**CHALLENGES IN RUNNING EVENING CLASS PROGRAMME AT THE INSTITUTE OF ADULT EDUCATION OF MOSHI MUNICIPAL CENTRE IN KILIMANJARO REGION.**

**KAGONJI NAMKANDA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT AS A REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES**

**(M. ED APPS) OF THE OPEN UNIVERSITY OF TANZANIA**

**2014**

### CERTIFICATION

The undersigned certify that this dissertation entitled ***“challenges in running evening class programme at the institute of adult education of Moshi municipal centre in Kilimanjaro region, Tanzania”*** is the original work of Namkanda Kagonji who conducted the study during her postgraduate trainingin partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies (M.ED APPS) at the Open University of Tanzania under my supervision.

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

Dr. Sydney G. V. Mkuchu

(Supervisor)

……………………………

Date

# COPYRIGHT

No part of this dissertation may be produced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or Open University of Tanzania in that behalf.

# DECLARATION

**I, Namkanda Kagonji,** I declare that this dissertation is my original work, which has not been presented anywhere and not intended to be presented to any other University for the award of a similar or any other degree.

…………………………………………

Namkanda Kagonji

……………………………………

Date

# DEDICATION

My dissertation is dedicated to my late mother Gloria Daud Kagonji who died on Monday 10th August 2009 and to my father Elizuri Iginatio Kagonji.

Almighty God rest my Mama in eternal peace.AMEN

# ACKNOWLEDGEMENT

I thank Almighty God, for providing me strength throughout the time I worked on this study.

I would like to extend my sincere gratitude to my supervisor Dr. Sydney Gamaliel Valentino Mkuchu of Open University of Tanzania. His tireless, genuine, intellectual advice and efforts transformed me intellectually and gave me enough encouragement to accomplish this task.

A special appreciation is also extended to my husband Dr. Deogratias S. Rwakatema for his financial support and social sacrifices that he has made so as to allow me to accomplish this work. His willingness to read and give constructive comments on the contents and presentation of the draft chapters as they unfolded into the final dissertation has been worthwhile.

My heartfelt thanks are also extended to my course mates (MED. APPS of 2014) in Kilimanjaro region for the wonderful cooperation I enjoyed among them.

I would also to give special thanks to the authorities of Moshi Municipal Council for allowing me to carry out this study. I also owe much gratitude to the respondents of the study as follow the resident tutor at IAE Kilimanjaro region, centre coordinators, teachers and learners of the evening class centres visited for their cooperation.

Finally, appreciation is extended to my daughters Kokutangilila and Gloria and my sons Headson and Dismas for their encouragement and helpful which showed love, support and tolerance while I was engrossed by my studies

# ABSTRACT

The purpose of this study was to find out the challenges in running evening class programme at the institute of adult education. Specifically, it explore the kinds of evening class programmes, factors that led adults to join evening class programmes and to examine the challenges facing evening class programmes.This study was a case study, the study employed both qualitative and quantitative approaches the study setting was Moshi Municipality in Kilimanjaro region, Tanzania

Through random sampling 9 centres were selected, one regional resident tutor for IAE in Kilimanjaro and 9 center coordinators were purposively selected. Through simple random sampling four teachers and 26 learners picked from 9 centres to make a total of 280 respondents.

The questionnaires were self administered to the selected teachers and the learners of evening class. The interview was administered to the resident tutors and the centre coordinators. The documentary review and observation were used as sources of data collection.

The study findings revealed thatthe kind of evening class programme registered in all 9 studied centres were secondary education through Open and Distance Learning. The major finding for the factors that led adults to join the evening class programmes was personal motives. The study findings found that the challenges that facing evening class programmes were not differ from literature review.

The study recommended in further studies that a similar study along the current baseline may generate data for comparison purposes and enable county policy make to have appropriate decisions on adult education curriculum and implementation strategies

# TABLE OF CONTENTS

[CERTIFICATION ii](#_Toc401062538)

[COPYRIGHT iii](#_Toc401062539)

[DECLARATION iv](#_Toc401062540)

[DEDICATION v](#_Toc401062541)

[ACKNOWLEDGEMENT vi](#_Toc401062542)

[ABSTRACT vii](#_Toc401062543)

[TABLE OF CONTENTS viii](#_Toc401062544)

[LIST OF TABLES xi](#_Toc401062545)

[**CHAPTER ONE: 1**](#_Toc401062548)

[**INTRODUCTION 1**](#_Toc401062549)

[1.1 The Problem and its Context 1](#_Toc401062550)

[1.2 Background to the Problem 3](#_Toc401062551)

[1.3 Statement of the Problem 5](#_Toc401062552)

[1.4 Purpose and Objectives of the Study 6](#_Toc401062553)

[1.4.1 General Objective 6](#_Toc401062554)

[1.4.2 Specific Objectives 6](#_Toc401062555)

[1.5 Research Questions 6](#_Toc401062556)

[1.6 Definitions of Key Terms 7](#_Toc401062557)

[1.7 Delimitations 7](#_Toc401062558)

[1.8 Organization of the Study 7](#_Toc401062559)

[**CHAPTER TWO: 9**](#_Toc401062560)

[**LITERATURE REVIEW 9**](#_Toc401062561)

[2.2 Kinds of Evening Class Programmes 9](#_Toc401062562)

[2.2.1 Non-Formal Education 9](#_Toc401062563)

[2.2.2 Open and Distance Learning Programme 9](#_Toc401062564)

[2.2.3 Basic Literacy Program 11](#_Toc401062565)

[2.2.4 The “Yes I Can” Literacy Program 11](#_Toc401062566)

[2.2.5 The Qualifying Test (QT) 11](#_Toc401062567)

[2.2.6 The Post – Literacy Program 11](#_Toc401062568)

[2.3 Factors that Lead Adults to Join Evening Class Programs 12](#_Toc401062569)

[2.4 Challenges Facing Evening Class Programmes 14](#_Toc401062570)

[2.5 Conceptual Framework of the Study 21](#_Toc401062571)

[2.6 Gaps in the Literature 22](#_Toc401062572)

[**CHAPTER THREE: 23**](#_Toc401062573)

[**RESEARCH DESIGN AND METHODOLOGY 23**](#_Toc401062574)

[3.1 Introduction 23](#_Toc401062575)

[3.2 Research Design 23](#_Toc401062576)

[3.3 Research Approaches 24](#_Toc401062577)

[3.4 Area of Study 24](#_Toc401062578)

[3.5 Population of the study 25](#_Toc401062579)

[3.6 Sample and Sampling Techniques 25](#_Toc401062580)

[3.7 Data Gathering Tools 26](#_Toc401062581)

[3.7.1 Documentary Review 27](#_Toc401062582)

[3.7.2 Interview Schedule 27](#_Toc401062583)

[3.7.3 The Questionnaire Tools 28](#_Toc401062584)

[3.8 Data Analysis Procedure 29](#_Toc401062585)

[3.9 Research Ethical Considerations 29](#_Toc401062586)

[3.9.1 Informed Consent 29](#_Toc401062587)

[3.9.3 Assurance of Confidentiality 30](#_Toc401062588)

[**CHAPTER FOUR: 31**](#_Toc401062589)

[**PRESENTATION, ANALYSIS AND DISCUSSION OF DATA FINDINGS 31**](#_Toc401062590)

[4.1 Introduction 31](#_Toc401062591)

[4.2 Distribution of Respondents 31](#_Toc401062592)

[4.3. Kinds of Evening Class Programmes Established and Conducted at IAE of Moshi municipal Centers 32](#_Toc401062594)

[4.4 Factors that Lead Adults to Join Evening Class Programmes 34](#_Toc401062596)

[4.5 Challenges Facing Evening Class Programmes 38](#_Toc401062598)

[**CHAPTER FIVE 53**](#_Toc401062606)

[**SUMMARY, CONCLUSION AND RECOMMENDATIONS 53**](#_Toc401062607)

[5.1. Introduction 53](#_Toc401062608)

[5.2. Summary 53](#_Toc401062609)

[5.3. Conclusion on the Major Findings 54](#_Toc401062610)

[5.3.1 Kinds of Evening Class Programmes Established and Conducted at IAE of Moshi municipal 55](#_Toc401062611)

[5.3.2 Factors that Lead Adults to Join Evening Class Programmes 55](#_Toc401062612)

[5.3.3 Challenges Facing Evening Class Programmes 55](#_Toc401062613)

[5.4 Recommendations 56](#_Toc401062614)

[5.4.1. Recommendations for Action 56](#_Toc401062615)

[5.4.2. Recommendations for further Research 57](#_Toc401062616)

[**REFERENCES 58**](#_Toc401062617)

[**APPENDICES 67**](#_Toc401062618)

**LIST OF TABLES**

[Table 2. 1: Conceptual Framework of the Study 21](#_Toc396920248)

[Table 3. 1: Distribution of Categories and Number of Respondents......................... .26](#_Toc396920255)

[Table 4.1: List of the Centres and Number of Respondents 32](#_Toc401062919)

[Table 4.2: Frequency Distribution of Student’s Responses on Kinds of Evening Class Programmes 32](#_Toc401062921)

[Table 4.3: Frequency Distribution of Student’s responses on Factors that Lead Adults to Join Evening Class Programmes 34](#_Toc401062923)

[Table 4.4: Distribution of Students’ Responses on Questions Probing for Challenges Facing the Evening Class Programme 39](#_Toc401062925)

[Table 4.5: Students’ Responses on Reasons for Being Absence from the Evening Classes 43](#_Toc401062926)

[Table 4.6: Teachers’ Responses on the Reasons for Learners Being Absence from Evening Classes 44](#_Toc401062927)

[Table 4.7: Distribution of Teachers’ Responses on Some Questions Probing for Challenges Facing the Evening Class Programme 45](#_Toc401062928)

[Table 4.8: Teachers Responses on their Permanent Institution Affiliation 46](#_Toc401062929)

[Table 4.9: Distribution of Centres’ Coordinators Responses on Questions Probing for Challenges Facing the Evening Class Programme 48](#_Toc401062930)

[Table 4.10: Centre’s Coordinator Responses on the Possible Causes for the Learners to Drop-out from the Evening Class Programmes 49](#_Toc401062931)

**ABBREVIATIONS AND ACRONYMYS**

ACE Adult and Continuing Education

AEDP Adult Education Development Project

AIDS Acquired Immune Deficiency Syndrome

ANFEDP Adult and Non- Formal Education Department Programme

BOCODO Botswana College of Distance and Open Learning

CSEE Certificate of Secondary Education Examination

ESDP Education Sector Development Programme

HIV Human Immunodeficiency Virus

IAE Institution of Adult Education

ICBAE Integrated Community Basic Adult Education

MoE Ministry of Education

MoEC Ministry of Education and Culture

MoEVT Ministry of Education and Vocational Training

NAMCOL Namibia College of Open Learning

NFE Non Formal Education

ODL Open and Distance Learning

OECD Organization for Economic Co-operation and Development

QT Qualifying Test

SADC Southern Africa Development Community

SAIDE South Africa Institute for Distance Education

SDL Self-Directed Learning

SEDP Secondary Education Development Plan

UNDP United Nations Development Programme

UNESCO United Nations Educational, Scientific and Cultural Organization

UNO United Nations Organization

URT United Republic of Tanzania

# CHAPTER ONE:

# INTRODUCTION

# 1.1 The Problem and its Context

Education is a process of imparting knowledge and skills from one person to another. Tanzania as a member of United Nations Organization (UNO) had signed and adopted various conventions. It has signed and adopted the 1948 Human Rights Charter of the United Nations Organization (UNO). During the Tanzanians independence era in 1961, United Nations Educational Scientific and Cultural Organization (UNESCO) and United Nations Development Programme (UNDP) invented and promoted the Fundamental Educational Model (1946-1964). At that time adult education was restricted to the acquisition of reading and writing skills to as many learners as possible. However, it did not take into account for learners’ different needs, interests and characteristics (Bhalalusesa, 2004).

According to the United Nation Declaration on Human Rights as adopted by the General Assembly in 1948, education is one of the fundamental human rights. Article 26 of the United Nation Declaration on Human Rights states that: “every person has the right to education” (UN, 1948). This is regardless of family background, sex, religion or geographical location. Ishumi (1976) contends that as a universal phenomenon, education is conceived as mankind’s assets which uphold and perpetuate his/her time honored virtues.

Traditionally educational activities in the developing countries were done informally through cultural activities and role model play, before the contact with Europeans (Heidorn, 2011). Every individual had a chance to receive or impart knowledge through different age groups and gender interactions respectively. Contact with Europeans led to the creation of formal education whereby one had to attend a class to acquire western based education. However, few people received that education formally due to limited chances to enroll into the available classes by then. This created communities of fully grown adults without formal education regardless of whether one had a thirsty for education or not (Sifuna (2008).

In the era of 1960s formal education growth did not match with economic growth pace globally. Formal education was no longer delivering the goods to satisfy the ever increasing population worldwide. During those eras, the Tanzanian government required a considerable good number of citizens with formal education to run the country (URT, 2008). The global way out from this crisis was to launch non-formal education trainings. The 1970s were characterized by a search for educational alternative (Hall, 2009). The governments and appropriate authorities of member of states recognized non-formal education as a ‘de facto’ partner in the lifelong education process and strived to make it accessible for the majority citizens in developing country. Indeed educational system alone responds to the challenges of modern societies. It should be reinforced by non-formal education (Council of Europe, 1999).

In the early 1960’s (1960s), there was a section under the department of extra- mural studies at Makerere University College under the University of London. This became part of the University College of Dar-es-salaam in 1963 having more activities which included research, distance education and training of adult educators (Mushi and Bhalalusesa, 2002).

