

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING THE EDUCATIONAL SUCCESS OF
EVENING STUDENTS AT HIGHER EDUCATION
INSTITUTIONS: THE CASE OF EVENING STUDENTS IN
COLLEGE OF EDUCATION (A.A.U)**

BY:
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**BY
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School of Graduate Studies

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ABSTRACT

The main purpose of this study was to examine the current status of evening education in College of Education Addis Ababa University and identify the major factors influencing the educational success of learners in the evening program. Descriptive survey design along with quantitative and qualitative research methods were employed for the purpose. Questionnaires and interviews were used as data gathering instruments. The data were gathered from a sample of 203 persons: 175 second and third year evening students, 23 instructors, 1 Assistant Dean and 3 extension coordinators. In analyzing the data, percentage and mean were used. The result indicated that extension students in the faculty of education mostly were adults with job, family responsibility and social commitment. Moreover, their motives of learning were basically centered on their economic and social status development. In their attempt to pursue studies, the evening learners encountered with different academic problems. According to the finding, shortage of time to study, scarcity of public transport, and failure of students to attend classes regularly were identified as personal problems, while higher responsibilities in an organization, work loads given by bosses during exam weeks, and organizational duties not compatible with class schedule were noted as job-related problems. The family related factors, such as inability of family monthly income to cover expenses, the inconveniency of home environment to study and do assignment were among the identified problems. The finding also includes variables such as: absence of appropriate guidance and counseling, shortage of service giving personnel; and failure of instructors to start classes on time as institution related factors that may influence the class participation of learners in the evening program. It is recommended that the university with the cooperation of concerned organizations and the faculty members need to revise its strategic plan towards University Continuing and Distance Education Program and make necessary improvement of the extension program based on research to at least minimize the aforementioned problems of the extension students.

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ACRONYMS

AAU	Addis Ababa University
CDEO	Continuing and Distance Education Office
DSE	German Foundation for International Development
EMPDA	Educational Materials Production and Distribution Agency
IDS	Institute of Development Studies
MOE	Ministry of Education
RLDS	Regional and Local Development Studies
UNESCO	United Nations Educational, Scientific and Cultural Organization
YMCA	Young Men's Christian Association

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education is a single core element that is used as a ground base in building a sensible, knowledgeable and well developed citizen in a given society (Corsin, Cited in Zenawi 1997:1).

Moreover, education as viewed by (Tight, 1983; Kundu, 1986) “is a continuous life long process of developing human resources in the constantly changing world”

Seen from this point of view, education is an endless process of developing human capital and it undergoes in a given socioeconomic context. To achieve this end, the process of educating individuals takes place in a variety of ways. Some examples are evening programs, distance learning programs, Kiremt or summer programs, etc.

Evening education has been a significant part of adult education program at many institutions of the USA in the nineteenth century. It was during this time that some of the urban schools tended more and more to withdraw from extramural services and devote their efforts to a buildup of their evening programs in response to the pressures of urbanization.

Growth of the cities also introduced increasing numbers of urban institutions and the development of new municipal universities which provide evening education for students of all age. Today, there is a vast audience at hand pressing to attend school at night and on Saturdays creating divisions devoted exclusively to evening programs around the world (Carey, 1960).

Many educators consider their sole responsibility to be the education of children or youth until they are either failed and dropped out of school or graduate from the secondary or tertiary level of education in the formal education system. But today this responsibility is further developed and educators are contributing their share in the over all plans of continuing education program which provide education for the illiterates, out of school youth, and adults who didn't complete their high school or college education for some reasons.

The evening continuing education program is a voluntary, less costly and compressed part-time educational activity. In contrast to the regular school system, evening education is advantageous to those that are involved in some kind of business and/or those employed but have no opportunity to go through the regular system. Hence, it is possible to increase educational

opportunities to the less privileged as well as the working people through the evening classes/education (Cross, 1988; Good, 1973; Smith, George & Kidd, 1970).

