What measure can help to enhance your performance considering your school based factors?
- 2.5 What home based factors contribute to your performance in school?
- 2.6 What measures can help to enhance your performance considering your home based factors
- 2.7 How are you copying learning together with the young ones?
- 2.8 What other comments/suggestions would you put forward in relation to your education under APU?

**Thanking the participants for their participation**

## **Appendix 5 Focus Group Discussion with Young Learners under APU**

The objective of the Focus Group is:

Establish the attitude of young learners towards the female adult learners.

Location: .....Date .....

Number of participants .....Time started.....finished.....

### **Instructions**

Self introduction

Introduction of the procedure

Explain the purpose.

Get verbal and written consent

### **1.0 General Questions**

- 1.1 What do you think about education?
- 1.2 Is educating girls a good thing if yes or no give reasons?
- 1.3 What are the benefits of educating female adult learners?

### **2.0 Questions on attitude**

- 2.1 How do you feel learning with elderly people?
- 2.2 Do some people mock them?
- 2.3 Has their presence helped to improve the standards in school?
- 2.4 Would you recommend them to continue learning with you or they should have their own class?
- 2.5 How is the performance of the female adult learners

## Appendix 6: Self Administered Questionnaires for Female Adult Learners

Dear Respondent,

You have been selected to participate in this study with careful consideration.

Kindly, answer the questions below as freely and as truthfully as you can. The information you will give will be treated with at most confidentiality.

You may or you may not give me your name.

Thank you.

### Instructions

**You may tick in appropriate boxes or you can write your answers in the spaces provided**

#### General information

1. How old are you?

- |                |     |
|----------------|-----|
| 15-20 years    | [ ] |
| 20-25 years    | [ ] |
| 25-30years     | [ ] |
| 30-35years     | [ ] |
| Above 35 years | [ ] |

2. What is your marital status?

- |                       |     |
|-----------------------|-----|
| Single                | [ ] |
| Married               | [ ] |
| Divorced              | [ ] |
| Widowed               | [ ] |
| Separated             | [ ] |
| Other (specify) ----- | [ ] |

3. How many children you have?

- |             |     |
|-------------|-----|
| 1-2         | [ ] |
| 3-4         | [ ] |
| 5-6         | [ ] |
| 7 and above | [ ] |

4. In what grade did you leave school?

- |          |     |
|----------|-----|
| Grade 7  | [ ] |
| Grade 8  | [ ] |
| Grade 9  | [ ] |
| Grade 10 | [ ] |

Grade 11 [ ]

5. What is your employment status?

Formal employment [ ]

Self [ ]

Unemployed [ ]

6. What is the employment status of your spouse?

Formal employment [ ]

Self [ ]

Unemployed [ ]

7. What was the reason for your leaving school?

Lack of financial support [ ]

Teen pregnancy [ ]

Early marriage [ ]

Long distance to school [ ]

Lack of role model [ ]

8. How long did you stay at home before enrolling back in school?

1-3 years [ ]

4-6 years [ ]

7-9 years [ ]

10-15 years [ ]

9. How do you rate your performance?

Above average [ ]

Average [ ]

Below average [ ]

10. What is the attitude of teachers towards you?

Very good [ ]

Good [ ]

Bad [ ]

11. What is the attitude of young learners towards you?

Very good [ ]

Good [ ]

Bad [ ]

12. What is the attitude of the family members towards your education?

Very good	[ ]
Good	[ ]
Bad	[ ]

13. What is the attitude of the community members towards your education?

Very good	[ ]
Good	[ ]
Bad	[ ]

14. Are you assisted by your spouse or family members on school requirements?

Yes	[ ]
No	[ ]
Not applicable	[ ]

15. How do you spend your time after school?

Cooking, cleaning and washing	[ ]
Doing school work	[ ]
Watching T V	[ ]
Visiting friends	[ ]

16. How much time do you spend on school work per day?

30mins-1 hour	[ ]
2-3	[ ]
More than 3 hours	[ ]

**Appendix 7: Document Review- Checklist**

Subject	Total sat	1	2	3	4	5	6	7	8	9	A	2005	2006	2007
English														
Mathematics														
Science														
Biology														
Nutrition														
Commerce														
History														
Geography														