In 1975, the Tanzanians Institute of Adult Education (IAE) was established as an autonomous institution under the Ministry of National Education presently by then called Ministry of Education and Vocational Training (MoEVT) to carter for adult education (Mushi, 2004). The evening classes’ particularly in urban areas meet (met) the demands for education of the part time student. The IAE has been striving to achieve this through organizing and implementing comprehensive evening class programmes (Bhalalusesa, 1991). These programmes serves as extension of formal schooling for those adults who need additional training to lead them into productive employment or become self employed. Adult education programmes promote the involvement of adult learners in economic empowerment by initiating those activities which directly benefit adult learners, such as small – scale farming and management of businesses among other income generating activities (Okech, 2004). Likewise adult education programmes provide means of up grading the skills for those already employed (Mlekwa, 2001).

# 1.2 Background to the Problem

The UNESCO (2006) has indicated that about 17% of the world’s adults (796 million people) still lack basic literacy skills. In Sub – Saharan Africa, numbers of adult illiterates continue to rise. In 2008 more than 167 million adults in Sub – Saharan Africa (38% of the region’s adult’s population) were illiterate (UNESCO, 2006).

During the independence era in 1960s over 70% of adult Tanzanians were illiterate (Mushi, 2009). The government had to put more emphasis on adult education to eradicate illiteracy in the country. Diseases were rampant and people attributed them to witchcrafts. Poverty was a best companion to Tanzanians. Yet people attributed it to the colonial government while there was less investment on adult education. Approximately 10% of the total education budget by then was set aside for an adult education (Mushi, 2009). The “choice is yours” was a 1970 national wide campaign launched to impart functional literacy. This was followed by another campaign in 1973 known as “Man is Health” and in 1974 another campaign introduced was known as “Agriculture for Life”. All these campaigns were based on teaching adult life skills, reading, writing and counting (Mushi, 2009). Evening class size at that time (1960s) varied from 10 to 60 students. By 1973 almost 3 million Tanzanians benefited from literacy campaign. It was estimated that these campaigns eradicated adult illiteracy from 70% to 35% (Mushi 2009).

Tanzania like most developing countries depends on formal education while apparently neglecting adult and non-formal education trainings (URT, 1995). However, it provides for creation of the true partnership between the state and other educational providers by encouraging them to establish and manage non formal education and training institutions. It is at this juncture that the IAE has been an organ for planning and provision of continuing education in adult education through evening classes programmes (URT, 2010).

Adult education during the colonial era was primarily a concern of private agencies. Very little attention was given to it by colonial administrators. For example, like in Tanganyika at that time adult education in Zimbabwe was given very little attention. Consequently a need for trained manpower in Zimbabwe immediately after independence was even pronounced in the field of adult education (Luchembe, 2009).

 In the late 1970s and early 1980s there was an experience of international economic depression. This depression affected Tanzania as well in the sphere of education as a whole. This situation led to the deterioration of social services which included adult education and education in general. Due to the economic depressions, adult learners were forced to drop out of the classes due to government cutting off of the budget (MoEVT 2012).

A study conducted in Kisumu, Kenya by Oluoch (2006) revealed that the programme pedagogy is operated without a curriculum to guide the teachers who single – handedly decide on the content in disregard of the learners needs. Some teachers teach primary school subjects to adult learners. This is wrong since the method used should always focus on learning rather than teaching. Teachers therefore oppose instructional innovations that give learners control over the subjects they learn and over their classrooms. This scenario could be a true situation in Tanzanian adult education practice.

To counteract this Tanzanian government tried to introduce some projects such as Adult Education Development Project (AEDP) to reduce the level of adult illiteracy. In 2008 four pilot regions (Dar es Salaam, Dodoma, Mwanza and Ruvuma) were in the project of implementing the Cuban Model on adult literacy development from 2008 to 2013 (URT, 2008). The overall objective of AEDP was and still is to enhance provision of adult literacy in Tanzania through provision of teaching and learning materials that will support the project and develop capacity for the whole.

#  1.3 Statement of the Problem

Despite the emphasis put forward by various educational authorities such as MoEVT on adult education to eradicate illiteracy in Tanzania, still there is an evidence of adult learners dropping out of the classes due to economical reasons (Mushi, 2009). In 2008, UNESCO indicated that more than 167 million adults in Sub – Saharan Africa were illiterate (UNESCO, 2006). The adult education programmes pedagogy as observed in Kenya may be operating without a curriculum to guide the teachers on the instructional innovations that give learners control over the subjects they learn and over their classrooms (Oluoch, 2006). However, there is hardly any current retrievable literature which delved into the assessment of the challenges in running evening classes programme in Tanzania. Furthermore no research work has been conducted in Moshi Municipal centre in as regards to this specific area. The proposed study intends to assess challenges in running evening classes programme by IAE in Moshi Municipal Centre in Kilimanjaro.

# 1.4 Purpose and Objectives of the Study

# 1.4.1 General Objective

To assess the challenges in running evening class programmes at IAE in Moshi municipal centre in Kilimanjaro region.

#  1.4.2 Specific Objectives

1. Explore the kinds of evening class programmes established and conducted at the IAE of Moshi municipal centre.
2. Explore factors that lead adults to join evening class programmes at the IAE of Moshi municipal centre.
3. Examine the challenges that faced by IAE of Moshi municipal centre in organizing evening class programmes.

# 1.5 Research Questions

Based on the research objective the following are the accompanying research questions.

1. What kinds of evening class programmes have been established and conducted at the IAE of Moshi municipal centre in Kilimanjaro region?
2. What were the factors that led adults to join evening class programmes at the IAE of Moshi municipal centre?
3. What were the challenges faced by the IAE of Moshi municipal centre in organizing evening class programmes?

# 1.6 Definitions of Key Terms

For the purpose of clarity and consistency, the following operational terms were defined as follows:

 **Adult education:** Is the entire body of ongoing learning processes whereby people regard education as of adults by the society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.

**Adult learner:** A person pursuing evening class programme. He or she is the centre of focus to which the programme is intended.

 **Evening class programme:** Programme organized mainly for adults during the evening hours although in rare cases during morning hours can be used.

**Non-formal education:** Any organized systematic educational activities carried on the outside the framework of formal education system to provide selected types of leanings to particular subgroups in the population.

# 1.7 Delimitations

This study was confined to adult learners attending evening class programme organized by the IAE in Moshi municipal centre. The study covered only a small proportion of Tanzanian adult education population and therefore the findings may not be used to make generalizations of the challenges in running evening class programmes for adults in other parts Tanzania.

# 1.8 Organization of the Study

This study is organized into five chapters. The first chapter discusses the problem and its context. Chapter two covers the literature review. Chapter three deals with methodology of the study and chapter four covers the presentation, analysis and discussion of the findings. Chapter five presents a summary of the study, conclusion, and recommendations for further research.

# CHAPTER TWO:

# LITERATURE REVIEW

**2.1 Introduction**

 This chapter presents the review of the related literature. The chapter focuses on various literatures which focus onthe kinds of evening class programmes, the factors that lead adults to join evening class programmes and the challenges being faced by evening class programmes. Covered also in this chapter is the presentation of empirical studies and the research gaps identified and what the researcher was going to fill in.

# 2.2 Kinds of Evening Class Programmes

The kinds of commonly featuring evening classes’ programmes are discussed in the following section.

# 2.2.1 Non-Formal Education

Non Formal Education (NFE) refers to an organized educational activity outside the established formal education system that is intended to serve identifiable clients and learning objectives. NFE programmes targets adults and youth who had no access to primary education and those who have dropped out of primary school before acquiring sustainable literacy level (Mlekwa, 2004). Non-formal secondary education in this regard is provided in the context of adult education which is primarily concerned with the provision of adult literacy (MoEC, 2004).

# 2.2.2 Open and Distance Learning Programme

Open and distance learning refer to education and training in which the learner use the learning resources, rather than attending face to face classroom session. A learner is the central feature of the learning experience (Commonwealth of Learning, 2003). This involves continuing education through evening classes, self-study, correspondence courses and other various distance education programmes (SAIDE, 1999). It is a type of learning mode whereby a teacher and student are separated by distance but they may occasionally meet for tutorials (face to face sessions). The philosophy of ODL characteristics are adhered to. These are flexibility in terms of age, content, status and educational background. It is considered as a mode of education delivery in a non formal education system (MoEVT, 2013).Education in this case is delivered through continuing education supported by a variety of programmes including correspondence education, self-study and extra-mural programmes (MoEC, 2004).

ODL has been used for school – aged children and youth who have not been able to enter the formal school system at both primary and secondary school levels. Furthermore it has been used for providing school equivalency courses as a means of expanding educational opportunities to the adult population since 1960s. ODL is increasingly being viewed as a means to support out-of-school youth with formal open schooling in the Region. Some SADC member states have established alternative models of secondary education provision in an attempt to deal with the estimated 20-million children in the SADC region who have not completed basic education. Namibia and Botswana have developed world renowned Open Schools.

These are Botswana College of Distance and Open Learning (BOCODOL) and Namibia College of Open Learning (NAMCOL) which enrolled 6,176 and 28,009 students respectively in 2008. Five other member states have long standing, large-scale secondary distance learning programmes which collectively have educated hundreds of thousands of out-of-school youths (SADC, 2009).

# ****2.2.3 Basic Literacy Program****

The primary focus of basic literacy is the provision of reading, writing and numeracy skills. It also assists in appraising adults with knowledge and life skills for improvement of their livelihood (Galabawa, 2005). The courses in reading, writing and numeracy are offered by adult education centers which are housed in primary and secondary schools institutions, other training institutions and sometimes at workplaces (MoEVT, 2009).

# 2.2.4 The ****“Yes I Can” Literacy Program****

 This program was initiated in 2008. The programmer’s overall objective is to enhance provision of adult basic literacy and practical knowledge through the adaptation of the Cuban “Yo si puedo” literacy model into Tanzanian context.  The programme is delivered through mass media such as radio, television, DVD as well as VHS recorders. The programme was (is) implemented within the Integrated Community Based Adult Education (ICBAE) framework. The target groups are youth and adults (MoEVT, 2012).

**2.2.5 The Qualifying Test (QT)**

This kind of evening class programmes is administered to private candidates intending to sit for the Certificate of Secondary Education Examination (CSEE) but do not have Form II level secondary education. QT draws as much as possible from the form I and Form II national syllabus but focuses more on testing knowledge and skills equivalent to National Form II Examination (URT, 2009).

**2.2.6 The Post – Literacy Program**

The post – literacy programmes is aimed at helping new literacy graduates to engage in productive learning activities in order to retain, improve upon and apply their literacy in numeracy and communication skills. Many of the post – literacy centers are income generating groups which came into existence because of participant’s collective learning experiences (Mlekwa. 2001).

# 2.3 Factors that Lead Adults to Join Evening Class Programs

There are various factors that lead adults to join evening class programs at the IAE. The following is a discussion of such factors.

The demand for flexible continuing education is growing. Working people require updating and upgrading their knowledge and skills which are required in the global economy. The fact that distance education is highly subsidized by the government provides a good opportunity for people who could not have otherwise acquired the education they longed for (Komba, 2009). ODL is attractive to the learners because it gives them more freedom of access and thereby a wider range of opportunities. It also means a more learner- centered approach, allowing greater flexibility and choice of content as well as more personal organization of learning programme. It overcomes barriers imposed by geographical distance and other confining circumstances such as personal constraints, cultural barriers and lack of educational infrastructure. It is often cheaper alternative to pursue a course through ODL than in a conventional method. ODL is convenient to many learners who cannot afford to leave their work in order to study. They can combine work with distance learning (SADC, 2009).

Mushi (2004) noted that in Tanzania the evening classes programmes were designed mainly to provide education opportunity to adults who had no opportunity to attend formal education system. The services were to be offered to civil servants who wanted to upgrade themselves and sit for qualifying examinations. The aim of adult education in Uganda was to improve the quality of life of the adult population and to help those adult individuals who had been silenced because of illiteracy (Okech, 2004).

A study done by Mushi and Bhalalusesa (2002) indicated that immediately after independence most of African governments lacked trained manpower. As a consequence many people remained unemployed at that time because they had no specialized skills.

Interests’ level of literacy and needs of the learners made the courses to be varied from one centre to another within or outside the region (Freire, 2009). Some adults have had limited schooling during childhood whereas others may not had that opportunity to attend schools. On the other scenario some learners requires basic living skills whereas others require advanced skills in reading writing and numeracy (MoEVT, 2012).

According to Julius and Bawane (2011), powerful economy, increased population growth, market trends and personal fulfillment or immediate application of what were learnt might affect a number of adults to join adult education. Vocational education, personal hobbies and recreation can as well affect a number of adults to join adult education (Kenya Country Team, 2008). The majority of IAE students were employees of the government and parastatal organizations whose role was the process of increasing or adjusting the development in Tanzania (Hall, 2009). Adults to join evening class programmes for workers were desires or aims to transition into a new careers or a desire to improve wage-earning ability. Some learners entered an educational programme hoping to satisfy their security needs, recognition, and involvement with others or personal growth from challenging experience (Seya, 2005).

By the 1980s, as a result of the economic recession at the time, Africa had started experiencing both significant unemployment problem and job losses. One strategy was used by the employers during that period to reduce work force. This was to set aside a time lag during which the work force in sections of enterprises or government organizations was directed to obtain higher relevant qualifications or be laid off. Many found ODL institutions helpful in warding off the threat of job loss. This was not only in the ability of these institutions to enable them to acquire relevant qualifications that ultimately kept them on their jobs but in helping them keep their jobs while studying (Biao, 2012).