To this end, evening and the other forms of adult education were introduced to Ethiopia in the 1950's. There were some private sectors and government institutions such as Menilik Secondary School and Faculty of Technology Extension Division (A.A.U) that provide evening programs. Moreover, after the eruption of the Ethiopian Revolution (1974), the MOE took the initiative to set the directives and maintain uniformity in the program, which led to the opening of many evening schools in Addis Ababa and provincial towns. In addition, today, evening schools in the country are considered as features of urban areas (Tilahun, 1987 and Kundu, 1986).

Among higher education institutions in Ethiopia, Addis Ababa University is one of the oldest government institutions known in providing higher education for evening learners who are unable to continue their lesson in the regular program. This institution can play a significant role in alleviating shortage of skilled human resource in various fields. By integrating the regular program with the evening program AAU has increased learning opportunities for evening learners. For a greater impact AAU would need to give due attention to factors which directly or indirectly influence evening education. The identification of problems that evening learners face is very important since it would enable to authorities to revisit the program and then make changes. Emphasizing this fact, Nathan C. Shaw, (1969: 226) notes that

since evening education is a voluntary involvement by learners in procuring additional education for themselves, an understanding of the various factors which either discourage or encourage their enrollment as well as the factors which underlie their continued attendance is absolutely essential for any administrator, teacher, or supportive person.... all facts related to motivation must be considered whenever classes are established, curriculums are developed and recruitment programs initiated.

From this, one can understand that problems that limit the full participation of evening learners in their educational endeavors can adversely affect the launching of evening education programs properly to meet its objectives. This fact has a direct implication to the evening programs run by Addis Ababa University College of Education. It is often observed that evening students in this institution are faced with various problems which need a systematic investigation for the smooth running of the program. Thus, it is the intention of this study to assess factors affecting the academic success of evening students in Addis Ababa University College of Education.

1.2 Statement of the Problem

In many societies evening Continuing Education is considered as an alternative means of providing educational opportunities for those that have been previously disadvantaged. Such educational opportunities, once taken, are then believed to provide better access for human resource development in that they help undereducated citizens to improve their academic standards so that they would function satisfactorily in work, family, and community at large.

The intrinsic value of evening continuing education and a desire to be among those who make use of the facilities provided by the service has resulted in an increasing number of students seeking to return to education.

Many of the young people who have withdrawn from day school and lost routine jobs face a dilemma. For thousands of youth and adults the evening continuing education program offered by government and community schools as well as universities is the best answer to the so called dropout problem. Armed with a marketable skill, plus the necessary academic subjects, they may have an even chance in the competitive labor market. Dropouts who have faced the world of work for a year or two can come back to evening schools for a second chance. Usually they are determined to do something about the opportunity they missed. No citizen, regardless of age, should be denied the opportunity to resume or continue his education (Smith et al. 1970; Knox, 1993; and Terry, 1994). All the above authors confirm that education is an important variable that determines the overall development of a society and a right for every citizen.

Besides the regular program, the extension/evening program can accommodate a good number of the working force as well as those who discontinued from the regular program. It insures the proper use of resources and minimize educational wastage by establishing effective management system which basically focus on problems hindering learners from attending evening class.

Hence due emphasis must be given for such a program which may guarant many people to learn flexibly in a convenient arrangement in terms of time, money, schedule, etc.

In Ethiopia, majority of the population lack access to education (Rose et al, 1997). To get out of this crisis, evening education program in higher institutions can play a significant role by providing education and training to those who are unable to learn in the regular program and maximize educational opportunities for those who are on the job. Supporting this, Mulugeta (1977) has underlined that: "the primary purposes of the University Extension has been to supplement the development of high and middle level manpower and to up-grade specific skills."

Many studies that examine the global nature of adult education reveal major weakness in the management (especially in planning, provision, organization, etc) of the system (Bhola, 1992; Thompson, 1995). Accordingly, since evening education is one form of adult education, its management problems (especially factors related to student problem such as, job-related problems, institution-related problems, family-related problems; etc...) requires a special consideration and attention. Hence; the purpose of this study is to investigate the problems continuing education students face in attending evening programs in Addis Ababa University College of Education. To this end, the study is believed to answer the following basic research questions.

1. What are the learning motives of the evening learners?
2. Is the extension academic schedule conveniently set for the participants?
3. What personal problems influence learning in the evening program?
4. What are the occupational (work or job-related) problems of evening students?
5. Are there family – related problems that impede evening students from being successful?
6. What are the institutional (university related) problems of the evening students?