The subjects taught in the evening classes are the same as those taught in private and public secondary schools. This is because some of the evening classes are for primary school students who dropped out from schools, form four or six students who sit again for another examination as private candidates (re-seaters). Others are standard seven who had no opportunity to join public or private secondary school education. Evening classes for the last group above intend to qualify them for secondary school level. It is from the foregoing bases we find out that a large number of people in different categories are enrolled in the evening classes programme (MoEVT, 2012).

# 2.4 Challenges Facing Evening Class Programmes

Evening class programmes faces a number of challenges which are likely to hinder the smooth running of the programmes. These challenges reflect their effects in the planning, organizing, implementation and management of the evening class programmes.

However, in the implementation of a distance-learning programme, there are unique reported problems that stand against achieving programme goals. Among the problems the key ones include high rate of student drop-out and late completion. Drop-out rates vary between countries. Carr (2000) indicated that in the United States, drop-out rates ranged from 20% to 50%. Organization for Economic Co-operation and Development (OECD, 2000) reported that drop-out ranged from 20% in the United Kingdom to 45% or more in Austria, France, Portugal and Turkey. In Italy the drop-out was put at 35%?. In Africa, it is estimated that attrition rates is 50% (Daniel, 2005).

Provision of instructional materials contributes to the improvement of teaching itself. Without this help, the programme loses much of the good work that a really competent teacher would be as apparently expected (Condelli, 2002). In a Ugandan study on adult education done by Okech (2004), the findings revealed that there was inadequate supply of materials for facilitators and learners hampered the smooth running of the programme. This is confirmed by the study of Oluoch (2006) in Kenya in which the findings showed that learners lacked literacy support materials at the centers except for the primary books which were irrelevant to their needs. Hence they only learned only at the centers which were not purposely built for adults’ education.

Mushi (2001) in his report he documented some of the barriers of distance learning. These were problems of transport, greater distance to study centers, poor financial capacity and lack of encouragement from family. Likewise, Mbukusa (2009) mentioned long distance from the study center and lack of family support as sub-themes of barriers cited by distance learners in Namibia.

According to Nafukho *et al.* (2005), adult education curriculum is still based on colonial model even after independence. Furthermore the findings by Oluoch (2006) in a Kenyan study indicated that adult education curricula were hardly forward-looking. They did not respond to the strategic needs of the economy or of the person. Likewise they did not respond to the social and political development needs of the vast majority of Kenyan adults.

Frameworks for organizing and delivering programmes were hardly innovative or forward-looking. According to Mushi (2004), consistently the IAE has not been strong in the role it was mandated to play. This has been observed especially in the areas of curriculum development. Palestine adult education face the challenges of lack of follow up, monitoring, assessment, evaluation, training and capacity building programs are not sufficient in terms of number, frequency and content (Fannoun, 2008).

According to MoEVT (2013), in Tanzania, according to IAE learners are needed to attempt one monthly test that will be provided by the subject tutor so as to check the achievement of the specific learning objectives of the covered topics. For internal assessment ODL, learners attempt a terminal examination at the end of each term so as to check the level of achievement of specific learning objectives of the covered topics. Thus, continuous assessment carries 30% for tutor marked assignments, monthly test and terminal examination while final mock examination carries 70%. In this kind of assessment, the IAE intervene for maintaining standards of tests and examinations in the areas of the modes of the preparations and recordings.

Therefore, ODL service providers are required to accept this kind of mediation for technical support from the IAE. For external assessment ODL learners are needed to sit for mock and national examinations. Mock examinations are done under the supervision of the IAE. National examinations (Form IV and VI) and qualifying test are done under the supervision of the NECTA. These examinations are done once a year in each stage MoEVT (2013).

According to Kenya Country Team report (2008), the Adult and Continuing Education (ACE) funds allocation is still a challenge in implementation of literacy programmes. There is inadequate fund from the Government of Kenya such that ACE has received less than 1% of the total Ministry of Education (MoE) budget. A presentation by Seya (2005) on the low amounts of budgetary resource devoted to adult education by African countries reflected the low priority given to this education sub-system by the donor community despite its inclusion in the global development initiatives adopted since the 90s. As far as fiscal resources are concerned the findings of Okech (2004) revealed the presence of low funding in most of the adult education centers resulted into inadequate resources such as infrastructure and enough spaces to provide rooms for staff and learners. In Canada adult education face many challenges such as lack of capacity to organize adult education programme due to limited funding and other resources (UNESCO, 2012).

Peru’s CONFINTEA VI (2008) report, acknowledged that “Practically all educational institutions doing adult education programme are located in cities and thus are not accessible to an important percentage that would require them, especially rural illiterate and indigenous populations” (Torres, 2009). Learners in evening classes face the challenges of traveling long distances from centers to their respective residences. Most of the centers are established in the urban areas. This is a big challenge for individuals residing in the rural with a need to join the programme. This was evidenced in a Kenyan study by Aitchison and Alidou (2009) where learners pointed out the challenge of coming far away from their respective homes to the learning centers. They pointed out this to be a major reason for learners’ dropout or non participation in the programmes.

Other researchers encountered the problem of time. Vergids and Penagiotakooulos (2002) study in Greece found that, fluctuations in the time available for the studies were affected by changes in work and family environments. This was coupled with an underestimation of the actual effort and time necessary for studies. This made many students (47%) abandoned their studies. Whereas Diran and Yoon, (2009) in Jordan found similar results by documenting that students failed to balance time for studies and other family and job obligations. This was a singled out as the most cited barrier of distance learners. Furthermore, lack of time is documented in other studies conducted in Africa. On the same vein, a study by Sikwibele and Mungoo (2009) in Botswana mentioned inadequate study time as one of the drawbacks facing ODL students due to students’ juggled family and job commitments.

Strucker and Davidson (2003) described that severe absenteeism, attendance turbulence and high dropout rates characterized many classes of adult education programmes in Spain. Most adults attendance and persistence problem stem from the inevitable demands of adult life. This includes changes in job schedule, illness of the learners or other family members, marital problem and housing difficulties (Comings et al. 2000). Cheetham (2009) recognized that attendance and punctuality on evening classes’ courses in India were poor. Learners often arrived late and disrupted the sessions. Worse still learners’ attendance was very poor such that it affected their progression on the programme to the extent that achievements were less likely to occur.

According to Zirnkle (2004), situational barriers can be derived from the ODL learners’ personal factors. These may include job and home responsibilities that inhibit full participations. Furthermore according to Bird and Morgan (2003) review of previous studies on distance learners; conflicting work and family commitments, financial strain, and concerns about predisposition and readiness for independent learning were listed among the ODL challenges. Others were lack of appropriate learning support, unsuitability of program content or its design and delivery methods, low level of motivation and commitment to study, low access to study and confidence.

Many centers are unregistered in any recognized education authority leading to unsystematic existence of centers. This conflicts with education authorities such as NECTA and IAE. Absence of uniformity of titles for example tuition centers, study groups etc creates confusion to stakeholders who wish to acquire knowledge at these centers. Furthermore, lack of quality assurance and control systems raise uncertainty and discouragement to learners, Non-Formal Education (NFE) providers and potential providers who otherwise were to be motivated (MoEVT, 2013).

The majority of adult educators are untrained especially in basic literacy programmes. School teachers and no adult education professionals are often employed in adult education as a teachers, rather than experienced and professional adult educators (Aitchison and Alidou, 2009). In Latin America there are no professional educators in adult education, despite knowledge advances in the field (Torres, 2009).

Wanyama (2014) observes that there is a shortage of qualified adult education teachers in most Africa countries and asserts that it is common in developing countries for adult education courses to be taught by teachers without adult education training. In Tanzania adult educational activities continue to rely heavily on untrained volunteer facilitators, most of whom have low educational attainments (Bhalalusesa, 2003). According to Komba (2009), the use of part-time tutors affects the efficiency of the ODL system, because such tutors usually are employees of other institutions and owe allegiance to the principal employer first and foremost.

A study conducted by Kanukisya (2008) in three regions of Mainland Tanzania found that although adult and Non-Formal Education policy is under the National Macro policies, most of adult education policy statements investigated were not related to adult education practices. Furthermore, the findings revealed that although adult education policies addressed some of the national challenges like income poverty, illiteracy, HIV/AIDS and income inequality, some of themes were not translated into practices.

According to Biao (2012), the major challenge to orderly growth of the domain of ODL in Africa is absence of national ODL policies. While many ODL outfits spring up and governments authorize and license conventional and non-conventional tertiary institutions to dispense ODL programmes and courses, there are no national policies clearly delineating a path for ODL to run on. Where government directives (policy incubation) have been issued for either conventional or non-conventional institutions to run ODL courses, the very operationalisation of those programmes end up being muffled and contrived by the unenlightened actions of the of regulatory agencies.

According to Galabawa (2005), adult education policy mismatch with well training and innovative of adult educators’ appropriate demand and international environment. This is evidenced in the implementation of adult education policy in Kenya where there is a disconnection between field officers and policy- making authorities. Field officers lack sufficient training on policy implementation in the field of adult education (Oluoch, 2006). On Tanzanian side however, the major challenge is the lack of an explicit national policy on distance education. The lack of an overall policy and the poor harmonization of initiatives have led to the random adoption of different systems and standards, unnecessary duplication of effort, and waste of scarce resources (Komba, 2009).

A comparative study of Tanzania and China done by Nyandara (2012) has revealed that in China the use of ICT in ODL face the challenges such as lack of pedagogical skills for instructors to use technology in instruction. Furthermore the study has added that in Tanzania internet access is relatively expensive and shortage of technology and educational infrastructure and resources to meet the demand of newly reformed curriculum in the need of quality.

# 2.5 Conceptual Framework of the Study

The researcher adapted and modified Self-Directed Learning (SDL) model from Candy (1991). This model views the title, challenges in running evening class programmes at the institute of adult education.

Table 2. 1: Conceptual framework of the study

|  |  |  |
| --- | --- | --- |
| Perspectives | Description | Model |
| Personal Attribute | Moral, emotional, and intellectual management | * Personal autonomy
* Self-management
 |
| Process | Learners autonomy over instruction | * Learner control
* Autodidaxy
 |
| Context | Environment where learning takes place | * Self-directed is context bound.
 |

 **Source**: **Adapted and modified from Candy (1991)**

In the light of this study, reviewing the literature on various views of SDL or related concepts, Candy (1991) concluded that SDL model as an umbrella concept, encompasses four dimensions: self-direction as a personal attribute (personal autonomy); *s*elf-direction as the willingness and capacity to conduct one’s own education (self-management); self-direction as a mode of organizing instruction in formal settings (learner-control) and self- direction as the individual non-institutional pursuit of learning opportunities in the natural societal setting (autodidaxy). The variety of the constructs in Candy's model added an element of depth to understand SDL. Furthermore Candy's model states that a learner’s self-direction might be different in different contentareas.

Merriam and Brockett (2007) have pointed out that adult learners are self-directed in their learning. They take responsibility for much of their learningand need the instructor to serve as a helper and facilitator. For them the relationship between instructor and learner should be characterized by mutual trust, respect and helpfulness.

# 2.6 Gaps in the Literature

The reviewed literature so far has revealed that there are some areas on the aspects of evening class programmes where little attention has been paid to situation that exist in evening classes run by IAE, specifically in Moshi municipal council in Kilimanjaro region. There are no documents explaining whether the IAE is engaging more on the issue of challenges in running of evening class programmes which face learners, tutors and administrators.

# CHAPTER THREE:

# RESEARCH DESIGN AND METHODOLOGY

# 3.1 Introduction

This chapter presents the aspects of the research methodology. It covered the research design, research approach; area of study, population, sample, sample size and sampling techniques, data gathering techniques, as well as research ethical consideration is carrying out this study.

# 3.2 Research Design

A case study design was used to direct the study on the evening classes programmes organised by the IAE at Moshi municipal centre. Case studies share something with evaluation studies in that they incorporate a wide range of data collection methods including documentary review, interview and observation (Yin, 2009). A variety of methods enables the researcher to collect detailed information from the research area. The case study design is concerned with practical investigation of a phenomenon in detail within its real life context as it appears in its natural form.

 According to Creswell (2009), a case study design was deemed appropriate in this study because the researcher explored in-depth on the challenges facing evening classes at the IAE in Moshi municipal centre. A case study design allows understanding of a situation by focusing on the total picture rather than breaking down into variables (Kothari, 2004). A Case study looks generally on policy to describe and often evaluate an event, an institution a process and a programme. This study, therefore, adopted a case study research design to investigate the challenges facing evening classes at the IAE, Moshi municipal centre.

# 3.3 Research Approaches

This study employed both qualitative and quantitative approach. Qualitative research approach allows studying a phenomenon in its real life situation without any sort of manipulation of data (Creswell, 2009). In this study, the researcher l spent some time with the participants creating rapport to obtain first-hand information and experiences on the challenges facing the running of evening classes at the IAE in Moshi municipal centre. Due to unpredictable participants’ behaviors (tend to change with time and context), the researcher informed the participants prior to data collection the purpose of the study. Natural settings of evening class centers environment were used to enable the participants to provide information in a more relaxed manner (Berg, 2007).

Qualitative approach allows mutual relationship between the researcher and the participants during data collection. This mutuality allows the researcher to cultivate the inside of the participant to develop insights and ultimately generate bulky and wide information about the research problem under exploration (Cohen *et al*. 2000). In the light of this study, the researcher directly involved the participants by the use of questionnaire, interviews, and observations striving to tap the insights and ultimately generated bulky and wide information concerning this study. Since there is no single approach which is absolutely perfect, the researcher also used quantitative research approach which is largely statistical and numerical in nature (Paton, 2002).

# 3.4 Area of Study

The study was conducted in Moshi municipal where the Moshi municipal centre of the IAE is located. Moshi municipality with a population of 184, 292 (URT, 2013) is located in Kilimanjaro Region. The municipality is located across the Dar es Salaam-Arusha highway at the foot of Mount Kilimanjaro. Moshi district is bordered by Rombo district in the north and east, Mwanga district in the southeast, Arusha region in the southwest and Hai district in the west (URT, 2002). The researcher chose this area because it is easily reached and is familiar to the researcher whence it was relatively cheaper in terms of time, money and energy to make data collection in Moshi municipal than elsewhere.

# 3.5 Population of the study

According to Cohen et al (2000) population is a group of individuals who have one or more characteristics in common that are of interest to the researcher. The population in this study comprised all evening classes programme administrators, teachers and learners studying at the IAE in Moshi municipal center. The following categories of respondents were involved in the study, namely, the resident tutors, center coordinators, evening class teachers and adult learners.

# 3.6 Sample and Sampling Techniques

 According to Mugenda and Mugenda (2003), a sample is a small group of respondents drawn from a population in which the researcher is interested in gaining information for drawing conclusion. Official enrolled adult learners’ number in Moshi Municipal is a finite population (599 learners) (Moshi municipal Adult Educational Officer). A finite population sample size calculator was used. Therefore, the sample size in this study was 234 adult learners. These respondents were obtained from 50% of all of the centers. It was done through purposive and simple random sampling. Through random sampling 9 centers were selected from those with more than 30 enrolled adult learners. This was done purposely to catch appreciable number of adult learners per center since some of the centers had less than 3 adult learners (Moshi municipal Adult Educational Officer). It was anticipated that this could not create bias since almost all of the centers are concentrated in the municipal centre. Purposively, a resident tutor for IAE in Kilimanjaro was recruited for inclusion in the study. A center coordinator from each center was also included in the study. This made 10 of the respondents to be selected purposefully.

Through simple random sampling 36 teachers and 227 learners were selected from each of the 9 selected centers. This was aimed at giving equal chance to each learner and teacher to be selected whence bias avoidance. This was done as it follows: from each of the 9 centers, 4 teacher and 26 learners were randomly picked to make a total of 46 teachers and 234 learners respectively. The categories and the number of respondents from each category are shown in Table 3.1.

Table 3. 1: Distribution of categories and number of respondents

|  |  |
| --- | --- |
| **Selected Learning centers** | **Informant categories** |
| **Resident****tutor** | **Centre Coordinators** | **Teachers** | **Learners** | **Total per centre** |
| **IAE Office** | 01 |  |  |  | 01 |
| **1** |  | 01 | 04 | 26 | 09 |
| **2** |  | 01 | 04 | 26 | 09 |
| **3** |  | 01 | 04 | 26 | 09 |
| **4** |  | 01 | 04 | 26 | 09 |
| **5** |  | 01 | 04 | 26 | 09 |
| **6** |  | 01 | 04 | 26 | 09 |
| **7** |  | 01 | 04 | 26 | 09 |
| **8** |  | 01 | 04 | 26 | 09 |
| **9** |  | 01 | 04 | 26 | 09 |
| **Total** | **01** | **09** | **36** | **234** | **280** |

**Source: Researcher’s findings**

# 3.7 Data Gathering Tools

In order to gather the information sought in this study, four data collection techniques were used. These were documentary review, interview, questionnaire and observation. The advantage of using a combination of instruments has been underscored by Berg (2007) who observed that no single technique is superior to any other. What is certain is that all have shortcomings and if one is used alone is likely to give undependable results. Multiple crosschecking methods are time consuming but may have a greater chance of contributing to results of good value (Paton, 2002).

Therefore, the researcher used a combination of several methods to make the data more valid and reliable. A detail of each data collection tool or instrument used is discussed in the following sections.

# 3.7.1 Documentary Review

Documents were used because of their stability. They can be reviewed repeatedly. In this study, documentary review was done to enable the researcher to review various documents appropriate to the study (Kothari, 2004). The documents that were used as source of data included learner’s attendance in classes, class size and sitting patterns as well as reinforcement used to affect teaching. The documentary checklist is summarised in Appendix F.

# 3.7.2 Interview Schedule

Interviews are questions asked orally with a purpose. Semi-structured interview schedules were used to provide in-depth information and are flexible-freedom for participants to express their views (Kombo and Tromp, 2006). This method is considerably flexible. It enabled the researcher to probe a deeper understanding of the interviewee’s experiences, feelings and perspectives (Kimia, 2008). This technique was administered to the resident tutors and the centre coordinators. Interview guide for these two categories of respondents are found in Appendix D and E for the resident tutors and the regional coordinator of the studies respectively.

# 3.7.3 The Questionnaire Tools

A questionnaire is the most widely used tool for data collection in our society. It involves the use of written down items to which the respondent individually responds in writing (Creswell, 2009). This method was used because it enables the respondents to disclose more information on a questionnaire since it did not involve another person talking. It also enables the researcher to collect information within a short time (Kothari, 2004). For the sake of this study a combination of open-ended questions and closed ended questions were appropriate to used to collect data that could not be gathered through other research methods. The advantage of using questionnaires is that, it is more convenient for respondents because they can complete a questionnaire when they want and in the speed they wanted to do it. It also helped the researcher to cover the wide area of the information which was being sought (Kombo and Tromp, 2006).

The questionnaires were self administered to the selected tutors and the learners of evening class during class session under proper supervision of the researcher. All the respondents were asked to return their questionnaires in time. The disadvantage of using questionnaires is that it may have lower response rate and may obtain different interpretations of questions. The questionnaire for the learners and tutors are found in Appendix B and Appendix C respectively.

**3.7.4 Observation**

According to Kombo and Tromp (2006) observation is a tool that provides information about actual behaviour and will offer a researcher to draw first hand information. Observation was used as a secondary or primary research method to produce detailed descriptive qualitative data or as a tool. The researcher used observational checklist to crosscheck information obtained from interview and questionnaire. Quantitative data was obtained by developing on observation guide or check list that guided observation on issues related to learning facilities, the extent to which the teaching aids were used in classrooms by tutors, attendance and punctuality of tutors in classroom.

# 3.8 Data Analysis Procedure

The data gathered were grouped and analysed according to research objectives. Descriptive data from the questionnaires, interviews and documentary reviews were subjected to content analysis with important information synthesized to answer main research questions. Responses to quantitative data were categorized and presented in tabular forms, graphs and percentages to facilitate drawing up inferences that related to the study (Kothari, 2004).

# 3.9 Research Ethical Considerations

The researcher adhered to the following ethical issues: research clearance letters and getting an informed consent from relevant authorities and respondents.

# 3.9.1 Informed Consent

The researcher explained the purpose of the study to the participants. The researcher clarified to the participants on the research problem, purpose of the study, the short term and long term benefits of the study to the participation. The researcher obtained consent from the participants. Researcher informed the participants that their participation was free and that they had the right to withdraw at any time with no repercussions. The informed consent form is found in Appendix A.

**3.9.2** **Research Clearance Letters**

The permission to conduct this study was sought from the relevant authorities; the Vice Chancellor (VC) of the Open University of Tanzania (OUT), Kilimanjaro Region Administrative Secretary (RAS) and Moshi District Administrative Secretary (DAS) and Moshi Municipal Executive Director. These letters were used to introduce the researcher to IAE office Kilimanjaro region and to the respective centers. These letters are found in Appendix H to Appendix K.

# 3.9.3 Assurance of Confidentiality

The researcher assured the respondents of confidentiality by maintaining anonymity of the respondents. The information that was collected was kept safely so that no any unauthorized individual had access it. Furthermore, the researcher clarified to the respondents that the information collected would be only for research purpose, thus no respondent will be victimized for providing the needed information.

# CHAPTER FOUR:

# PRESENTATION, ANALYSIS AND DISCUSSION OF DATA FINDINGS

# 4.1 Introduction

This chapter presents data findings from questionnaires administered to adult learners and teachers. It also presents data findings from interviews administered to the resident tutor and the centre coordinators. Documentary review and observation which were also used to present data findings. This chapter presents and analyzes data findings. Lastly this chapter presents discussion of the major findings of the study in respect to the objectives and research questions relating with previous literature available. The study variables were guided by research objectives. Results running concomitantly with discussion are presented in this chapter.

# 4.2 Distribution of Respondents

Student respondents were from 9 centers whereby 26 students were involved from each of the 9 centers. The response rate was 100% making the total of 234 students who responded to the questionnaire. Other respondents to the questionnaires were teachers from 9 centers. Each center had 4 teacher involved leading to 36 respondent teachers. The response rate of teachers was also 100%. The respondents to an interview were center coordinators from 9 centers. One coordinator was involved from each center to make a total of 9 coordinators. Their response rate was as well 100%.The respondents to an interview were also done to a resident tutor from Moshi municipal IAE centers, as elaborated in Table 4.1.

# Table 4.1: List of the Centres and Number of Respondents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Centers involved:** | **students** | **teachers** | **Centre coordinators** | **Resident****Tutor** |
| Mawenzi Teachers Resources Centre | 26 | 4 | 1 |  |
| Moshi Center for Excellence | 26 | 4 | 1 |  |
| The York of Career and Success | 26 | 4 | 1 |  |
| Kilimanjaro Center of Academic | 26 | 4 | 1 |  |
| Masomoni Education Center | 26 | 4 | 1 |  |
| Amber Center for Education | 26 | 4 | 1 |  |
| Continuing Education Tutorial School | 26 | 4 | 1 |  |
| Tanzania Young Christian Societies | 26 | 4 | 1 |  |
| St Joseph | 26 | 4 | 1 |  |
| **Total**  | **234** | **36** | **9** | **1** |

**Source: Researcher findings (2014)**

# 4.3. Kinds of Evening Class Programmes Established and Conducted at IAE of Moshi municipal Centers

This objective intended to explore the kinds of evening class programmes established and conducted at IAE of Moshi Municipal centers. In response to student’s question number 1-3, the programme they registered in 9 centers were secondary education through Open and Distance Learning. Findings show that 111 (47%) were enrolled for QT, form four re- sitters were 85 (36%) and form six re- sitters were 38 (16%). These findings on the types of evening classes conducted are indicated in (Table 4.2)

# Table 4.2: Frequency Distribution of Student’s Responses on Kinds of Evening Class Programmes

|  |  |
| --- | --- |
| **Programmes** | **Total** |
| QT | **form four** | **form six** |
| Frequency | % | Frequency | % | Frequency | % | Frequency | % |
| 111 | 47 | 85 | 36 | 38 | 16 | 234 | 100 |

**Source: Researcher’s findings 2014**

The findings from an interview which was done to centre coordinators and resident tutor on the kinds of evening class programmes offered at their centre were as follows:

Through the interview with a resident tutor, argued that they engage mainly on provision of evening secondary education through Open and Distance Learning due to the high demand of secondary education. The same argument was revealed in the study conducted by Bhalalusesa (1991) who acknowledged the role of IAE in providing secondary education. Through interview with centre coordinators all nine center coordinators supported the argument from the resident tutor that they provide secondary education. Their explanation was that the secondary education that they deal with included qualifying test, form four and form six re - seaters both as private candidates.

These arguments from centre coordinators are also corresponded by URT (2009) whereby reported QT draws as much as possible from the form I and Form II national syllabus but focus more on testing knowledge and skills equivalent to National Form II Examination. SADC (2009) reported that some SADC member states have established alternative models of secondary education provision in an attempt to deal with the estimated 20-million children in the SADC region who have not completed basic education.

Through documentary review it seems that the kind of evening class programmes organized by the centers was secondary education through ODL. This was through the documents reviewed such as class attendance for each programme and through IAE directive (document) at Moshi municipal resident tutor office. The study also discovered through researcher observation that teachers taught secondary education topics and they used secondary school books. When the researcher sat together with the students during classes’ discussions, the researcher observed that students were secondary school learners. This finding has concurred with this argument by MoE (2004) who saying that secondary education provided in the context of adult education is primarily concerned with   the provision of adult literacy.

# 4.4 Factors that Lead Adults to Join Evening Class Programmes

In respect to student responses, results showed that there were various factors driving the adults to join evening class programmes. Table 4.3 summarizes these responses outcome.

# Table 4.3: Frequency Distribution of Student’s responses on Factors that Lead Adults to Join Evening Class Programmes

|  |  |  |
| --- | --- | --- |
| **Factors**  | **Frequency** | **Percentage** |
| Financial burden | 41 | 17.5 |
| Employer requirement | 4 | 1.7 |
| Personal motive | 188 | 80.3 |
| forced by parents | 1 | 0.5 |
| Total | 234 | 100 |

**Source: Researchers findings 2014**

The findings in Table 4.3 by the researcher shows that the evening class programmes dealt with people who attended for a very definite purpose. The first factor in these results 41(17.5%) category was financial burden. Adult learners addressed this factor of financial because enrolment in evening class made them pay for their study and taking care their family. It seemed that some youth came from poor family thus they cannot afford to pay for formal education in public and private secondary schools so they use evening class as the only opportunity to have education. This factor concurred by SADC report (2009), which indicated that some of the adult learners enroll, in ODL programmes to enable them to generate income while studying. In the absence of other financial alternatives some of the adult learners enroll in ODL programmes as an investment in education to secure income during retirement or old age.

The second factor was employers’ requirements of their employee to get trained. four (1.7%) of the students who were employed revealed that they need to upgrade skills on the current job position. Also government and some employers gave directions for the workers to obtain relevant qualifications. As a result of such directives it led them to join evening class programmes. This argument agreed with the by the study by Biao (2012) who noted that one strategy used by the employers during that period to reduce work force. This was to set aside a time lag during which the work force in sections of enterprises or government organizations was directed to obtain higher relevant qualifications or be laid off. Many found ODL institutions helpful in warding off the threat of job loss. This was not only in the ability of these institutions to enable them to acquire relevant qualifications that ultimately kept them on their jobs but in helping to keep their jobs while studying.

Mlekwa (2001) who explained that these programmes serves as extension of formal schooling for those adults who need additional training to lead them into productive employment or become self employed. Likewise Mlekwa (2001) argues more that it provides means of upgrading the skills for those already employed. These results were also concur with the findings by Seya (2005) who argued that adult learners join evening class programmes for different purposes. For workers, their desires or aims were transition into a new career or a desire to improve wage earning ability.

Third factor according to these results (Table 4.3) was personal motives that were ranked first by the 188 (80.3%) respondents, generally learners displayed among other things that factors that forced them to join evening classes included personal motives. Freire (2009) corresponded that adult learners have the personal motives such as the limited schooling during childhood; whereas others may not had that opportunity to attend schools and some learners required basic living skills. To agree with this factor Zirnkle (2004), argued that situational barriers can be derived from the ODL learners’ personal factors. These may include job and home responsibilities that inhibit full participations.

The fourth factor from these results was ‘forces by the parents’ 1 (0.5%). Through interaction with stake holder and learners the researcher found out that according to the current education system for the Form Two national examination, students who fail the exams are supposed to repeat the class. However, among of those failed refuse to repeat the class at the same schools due to emotions attached to failure. This lead to some of the parents to force them to join non form education for evening class programmes as QT learners and re-seaters for form IV and form VI. This finding on forced by parents has also been noted by SADC (2009) whose findings that some of the parents of potential and current ODL learners’ main interest in ODL could be to secure high quality education for their children at lowest possible cost or use their investments in education to secure better future for their children.

These findings were also augmented by responses from the interview done to the resident tutor who explained several factors that lead adults to join evening class programmes. Among of these were shortages of skilled labor at the work places. The study done by Mushi and Bhalalusesa (2002) concurred this by arguing that immediately after independence most of African government lacked trained manpower, as a consequence many people remained unemployed at the time because they had no specialized skills. They continued to argue that adult workers decided to join evening class programmes to upgrade their skills and to increase the number of skilled manpower. Furthermore the resident tutor indicated that majority of adult learners enrolled in evening class programmes because of lack of criteria to join full time or formal education.

Komba (2009) observed that there are opportunities for distance education in Tanzania as there are in other countries too. The demand for flexible continuing education is growing since working people require updating and upgrading for their knowledge and skills which are required in the global economy. The fact that distance education is highly subsidized by the government, it provides a good opportunity for people who could not otherwise acquire the education they long for. Furthermore, the resident tutor was of the opinion that majority of adult learners enroll in evening class programmes because of the lack of criterion or qualifications to join full time or formal education.

This response is in agreement with the findings by Sifuna (2008) who noted that few people received education formally due to the limited chances to enroll into the available classes by then. This created communities of fully grown adults without formal education regardless of whether one had a thirsty for education or no. Furthermore the resident tutor added more that another factor that contributed to the learners to join the programme was the affordability of paying school fees. Most of centers pay the fee on monthly basis and it ranges from Tshs 20,000 to 30,000 per month. T

he Resident tutor added that it is easy for adult to learn while they work and at the same time themselves in carrying out different activities including taking care of their families. This was one of the strong factor insisted by the resident tutor. These arguments from resident tutor are in line with that of the MoEVT (2012) who policy is that some of the evening class programmes are for primary school students who dropped out from school, form four and form six who sit again for another examination as private candidates. Others are standard seven who had no opportunity to join formal secondary education. Evening classes for the last group above intend to qualify the learners for secondary school education level. It is from the foregoing bases we find out large number of people in different categories are enrolled in the evening class programmes.

# 4.5 Challenges Facing Evening Class Programmes

The aim of this objective meant to examine the challenges facing the evening class programmes. Students’ response to questionnaires on question number 4 to 10 and 13 to 15 were probing for their views so as to assist in establishing challenges they faced. Their responses are summarized in Table 4.4

# Table 4.4: Distribution of Students’ Responses on Questions Probing for Challenges Facing the Evening Class Programme

|  |  |
| --- | --- |
| **Question** | **Responses** |
|  | YES | NO |
|  | no | % | No | % |
| Does learning environment seem to be difficult to you? | 61 | 26.1 | 173 | 73.9 |
| Is lack of teaching and learning materials affects your learning? | 85 | 36.3 | 149 | 63.7 |
| Does the time allocated for each subject affect your study? | 63 | 26.9 | 171 | 73.1 |
| Are teachers committed to the teaching and learning process? | 197 | 84.2 | 37 | 15.8 |
| Is a long distance to the learning centre affects your study? | 115 | 49.1 | 119 | 50.9 |
| Do you have a space at the centre for your private study? | 177 | 74.6 | 57 | 24.4 |
| Do you always attend the assigned evening classes? | 199 | 85 | 35 | 15 |
| Do you sit for internal examinations before the external ones? | 175 | 74.8 | 59 | 25.2 |
| Can you easily afford to pay for your studies? | 181 | 77.4 | 53 | 22.6 |
| Can you easily get assistance or loan for your study? | 214 | 91.5 | 20 | 8.5 |

**Source: Researcher’s findings 2014**

The researcher sought to find out the challenges that faced the evening class programme. These findings revealed that the centers were constrained with various challenges hereunder discussed:

Learners’ listed major challenges they faced according to the guiding questions administered to them such as presented in Table 4.5Problem with learning environment accounted for 26.1%, this challenge included lack of library. As far as fiscal resources are concerned the findings by Okech (2004) revealed presence of low funding in most of the adult education centers resulting into inadequate resources such as infrastructure and enough spaces to provide rooms for staff and learners. In Canada adult education face many challenges such as lack of capacity to organize adult education programme due to limited funding and other resources (UNESCO, 2012).

The findings revealed the challenge of inadequate teaching and learning materials which accounted for 36.3%. This is coinciding with the finding in the study by Oluoch (2006) in which findings showed learners lacked literacy support materials at the centers except for the primary books which were relevant to their needs. Affordability of study payment accounted for 22.6%.The study findings found that majority of students afford to pay fees for their study.

Another challenge revealed in this study was time allocation for each subject which accounted for 26.9%. Study in Greece done by Vergids and Penagiotakooulos (2002) found that, fluctuations in the time available for the studies were affected by changes in work and family environments. This was coupled with an underestimation of the actual effort and time necessary for studies. This made many students (47%) abandons their studies. Corresponded to this finding Diran and Yoon, (2009) in Jordan found similar results by documenting that students failed to balance time for studies and other family and job obligations. This was singled out as the most cited barrier of distance learners. Furthermore, lack of time is documented in other studies conducted in Africa.

On the same vein, a study by Sikwibele and Mungoo (2009) in Botswana showed that inadequate study time was one of the drawbacks facing ODL students due to students’ involvements family and job commitments.

Teachers’ commitment to teach and learning process accounted for 15.8%. This challenge corresponds with the study done by Bird and Morgan (2003) who noted that other challenges were lack of appropriate learning support, unsuitability of programme content or its design and delivery methods, low level of motivation and commitment to study, low access to study and confidence.

 Others challenge was long distance to the learning centers which accounted for 49.1%. The respondents’ concerns from the students are in agreement with the study findings from Kenya by Aitchison and Alidou (2009) where learners in their study population pointed out the challenge of coming far away from their respective homes to the learning centers. Mushi (2001) in his report also documented some of the barriers of distance learning. These were problems of transport, greater distance to study center, poor financial capacity and lack of encouragement from family. Likewise, the findings by Mbukusa (2009) mentioned long distance from the study center and lack of family support as sub-themes of barriers cited by distance learners in Namibia. They pointed out this to be a major reason for learners’ dropout or non participation in the programmes.

Private space in the centers for this study accounted for 24.4%. Participants in a study done by Mnyanyi and Mbwette (2009) noted barriers attributed by the infrastructures in learning centres. Some of the participants said that it was difficult for them to travel especially during rainy seasons.

Attendance accounted for 15% of the current studied sample, it revealed that poor attendance caused by reasons such as job shift, family responsibility etc. Mnyanyi and Mbwette (2009) study findings noted that there was also lack of time to concentrate in studies. Responses from some of the participants in their study said that ‘In my case I am employee thus concentration to studies sometimes is minimal as I do not get enough time to study…’

Availability of internal tests and examinations before external examinations accounted for 25.2% in the current study. This was totally not a good sign for running evening classes’ programmes. MoEVT (2013) has put clearly the guidelines to conduct internal tests and examinations before external examinations. MoEVT addressing that, ODL learner should attempt a terminal examination at the end of each term so as to check the level of achievement of specific learning objectives of the covered topics. Thus, continuous assessment carries 30% for tutor marked assignments, monthly test and terminal examination. For external assessment ODL learners are needed to sit for mock and national examinations. Mock examinations are done under the supervision of the IAE. National examinations (Form IV and VI) and qualifying test are done under the supervision of the NECTA. These examinations are done once a year in each stage.

Looking at these results at least more than a quarter of the learners expressed concern in regard to how their learning requirements should be looked at for each question asked. For example looking at the challenge of inadequate teaching and learning materials 36.3% of the respondents had some concerns. There was therefore a need to address issues pertaining to this challenge and others mentioned since a quarter of the learners in an institution with multiple challenges poses a scenario of failure in running an institution.

The researcher found more challenges facing evening class programmes by probing students with questions. She asked whether there were some reasons that accounted for being absence from the evening classes or not. Learners’ responses are summarized in Table 4.5.

# Table 4.5: Students’ Responses on Reasons for Being Absence from the Evening Classes

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percentage** |
| Not absent from the classes | 200 | 85.5 |
| Job shift | 6 | 2.6 |
| Domestic chores | 3 | 1.3 |
| Sickness | 2 | 0.9 |
| Financial problems | 4 | 1.7 |
| Distance | 22 | 9.4 |
| Responsibilities | 7 | 3 |
| Total | 234 | 100 |

**Source: Researchers findings 2014**

According to these results the study revealed the major reasons for the learners being absence from the evening class among the many reasons was long distance from home to the learning centers (9.4%). This is in line with by the study findings in Latin America done by Torres (2009) who recognized that learners in evening class face the challenges of traveling long distances from centers to their respective residences. Most of the centers are established in the urban areas.

This is a big challenge for individuals residing in the rural with a need to join and attend the programme. Other responses were ‘responsibilities’ 7 (3%), ‘job shift’ 6 (2.6%), ‘financial problems’ 4 (1.7%), domestic chores 3 (1.3%) and sickness 2 (0.9%). Likewise, the findings by Strucker and Davidson (2003) indicated that the severe absenteeism, attendance turbulence and high dropout rates, characterized many classes of adult education programmes in Spain. Most adults attendance and persistence problem stem from the inevitable demands of adult life. This included changes in job schedules, illness of the learners or other family members, marital problem and housing difficulties.

 The researcher also wanted to assess in a more detailed ways on the challenges facing the evening class programmes by involving the teachers. A questionnaire was given and they the teachers were requested to give their views concerning the reasons for learners being absence from evening class. Their responses are summarized in Tables 4.6.

# Table 4.6: Teachers’ Responses on the Reasons for Learners Being Absence from Evening Classes

|  |  |  |
| --- | --- | --- |
| **Reasons** | **Frequency** | **Percentage** |
| Sickness | 1 | 3 |
| Long distance | 13 | 36 |
| Job responsibilities | 8 | 22 |
| Family responsibilities  | 14 | 39 |
| Total | 36 | 100 |

**Source: Researchers’ findings 2014**

According to teachers’ views (Table 4.6), distance from the centre again featured greatly by having the frequency of 13 (36%) of respondents and job responsibilities had 8 (22%) responses as major challenges faced by learners attending evening classes. These results concur with findings by Comings *et al,* (2000) who argued that most adults attendance and persistence problem of absenteeism stem from the inevitable demands of adult life. This includes changes in job schedule, illness of the learners or other family members, marital problem and housing difficulties.

Further, the researcher wanted to assess in a more detailed way on the challenges facing the evening class programmes by involving the teachers. A questionnaire was given and they the teachers were requested to give their views. Their responses are summarized in Tables 4.7.

# Table 4.7: Distribution of Teachers’ Responses on Some Questions Probing for Challenges Facing the Evening Class Programme

|  |  |
| --- | --- |
| **Question** | **Responses** |
|  | YES | NO |
|  | No | % | No | % |
| Do you have any professional training in Adult Education? | 14 | 38.9 | 22 | 61.1 |
| Do you get enough time to cover the syllabus? | 21 | 58.3 | 15 | 41.7 |
| Do students come early for the evening class? | 15 | 41.7 | 21 | 58.3 |

**Source: Researchers findings 2014**

 The study revealed that some teachers had no professional education, teacher’s guides and curriculum or reference materials to guide them. They therefore had great difficulties determining the starting point for learners. This led to lack of detailed content, sequence, uniformity and standardized teaching.

Through an interview with 9 centre coordinators through the question asked whether they had any professional training in adult education. The researcher found out that 6 (67%) of the coordinators had professional training in adult education and 3 (33%) had no professional training in adult education. These findings revealed that more than half of the coordinators had professional training in adult education. However, 33% of the centers observed in this study to be were run by coordinators without professional in adult education. This is an alarming issue in as regards to quality of education offered by the evening class programmes. These observations on qualities of tutors that they are untrained concurred with Aitchison and Alidou (2009) who observed that majority of adult educators are untrained especially in basic literacy programmes. School teachers and non education professionals are often employed in adult education as teachers rather than experienced and professional adult educators. Wanyama (2014) has observed that there is a shortage of qualified adult education teachers in most Africa countries and asserts that it is common in developing countries for adult education courses to be taught by teachers without adult education training.

Furthermore teachers revealed that distances from home to centres made some learners to come late and leave the class before the end of the period. The findings correspond to findings by study Cheetham (2009) who explained that attendance and punctuality on evening classes’ courses in India were poor. Learners often arrived late and disrupted the sessions. Worse still learners’ attendance was very poor such that it affected their progression on the programme to the extent that achievements were less likely to occur.

Teachers were asked whether they were permanent teacher in secondary schools, college or non education institutionTable 4.8.

# Table 4.8: Teachers Responses on their Permanent Institution Affiliation

|  |  |  |
| --- | --- | --- |
| **Institution affiliation** | **Frequency** | **Percentage** |
| Secondary school | 27 | 75 |
| College | 2 | 5.6 |
| Form six leaver | 7 | 19.4 |
| Total | 36 | 100 |

**Source: Researchers findings 2014**

The responses were that 27 (75%) were secondary school teachers, 2 (6%) in college tutors and 7 (19%) respondents were non educators. The study revealed that in some centers they lacked proper educational facilitators. The study revealed that majority of teachers in evening class studied which was 27 (75%) were secondary teachers in either public or private secondary school. Komba (2009) agreed on this findings by noted that the use of part-time tutors affects the efficiency of the ODL system because such tutors usually are employees of other institutions and owe allegiance to the principal employer first and foremost.

Researcher wanted to find out whether the teachers were competent in teaching adult learners. Through researcher’s observation it shows that teaching methods used were always focused on teachers centered not participatory method which is encouraged much. Although literacy education involves cooperative learning, group or class activities were lacking and the learners could not open up to share views and experiences since the learning was purely teacher-centered. This observation concur with the study done by Wanyama (2014) who observed a shortage of qualified adult education teachers in most of African countries and asserted that it is common in developing countries for adult education courses to be taught by teachers without adult education training. Also the observation concurred by the findings by Bhalalusesa (2003), who indicated that this is equally true in Tanzania where adult educational activities continue to rely heavily on untrained volunteer facilitator most of whom have low educational attainments.

The researcher wanted to find out the major constraints that teachers faced in teaching evening class programmes. Teachers responded by listing different constraints. These were: some learners who workers postpones their studies; evening classes learners become tired so they do not concentrate in learning; majority of QT learners fail their national examinations because they have one session of examination to work with 5 subjects; poor educational background to some learners and inadequacy teaching and learning facilities.

It was discovered through observation that no teachers had written lesson plans but rather lesson notes. However, most of teachers knew the subject matter of their lesson very well. They displayed good blackboard work and wrote legibly. Most of them had a good command of English. The attitude towards learners was friendly and supportive but nearly all tutors used teachers-centred teaching technique and specifically the lecture method which limited participation, they didn’t have teaching documents such as lesson plan, scheme of work, lesson notes and they didn’t mark learners work.

 A comparative study of Tanzania and China done by Nyandara (2012) revealed that in China the use of ICT in ODL faced the challenges such as lack of pedagogical skills for instructors to use technology in instruction. . However, through researcher’s observations, Learners often arrived late and disrupted the sessions or even worse still learners’ attendance was poor such that it affected their progression on the programme. This underscored their likeliness to achievements the intended goals.

The researcher interviewed centre coordinators to find out their views concerning the challenges facing the evening class programmes. The results are summarized in Table 4.9.

# Table 4.9: Distribution of Centres’ Coordinators Responses on Questions Probing for Challenges Facing the Evening Class Programme

|  |  |
| --- | --- |
| **Question** | **Response** |
|  | Available | Not available |
|  | no | % | no | % |
| Availability of teaching and learning facilities? | 7 | 77.8 | 2 | 22.2 |
| Availability of classrooms? | 5 | 55.6 | 4 | 44.4 |
| Availability of professional trained teachers? | 9 | 100 | - | - |

**Source: Researchers findings 2014.**

The study revealed that there is lack of teaching and learning materials, classrooms and professional teachers in some of the learning centers. Researcher’s general observation at the centers, concentrating on teaching and learning materials such as subject textbooks, charts, models and the like show indicated that teachers did not use teaching aids. A glance into the coordinators offices by the researcher to get a real picture of the problems saw a few copies of textbooks in the shelves. Coordinators consistently said that inadequate teaching and learning materials was a serious problem which needed urgent solutions.

On the other hand the coordinators declared that the centers were striving to reduce the problems through buying some of the textbooks and also by encouraged encouraging the learners to have their own appropriate/relevant textbooks. Another clear strategy by these coordinators was the use of Regional library which partly could help to solve the problem. These findings are confirmed by the study of Oluoch (2006) in which findings showed that learners lacked literacy support materials at the centers except for the primary school books which were irrelevant to their needs. Hence they learned only at the centers which were not purposely built for adults’ education. Centre’s Coordinators were asked to respond on the possible causes that lead the learners to drop-out of the centre. Their responses are presented in Table 4.10.

# Table 4.10: Centre’s Coordinator Responses on the Possible Causes for the Learners to Drop-out from the Evening Class Programmes

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percent** |
| Financial problems | 8 | 89 |
| Pregnancy | 1 | 11 |
| Total | 9 | 100 |

**Source: researcher’s findings 2014**

The study wanted to establish furtherthe possible causes for the learners’ drop-out. The results were related to financial problems 8 (89%) and pregnancy 1 (11%). The study revealed that financial problems were the major cause for the learners to dropout from the evening class programmes. This argument from centre coordinators also concur with findings by Mushi (2009) who explained that despite the emphasis put forward by various educational authorities such as MoEVT on adult education to eradicate illiteracy in Tanzania; still there are evidences of adult learners dropping out of the classes due to economical reasons. However, in the implementation of a distance-learning programme, there are unique reported problems that stand against achieving programme goals. Among the problems the key ones include high rate of student drop-out and late completion.

 This findings is not unique to Tanzania however drop-out rates vary between countries. This finding concur with the study done by Carr (2000) who indicated that in the United States, drop-out rates ranged from 20% to 50%. Organization for Economic Co-operation and Development (OECD, 2000) reported that drop-out ranges from 20% in the United Kingdom to 45% or more in Austria, France, Portugal and Turkey. This finding agreed with the study done by Daniel (2005) who observed in Italy the drop-out was put at 35%. In Africa, it is estimated that attrition rates is 50%.

The researcher interviewed resident tutor to obtain views in regard to the challenges faced by in the running of the evening classes. In summary the responses were: Financial problem whereby the main source of financial is from students’ contribution which is not enough in running the centers; for a long time the institute has not received any grant from the government; many centers do not have relevant teaching and learning materials for this programme; centers do not follow the ODL curriculum and other agencies who organize the same programme do not give the relevant cooperation. These responses are in a scenario to Kenya Country Team report (2008) reported that where the Adult and Continuing Education (ACE) funds allocation was still a challenge in implementation of literacy programmes. There was an inadequate fund from the Government of Kenya such that ACE has received less than 1% of the total Ministry of Education (MoE) budget. These challenges mentioned by the resident tutor in the current findings shows these challenges were to be a global problem. This findings concur with the report by UNESCO (2012) by indicated that in a developed country like Canada adult education still faces many challenges such as lack of capacity to organize adult education programme due to limited funding and other resources. This concurred by Nafukho *et al.* (2005) who noted that the current observation by explained that adult education curriculum is still based on colonial model even after independence.

Through an interview with the resident tutor, the researcher again found out other challenges faced by the evening class programmes, such as private sectors that provide the evening class programmes not following the registration rules and guidelines. This was clearly identified by MoEVT (2013) where it was noted that the problems that emerge in learning centers in the course of learning also justify the need for IAE to coordinate the provision of secondary education through ODL. Those problems were as follows; many centers were unregistered in any recognized education authority. This led to unsystematic existence of centers thus conflicting with education authorities such as NECTA and IAE. There was also an inadequacy of transport facilities which hindered centers inspection and follow up.

 There is also inadequacy of instructional materials which hinder the learning and teaching process in evening classes. To agree with this challenge Condelli (2002) argued that provision of instructional materials contribute to the improvement of teaching itself. Without this help, the programme loses much of the good work that a really competent teacher would be as apparently expected. In a Ugandan study on adult education done by Okech (2004), revealed that presence of inadequate supply of materials for facilitators and learners hampered the smooth running of the programme.

Through observation and documentary review, the researcher explored some challenges such as lack of physical facilities. For example, in some centers teaching and learning process continued in corridors; students come late; teachers did not use any teaching documents and sometimes came late. Some teachers decided to postpone the class periods up to next time. The findings of Okech (2004) correspond to by these findings by argued that presence of low funding in most of the adult education centres resulted into inadequate resources such as infrastructure and enough spaces to provide rooms for staff and learners.

This chapter has presented data findings and discussion from questionnaires administered to students and teachers. Data collected from interviews with centre coordinators and resident tutor have also been presented and discussed. Data collected from observation and documentary review have also been presented and discussed in this chapter. Descriptive statistics through appropriate titled tables have been presented along with frequencies. Also verification of the study variables have been presented and discussed along the guidance of research objectives.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

# 5.1. Introduction

 This chapter presents summary, conclusions and recommendations of the current study on the challenges in running evening class programmes at the institute of adult education in Moshi, Tanzania.The chapter is divided into three parts. The first section provides conclusions of the major findings and the second section presents recommendations for action and the third section provide suggestion for further studies depending on the illumination provided by the findings in this study.

# 5.2. Summary

 The purpose of this study was to investigate and document the kinds of evening class programmes, factors that led the adult learners to join evening class programmes and challenges facing evening classes programmes at the Institute of Adult Education of Moshi municipal centre in Kilimanjaro Regional. The study was conducted in Moshi municipal where IAE regional centre is located. The sample of 280 respondents used included 234 evening class learners, 36 evening class teachers, 9 centre coordinators and one IAE regional resident tutor.

This study was based on case study design. The study employed simple random and purposive sampling techniques for selection of the participants details of which are elaborated in methodology section. The study employed qualitative and quantitative approaches. The main data collection was through self-administered questionnaires to the selected students and teachers. Furthermore, semi-structured interviews were done on coordinators of the centers and the only one available resident tutor. All these were supplemented by documentary review and observation. Tables, frequencies and percentages were the key descriptive statistics used to analyze and present the current findings.

 The results showed that both 9 studied centers provide secondary education through Open and Distance Learning (ODL) programmes. The findings showed that factors that led learners to join evening class programmes differed from one centre to another. These were: employers’ requirement, personal motives, forced by the parents, lack of criteria to join full time or formal education as an adult, easy for adult to learn while working in different activities and taking care for the family, addition of education qualifications for further studies and affordability of paying fees because most of centers collected fees on monthly bases.

Challenges found in the current study were lack of sufficient time for self study, inadequate fiscal and physical resources, lack of professional teachers, and lack of study materials. Others were learners’ absenteeism due to pregnancy, sickness, job shift, domestic chores, financial problems and distance from home to the learning centers. From the current findings one may suggest a study on the prospect of the evening classes programme in Moshi and other regions in Tanzania as an area of further researches.

# 5.3. Conclusion on the Major Findings

The objectives of the current study were to find out the kinds of evening classes established and conducted, Factors that lead adults to join evening class programmes and Challenges facing evening class programmes at IAE of Moshi municipal centre respectively. According to the current findings overall conclusion on each objective is discussed in the following subsections.

# 5.3.1 Kinds of Evening Class Programmes Established and Conducted at IAE of Moshi municipal

Responses from the learners, centers’ coordinators and that of resident tutor concurred. Programme registered for studies in all 9 randomly selected centers were offering secondary education through Open and Distance Learning.

# 5.3.2 Factors that Lead Adults to Join Evening Class Programmes

According to students’ responses majority joined the evening classes due to personal motives followed by financial constrains and to a lesser extent employer requirements. Apart from learners’ responses, a resident tutor had several views in regard to factors that lead adults to join evening class programmes. These were shortage of skilled labor at the work places, lack of criteria to join full time or formal education. Others were affordability to pay for school fees since most of centers demanded fees on monthly basis. It was also revealed that it was easy for adults to learn while at work and while taking care of their families.

# 5.3.3 Challenges Facing Evening Class Programmes

Main reasons given by learners for being absent from the classes included long distance from home to the learning centers to a greater extent followed by learners responsibilities and job shifts. Likewise teachers’ responses mentioned mainly long distances from homes to the learning centers and job responsibilities.

Major constraints that teachers were faced in teaching evening class programme included postponement of the studies by some of the employed learners. Others were evening class learners to be tired leading to lack of concentrate in learning. Furthermore, majority of QT learners failed their national examinations because they had one session of examination encompassing 5 subjects. Lastly presence of poor educational background to some of the learners and inadequacy in teaching and learning facilities constrained teachers. Yet still less than a quarter of the teachers involved in teaching evening classes were non educators. Compounding on this it was found that more than a quarter of the coordinators in the evening class programmes had no professional training in adult education.

According to the resident tutor’s responses students’ contributions were not enough to run the centers since the government had recently not assisted. Many centers did not have relevant teaching and learning materials for the programme. Private sectors that provided the evening class programmes did not follow the registration rules and guidelines. Inadequacy of transport facilities hindered centers inspection and follow up. The study revealed also that financial problems were the major cause for the learners to dropout from the evening class programmes.

#

# 5.4 Recommendations

Based on the major findings of the current research, several recommendations are made.

#

# 5.4.1. Recommendations for Action

To have a sustainable evening class programmes for adult learners the following measures should be put into consideration:

The IAE should maintaining standards of tests and examinations in the areas of the modes of the preparations and recordings. Therefore, ODL service providers are required to accept this kind of mediation for technical support from the IAE.

The government through the MoEVT should provide an enabling environment for the production and distribution of instructional and learning materials (modules), equipment and library services for adult and ODL learners.

Teachers need to exercise a very high standard of operating the evening secondary education programme. They should devote their effort by directing and demonstrating when teaching the learners. This will enable the learners to cope up with the lessons taught. In this perspective the teachers should develop scheme of work, lesson plan, lesson notes and the use of different methods of teaching and teaching aids.

The government through MoEVT should allocate adequate funds subsidiary to revamp evening programmes under IAE. Likewise the government should ensure that private agents who provide evening classes programme should also to receive grants or loans to reduce their financial burden.

The regional resident tutors should organise and seek assistance from local, national or even international donors to assist the programme implementation.

The government through NECTA should review QT examination time table to enable the learners to have a session for each subject as opposed to the current situation where all 5 subjects taught are lumped into a single sitting session.

# 5.4.2. Recommendations for further Research

Although the current findings will add to the highly needed information in Moshi municipal and the country as a whole, it may not necessarily be extrapolated to cover the whole country. Further similar studies should therefore be carried out countrywide. For example little is known on the prospects of the evening classes programme in Moshi and other regions in Tanzania. Further studies along the current baseline may generate data for comparison purposes and enable country policy makers to have appropriate decisions on adult education curriculum and implementation strategies.

# REFERENCES

Aitchison J. & Alidou, H. (2009). The *State and Development of Adult Learning And Education in Sub – Saharan Africa*. CONFINTEA VI UNESCO: Institute of lifelong Learning. Hamburg: German

Berg, B. I. (2007). *Qualitative research methods for the social sciences*. New York: Pearson Education Inc.

Bhalalusesa, E. P. (1991). Management and Financing of an Adult Education Programme: A case Study of evening Secondary School the Institute of Adult Education Dar es Salaam. A paper presented to the faculty of Education University of Dar es Salaam.

Bhalalusesa, E. P. (2003). Critical perspectives on education and skills in Eastern Africa on basic and Post- Basic levels: Education for All: Is Tanzania on Track? Global monitoring Report.

Bhalalusesa, E. P. (2004). Towards Sustainable Development through Reflect Methodology in Tanzania: Major Trends and Lessons International*. Journal of Adult Education and lifelong education*, 2(1), 2004 36 – 49.

Biao, I. (2012). Open and Distance Learning: Achievements and Challenges in Developing Sub-Educational Sector in Africa. Gaborone University of Botswana Retrieved in August 19, 2014 from [www.intechopen.com/books/distance-education/open-and-distance-learning-](http://www.intechopen.com/books/distance-education/open-and-distance-learning-)

Bird, J. & Morgan, C. (2003), Adults contemplating University study at a distance: Issues, themes and concerns. *International review of research in open and distancelearning ,*(4) , 24-34. Retrieved in August 23, 2014 from [www.irrodl.Org/index.php/irrodl/article/view/130/120](http://www.irrodl.Org/index.php/irrodl/article/view/130/120)

Candy, P. C. (1991). Self directed of lifelong learning: *A comprehensive guide to*

*theory and Practice.* San Francisco: Jossey-Bass. Retrieved in April 1, 2014 from [www.iiz-dvv.de/index.php?article-id=341&clang=1](http://www.iiz-dvv.de/index.php?article-id=341&clang=1)

Carr, S. (2000). As distance education comes of age, the challenge is keeping the students. *The chronicle of higher education, 46*(23), 47-61.

Cheetham, C. C. (2009). *Improving punctuality and attendance*-Brent adult and

Community education service. The Carlton Vale: London.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer. Retrieved in May 11, 2014 from [www.wikispaces.com/file/view/research+methods+in+education\_ertu.pdf](http://www.wikispaces.com/file/view/research%2Bmethods%2Bin%2Beducation_ertu.pdf)

Condelli, l. (2002). *Effective instruction for adult ESL literacy students.* America Institute for Research. Retrieved in May 10, 2014 from [www.loto.library.uunl/publish/articles/000176/bookpart.pdf](http://www.loto.library.uunl/publish/articles/000176/bookpart.pdf)

Comings, J., Parrella, A. & Soricone, L. (2000). Helping adult persists. *Adult learning and Literacy, 4(A), 3-6.* Four supports. Cambridge. Retrieved in May 12, 2014 from<https://www.google.co.tz/search?tbm>

Council of Europe (1999). *Council of Europe Report: Non-Formal Education*,December 1999.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed). Los Angeles: Sage Publications.

Daniel, J. (2005). Open and Distance Learning in Africa.15CCEM Mid-Term. *Educational media international*, 39(1), 17–22. Retrieved in August 23, 2014 From [www.books?id=X2dlyc5ppTkC&pg=PA743&dg](http://www.books?id=X2dlyc5ppTkC&pg=PA743&dg)

Dirani, K. M., & Yoon, S. W, (2009). Exploring Open Distance Learning at a Jordanian University: A Case Study. *International review of research in open and distance learning,* 10(2). Retrieved in August 23, 2014 from [www.irrold.org/index.php/irrold/article/view/599](http://www.irrold.org/index.php/irrold/article/view/599)

Fannoun, G. (2008). The development and state of the art of Adult Learning and Education (ALE).National report of Palestine: Palestinian National Authority.Retrieved in May 11, 2014 from [www.unesco.org/fileadmin/MULTMEDIA/](http://www.unesco.org/fileadmin/MULTMEDIA/)

Freire, P. (2009). Wikipedia, the free encyclopedia. *Adult Education in Africa*.Retrieved in April 10, 2014 from [www.wikipedia.org/wiki/adult-education-in-africa](http://www.wikipedia.org/wiki/adult-education-in-africa)

Galabawa, J. (2005). *Returns to investments in education: Startling Relations and Alternatives before Tanzanians.* Dar es Salaam: University of Dar es Salaam.

Hall, B. L. (2009). *The right to a new utopia adult learning and changing world of work in an era of global capitalism.* Dordrecht Netherland: Springer.

Heidorn, J. (2011). *Village literacy: Adult education in Northeastern Kenya.* Nairobi: Liberty University Press. Retrieved in May 12, 2014 from [www.digitalcommons.liberty.ed/cgi/viewcontent.cgi?article=1331&content=honor](http://www.digitalcommons.liberty.ed/cgi/viewcontent.cgi?article=1331&content=honor)

Ishumi, A. G. M. (1976). *Education and development: In theory and practice*. Arusha: Eastern Africa Publications Ltd.

Julius. M. K. & Bawane, J. (2011). Education and poverty, relationships and concerns. A case study from Kenya. Problem in education 21st century, 32. Presented at July, 2011. Retrieved in May 10, 2014, from [www.scientasocials.it/pec/?q](http://www.scientasocials.it/pec/?q)

Kanukisya, B. (2008). *Contemporary Adult Education Policies and Practices in Tanzania: Are They Meeting National Challenges?* Institute for Educational Research, Faculty of Education: University of Oslo. Retrieved in May10, 2014 from, [www.duo.uio.no/bitstream/handle/10852/31028/contemporaryxAEx](http://www.duo.uio.no/bitstream/handle/10852/31028/contemporaryxAEx)

Kenya Country Team (2008). The development and state of art of Adult Learning and Education (ALE): National Report of Kenya. National faith based organization seminar on mobilizing for literacy72-85pp Nairobi :Kenya. Retrieved in May 10, 2014 from [www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/)

 Kimia, M. R. O. (2008). *Research methodology. Guidance to researchers in Collegesand Universities.* Prompt Printers & Publishers Ltd, Arusha: Tanzania.

Komba, W, L. M. (2009). Increasing education access through Open and Distance earning in Tanzania: A critical review of approaches and practice. *International Journal of Education and Development.* Vol. 5 (5). Dar es Salaam University Press. Retrieved in August 21, 2014 from <http://ijedict.dec.uwi.ed/viewarticle.php?id=859&layout=html>

Kombo, D. K. & Tromp, L. A. (2006). *Proposal and Thesis Writing*: *An Introduction*. Nairobi: Pauline Publications Africa.

Kothari, G. R. (2004). *Research Methodology Methods & technique*. (2nd ed). New Age International (p) Ltd.

Luchembe, M. S. (2009). Adult Education in Zambia during the colonial period. Challenges in the Post Independence Era .The paper was presented at the Centre for the study of International Cooperation in Education. (CECI), Hiroshima University in Japan On 22nd may 2009. Retrieved in May 11, 2014 from http://home- u.acjp/cice/forum107.pdf

Mbukusa, N. R. (2009). Barrierstorural remote students’ access of distance education supports services offered by the centre for External studies at the University of Namibia. Pretoria: University of South Africa. Retrieved in August 19, 2014 from [www.ur/?sa=t&rct=j&q=esrc-s&source=web&cd1&ve=0cboFjAA&](http://www.ur/?sa=t&rct=j&q=esrc-s&source=web&cd1&ve=0cboFjAA&)

Merriam, S. B. & Brockett, R. (2007). *The professional and practice of adult education*: *An introduction.* San Francisco: Jossey-Brass. Retrieved on May 14, 2014 from[www.aeq.sagepub.com/content/59/1/90.extract](http://www.aeq.sagepub.com/content/59/1/90.extract)

Mlekwa, V. M. (2001). Linking literacy to development: Mission unfulfilled. *Journal of Adult Education.* Dar es Salaam University Press.

Mlekwa, V. M. (2004). Basic Education Policy Formulation in Tanzania: Analysis ofPrimary and Adult Education*. Journal of Adult Education*. Dar es SalaamUniversity Press.

Mnyanyi, C. B. F & Mbwette, T. S. A (2009). Open and Distance Learning in Professional Development in Third World Country. Dar es Salaam: Open University of Tanzania.

MoEC (2004). *Adult and Non-Formal Education Sub-Sector Medium TERM strategy 2003/2004-2007/2008 .*Dar es Salaam, Tanzania. Retrieved in May 12,2014 from [www.moe.go.tz](http://www.moe.go.tz)

MoEVT (2009). *The Current Status of Adult Literacy and Non-Formal Education in Tanzania*. Dar es Salaam, Tanzania. Retrieved in June 09, 2014 from [www.moe.go.tz](http://www.moe.go.tz)

MoEVT (2012). *Adult and Non Formal Education Development Plan (ANFEDP). 2012/13- 2016/17, Final Draft*: Education Sector Development. Retrieved in May12,2014 from [www.moe.go.tz](http://www.moe.go.tz)

MoEVT (2013). Secondary Education through Open and Distance Learning Implementation Guidelines in Tanzania. Dar es Salaam. Retrieved in August 23, 2014 from [www.moe.go.tz](http://www.moe.go.tz)

Mugenda, O & Mugenda, A. (2003). *Research Methods Quantitative & Qualitative Approach.* Laba –Graphics Service: Kenya

Mushi, P. A. K. (2001). Prospects of combining residential and distance mode of university education in Tanzania. *In UTAFI News Series Special Issue, Volume* 4,1998-2004:221-255. Retrieved in August 23, 2014 from [www.africabib.org/rec.php?RID=Q0047027&DB=p](http://www.africabib.org/rec.php?RID=Q0047027&DB=p)

Mushi, P. A. K. & Bhalalusesa, E. (2002). *Non Formal Education status report*.Tanzania, Mainland.

Mushi, P. A. K (2004). *From didactic to facilitative Approach establishing conditions effective teaching and learning in higher education.* Professorial inaugural lecture series No.44;Dar es Salaam: DUP.

Mushi, P. A. K (2009). *History and development of education in Tanzania*.Dar es Salaam. DUP.

Nafukho, F. M., Amutabi, M. N., & Otunga, R. N. (2005). *Foundation of Adult Education in Africa.* Cape Town: Pearson Printers.

Nuremberg Doctors (1996). British Medical Journal. Vol. 313 (7070). London. Retrieved in August 24, 2014 from [www.nurembergdoctors/trial](http://www.nurembergdoctors/trial)

Nyandara, Z. I. (2012). Challenges and opportunities of technology based instruction Open and Distance Learning: A comparative study of Tanzania and China. Faculty of Education the OUT Dar es Salaam, Tanzania.135pp. Retrieved in May 12, 2014 from [www.ubuntunet.net/states/ubuntunet.net/file/nyandaraz.pdf](http://www.ubuntunet.net/states/ubuntunet.net/file/nyandaraz.pdf)

OECD (2000). Beyond Rhetoric: Adult Learning Policies and Practices. Paris: OECD. Retrieved in August 19, 2014 from. www.springerlink.com/.gp6368201k2.pd

Okech, A. (2004). *Adult education in Uganda. Growth, development, prospects and Challenges.* Kampala: Fountain.

Oluoch, P. A. (2006). Low Participation in Adult Literacy Classes: A case study Conducted in Kisumu Municipality, Kenya.Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed)* Thousand Oaks, CA: Sage Publications.SADC (2011). Capacity Building in Open and Distance Learning Project. The SADC Regional Open and Distance Learning Policy Conference held on 4th to 8th April2011. Johannesburg. South Africa.

SAIDE (1999). *Program and Sector Policy*: *Distance Education in Tanzania*.Retrieved in February 22, 2014 from: <http://colfinder.net/materials/supporting>

Seya, P. T. (2005). (Ed) Adult Education and African Development in the context of Globalization.vol.65.Paper presented at Goethe Institute Gebrekristos Desta Centre and the University of Addis Ababa. From 10 to 13 October 2005. Retrieved in March 30,2014 from [www.IIZ.dvv.de/englisch/publikationen/Ewbaugaben/652005/sey.htm](http://www.IIZ.dvv.de/englisch/publikationen/Ewbaugaben/652005/sey.htm)

Sifuna, D. N. (2008). *Wither Indigenous knowledge?* Retrieved in March 29, 2014 from: [www.inst.at/trans/17Nr/9-3\_Sifuna.htm](http://www.inst.at/trans/17Nr/9-3_Sifuna.htm)

 Sikwibele, A.L., & Mungoo,J.K. (2009). Distance learning and teacher education in Botswana: Opportunities and challenges *IRRODL*, 10(4).

Strucker, J. & Davidson, R. (2003). *Adult reading components study.* (ARCS) (NCSALL Research Brief) Cambridge.

Torres, R. M. (2009).From literacy to lifelong learning: Trends, issues and challenges in Youth and adult education in Latin America and the Caribbean. Regional Synthesis Report. (Mexico, 10 – 13 September, 2008) 37pp. Retrieved in May 12, 2014 from [www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea)

UN (1948). The Universal Declaration of Human Rights. Retrieved in May 13, 2014 from <http://www.un.org/en/documents/udhr/index.shtml>

UNESCO (2006). Adult 15 years Literacy rates and illiterate population by country. Retrieved March20, 2014, from: [http://www.uis.unesco.org/TEMPLATE/html/Exceltables/education/literacy\_National\_April 2006.xls](http://www.uis.unesco.org/TEMPLATE/html/Exceltables/education/literacy_National_April%202006.xls).

UNESCO (2006*). Education for All. Global Monitoring Report:* *Literacy for life.Paris.*

UNESCO (2012). *Canada progress report for the Global Report on Adult Learning and Education.* (GRALE) Toronto, Ontario M4V IN6: CANADA. Retrieved May 13, 2014 from [www.UNESCO.ca/~/media/UNESCO/education/GRALE-EN.pdf](http://www.UNESCO.ca/~/media/UNESCO/education/GRALE-EN.pdf)

UNESCO-UNEVOC (2009). *Report of the International Expert Consultation meeting On Technical and Vocational Education.* Bonn: Germany.12-13 Jan 2009.

URT (1995). *Education and Training Policy*. Dar es Salaam: Institute of Adult Education Press. Retrieved on May 11, 2014 from [www.moe.go.tz/index.php?option+com\_document&task=doc\_view&gid=108/temid](http://www.moe.go.tz/index.php?option+com_document&task=doc_view&gid=108/temid)

URT (2002). *President’s office planning and privatization*. National Bureau of Statistics and Kilimanjaro Regional Commissioner Vol.2 158-159pp.

URT (2008). *Education Sector Development Project*: Report of the year 2007/2008 in December 2008. Retrieved in September 12, 2013 from [www.ed-dpg.or.tz.../education%20sector%20%20pe](http://www.ed-dpg.or.tz.../education%20sector%20%20pe)

URT (2009). CONFINTEA VI REPORT: *The Development and state of the Art of Adult Learning and Education* (ALE) National Report of Tanzania. Retrieved inSeptember 12, 2013 from [www.unesco.org.../confintea/.../National-Report](http://www.unesco.org.../confintea/.../National-Report)

URT (2010). *Education Sector Development Project*: *Adult and Non-Formal Education. Sub-Sector Medium Term Strategy* 2010/1011-2014/2015.DSM.

URT (2010). Population Distribution by Age and Sex. National Bureau of Statistics Ministry of Finance. Dar es Salaam. September 2013. Retrieved April 1, 2014 From <http://ihi.eprints.org/2169/1/Age_Sex_Distribution.pdf>

Vergids, D.,& Penagiotakoulos, C. (2002). Student drop-out at the Hellenic Open University – Evaluation of the graduate program: Studies in education. *International review of research in open and distance learning, 3(2), 14-38.*Retrieved in August 18, 2014 from [www.info.com/studentdropout?cb](http://www.info.com/studentdropout?cb)=

Wanyama, I. K. (2014). Challenges facing the sustainability of adult and continuing education programmes in Kenya: *Mediterranean journal of social science*. Retrieved May 13, 2014 from [www.mcser.org/jounal/index.php/mjss/article/viewfile/2767/2732](http://www.mcser.org/jounal/index.php/mjss/article/viewfile/2767/2732)

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications. Retrieved March 29, 2014 from: [http://www.un.org/en/documents/udhr/index.shtml).](http://www.un.org/en/documents/udhr/index.shtml%29.%20Aceessed)

Zirnkle, C. (2004). Utilization of distance education in two-year colleges: Implications for technical education: American Technical Education Association.Website: <http://easycalculation.com/statistics/sample-size.php>

# APPENDICES

# Appendix A

**INFORMED CONSENT FORM**

**Research topic**: *The challenges facing evening class programme at the Institute of Adult Education.*

Dear Respondents. The purpose of this questionnaire is to collect information concerning the challenges facing evening programme organised by the IAE at Moshi municipal centre. As an experienced teacher/learner, your contribution is very important for the accomplishment of this study that is why you have been selected for participation. Please read through all questions and carefully answer them to the best of your knowledge. This is not an examination so no right or wrong answers. The responses will be treated with confidentiality. Your participation identity will not be revealed to any authority.

Thank you in advance for your participation.

**NAMKANDA, KAGONJI,**

**MED (APPS) Student. OPEN UNIVERSITY OF TANZANIA (OUT)**

# Appendix B

**SELF-ADMINISTERED QUESTIONNAIRE FOR LEARNERS**

**Instructions:**

1. You are kindly requested to respond to this questionnaire expressing your opinion to the best of your experience.
2. Fill in the blanks or circle the letter of the relevant response where deemed

appropriate.

1. Your background information.

Center Name ……………………..............................

Gender (female/male)……………….......

Programme enrolled........................................................ Year of study...............

Marital status……………………….....................................................................

Occupation………………………………………………………………............

1. Education background before joining the evening class programme
2. Below standard VII
3. Primary Education ( STD VII )
4. Form IV (C.S.E.E )
5. Others if any.........................................................................................

 3. What influenced you to join the evening class?

1. Financial drives/earn (b) Pressure from employers (c) Personal motives
2. Any other: mention…………………………....................................

4. Does learning environment seem to be difficult to you? YES [ ], NO [ ]

 5. Does the lack of teaching and learning materials affect your learning?

YES [ ], NO [ ]

6. Does the time allocated for each subject affect your study? YES [ ], NO [ ]

7. Are the teachers committed to the teaching and learning process? YES [ ], NO [ ]

8. Does the long distance from home to the learning centre affect your study?

YES [ ], NO [ ]

9. Do you have a space at the centre for your private study before and after class hours? YES [ ], NO [ ]

10. Do you always attend the assigned evening classes? YES [ ], NO [ ]

11. If not, what are the reasons that account for you being absence from the evening classes?............................................................................................................................

12. Which language do you find most comfortable for classroom learning?

 (a) English (b) Kiswahili

13. Do you sit for internal tests and examinations before external examinations?

YES [ ], NO [ ]

14. Can you easily afford to pay for your studies? YES [ ], NO [ ]

15. If you cannot afford to pay for your studies do you easily get assistance or loan for your study? YES [ ], NO [ ].

# Appendix C

**SELF-ADMINISTERED QUESTIONNAIRE FOR THE TEACHERS**

Introduction:

1. You are kindly requested to fill in this questionnaire expressing your opinion to the best of your knowledge.
2. Circle the letter or fill in the relevant response where deemed necessary.

 Your background information.

 Center’s name …………………………………..........

 Level of Education ……………………..Professional……………………………

1. Do you have any professional training in Adult Education? YES [ ], NO [ ].

If YES, Show the highest level you achieved…………………………………......

1. How did you become a teacher for this sub-centre?

……………………………………………………………………………………………………………………………………………………………………

1. How many years have you been working in this centre?
2. 0 – 2 years
3. 3 – 5 years
4. 6 – 9 years
5. 10 years and above.
6. Are you a permanent teacher in:
7. A secondary school
8. College
9. Non- educational institution
10. Do you get enough time to cover the syllabus of the courses or subject (s) you teach at this institution? YES [ ], NO [ ]. If the answer is NO what strategies do you apply to cover the syllabus? .................
11. (a) What are the major constraints that you face in teaching the evening class programme at this institution?

i)………………………………………………………………………………

ii)………………………………………………………………………………

iii)………………………………………………………………………………

iv)........................................................................................................................

1. Which methods of teaching do you prefer at this institution?

 a) Participatory method

 b) Demonstration method

 (c) Explaining / lecturing method

 (d) A combination of method .......... and.........above (write a letter in a gape)

1. a) Do students come early for the evening class?

b) What are the reasons that may account for being absence for evening class?

1. What is the general performance of the learners in their final examinations?

(a) Very good

b) Good

 (c) Average

 (d) Poor

1. To your own opinion what are the reasons of such performance you mentioned above?..............................................................................................................................................................................................................................................
2. Show whether or not the following need improvement at this institution. Write YES to mean urgently required and NO to mean not required

Course / subject content (........................)

Method of course delivery (.........................)

Reference materials (.........................)

Laboratory for practical (.........................)

Management and administrative machinery (.........................)

Remuneration and motivation (.........................)

1. What is your experience as a teacher at this centre in the following areas?
2. Availability of textbooks relevant to the programme offered

……………………………………………………………………………

1. Availability of teaching and learning materials

……………………………………………………………………………

1. Availability of time allocated for teachers class work on syllabus completion

……………………………………………………………………………

1. Availability of educational policy for adult learners

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

1. Students attendance in general

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

1. Learning environment...................................................................................

**Appendix D**

**INTERVIEW SCHEDULE FOR THE IAE RIGIONAL RESIDENT TUTOR**

Level of Education…………………….....Professional……………………......

1. Do you have any professional training in adult education?

YES [ ], NO [ ].

If YES what is the highest level you have achieved in adult education

1. How long is your experience at the centre as a resident tutor?

(If the answer is ‘above 5 years’, questions number 3, 4 and 5 will be asked)

1. What are your major roles as the residents tutor?
2. What kind of evening class programmes which have been executed and organized by the centre since its inception here in Moshi municipal?
3. What were the specific objectives of each of the programme you mentioned above?
4. What are the target groups for the evening class programmes?
5. What do you think are the most important reasons for learners to join evening classes at the centres? (at least 5).
6. Is there any organ that helps the municipality to run the centre and sub-centres? YES [ ], NO [ ]. (If YES, may you please mention them and elaborate/list its composition).
7. What are the major sources of financial resources at your centre?
8. Do you receive fund from the government?
9. Are the funds enough to run the office?
10. Which ways does your office use to recruit facilitators/teachers at your centre?
11. What are your views regarding the following:

 (a) Teaching and learning facilities in centres under your office

 (c) The curriculum used in centres under your office

(d) Other agencies organizing the same evening class programmes in this

 municipal council.

1. What are the major problems and challenges facing the organization in the implementation of the evening classes in this municipal council?
2. Suggest the best practical solutions that can be used to address the problems and challenges facing the evening class program in this country.

**Appendix**

**E**

**INTERVIEW SCHEDULE FOR THE CENTRE COORDINATORS**

Introduction:

Centre’s name…………………………………..............................................

Level of Education……………....................................................................

1. What is your current job apart from being a coordinator of this center?

2. Do you have any professional training in adult education?

3. What are your major roles as the coordinator?

4. What are the kinds of evening class programmes offered in your centre?

5. How do you recruit teachers for the programmes?

6. How do you recruit learners for the programmes?

7. What is your experience regarding the following:

 (a) Availability of teaching and learning facilities relevant to the programme

 (b) Availability of classrooms.

 (c) Availability of professional trained teachers.

 (d) Availability of time for extra- curricular activities.

 8. What are the possible causes for the learners to drop-out at this centre, if any?

 9. Do you think the teachers are well paid and motivated?

 10 (a) What is the general performance of the learners in their final examination in the last five (3) years for each programme?

 (b) What do you think are the reasons for such performance?

11. (a) What are the major challenges/ problems that you encounter in your work as a coordinator of this center?

(b) What measures have you taken to deal with those challenges?

12. How would you comment the effect of the following at the centre?

 (i) Education background of the learners

 (ii) Learners attendance

 (iii) Teachers attendance

 (iv) Lack of teaching and learning materials

 (v) Teachers incentives

 (vi) Curriculum/syllabus follow-up

13. What other suggestions would you like to give?

# Appendix F

**DOCUMENTARY REVIEW CHECKLIST**

|  |  |  |  |
| --- | --- | --- | --- |
| S/N | DATA REQUIRED | TYPE OF DOCUMENT | LOCATION/REMARK |
| 1. | IAE’s policy on evening class programmes. |  |  |
| 2. | The functions of educational management and administration. |  |  |
| 3. | Kind of evening class programmes organized by the centre. |  |  |
| 4. | Academic performance over the last five (3) years. |  |  |
| 5. | Criteria used to select and enrol learners. |  |  |
| 6. | Sources of teachers |  |  |
| 7. | Sources of funds and financial resources. |  |  |
| 8. | Recruitment and selection of teachers. |  |  |
| 9. | School inspectorate recommendations. |  |  |
| 10. | Others. |  |  |

# Appendix G.

**OBSERVATION GUIDE**

|  |  |  |
| --- | --- | --- |
| S/N | ITEMS TO OBSERVE | REMARK |
| 1. | Centre’s physical environment |  |
| 2. | Class size and seating arrangements. |  |
| 3. | Reinforcement used for an effective teaching. |  |
| 4. | Governance and leadership style (s). |  |
| 5. | Availability of teaching and learning materials. |  |
| 6. | Attendance and punctuality of the teachers and learners at the centre. |  |
| 7. | Learner’s characteristics. |  |
| 8. | Others. |  |

**Appendix H. Open University of Tanzania Research clearance letter.**



**Appendix I Kilimanjaro Regional Administrative Secretary Permission letter.**

Appendix

**Appendix I: Permission Letter From Kilimanjaro Regional Administrative Secretary.**

**Appendix K. Moshi Municipal Director Permission to conduct a Research letter**

Appendix

**Appendix J. Moshi District Administrative Secretary Permission Letter**

**Appendix J. Moshi District Administrative Secretary Permission Letter**

**Appendix K. Moshi Municipal Director Permission to conduct a Research letter**