1.3 Significance of the Study

The research aims at assessing the major problems students face when attending the evening programs at Addis Ababa University College of Education. Accordingly, the result of this study may have the following significance.

1. It may create awareness among the decision-makers in the Continuing and Distance Education Office (A.A.U) to design and administer the program in a way better than it stands now.
2. It may help as a springboard to other researchers for further investigation.
3. It may serve as an additional information source and document base in the process of managing evening education in higher institutions
4. It may contribute to the improvement of evening education at the higher education institutions in general and College of Education (A.A.U) in particular.

1.4 Delimitation of the Study

To investigate the problems evening learners face in general at the Faculty of Education would be a time taking and an expensive endeavor. The researcher is then forced to delimit the study so as to make it manageable. In line with this, therefore, the study is designed with a focus on those evening students enrolled during the years 2005 and 2006 only.

1.5 Limitation of the Study

During the time of data gathering, some of the student respondents were not cooperative enough to fill in and return the questionnaire on time. Moreover, the extension class schedule was not convenient to dispatch and collect the data. This has created the time pressure in gathering the data and organizing the study as planned. Had it not been for these problems, more details might have been included in the study.

1.6 Operational Definitions of Key Terms

1. **Adult:** is a person who has reached an age of maturity as defined by law, usually the age of 18, and sometimes the age of 21; adults must accept full responsibility for their actions (Barnhart and Barnhart, 1993:30; Good, 1973:16).
2. **Adult Education:** The term Adult Education denotes the entire body of organized educational process, what ever the context, level and method. whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons, regarded as adults, by the society to which they belong, develop their abilities, enrich their knowledge. improve technical or professional qualifications and bring about changes in their attitude and behavior in the two fold perspective of full personal development and participation to balanced and independent social economic and cultural development (UNESCO, 1976:2).
3. **Adult Educator:** is a person with a specialized training, education and/or significant professional experience in the field of adult education, involved in the planning and directing of educational activities for adults (Good, 1973:17).
4. **Continuing Education:** is any extension of opportunities for reading, study, and training to young persons and adults following their completion of or withdrawal from full-time school and college programs; education for adults provided by special schools, centers,

Colleges, or institutes that emphasizes flexible rather than traditional or academic programs (Good, 1973:133).

5. *Evening education*: is an organized program of education offered to Students and other citizens out of the school. It includes formal Classes, in various communities in the evening (at night) or on Saturday, radios and television programs, lectures, demonstrations and other forms of instruction (Good, 1973:230).

1.7 Organization of the Study

The study comprises five chapters. The first chapter deals with the problem and its approach. The second chapter treats the review of the related literature. Chapter three deals with the research design and methodology while chapter four is the presentation and analysis of data. The final chapter deals with the summary, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of the Related Literature

It is assumed that, evening learners in the higher education institutions of Ethiopia are more likely to possess common characteristics and practices with adults, since majority of them are in the range of adulthood and evening programs are part of adult education. With this in mind, the terms "adult" and "evening learners" are used interchangeably, and thus, any discussion on adult's teaching-learning process will also be used in parallel for evening learners throughout the chapter. Moreover this chapter is divided into three major parts. The First deals with the underpinning conceptual framework of evening education that comprises: the definition of evening education, historical development of evening education, evening education in Ethiopia and the development of continuing education program at Addis Ababa University. The second part discusses more about evening programs as a part of adult education and includes: objectives and scope of evening education, characteristics of adult evening learners, factors affecting learning in the evening, and approaches to facilitate evening education. Lastly, the topic university adult education is presented with focus on: the role of the university in adult continuing education, higher education opportunities through evening programs, and university adult education programs.

2.1 Evening Education: Conceptual Framework

2.1.1 Definition of Evening Education

Conceptually, evening education is a distinct form of adult education, offered to learners other than the regular school pupils, either for the attainment of school certificate or simply for the acquisition of specific skills or knowledge. All forms of education available to learners within or beyond their initial schooling as well as the provision of education to adults to improve their general level of understanding could be grouped under evening education (Tight, 1983). This indicates that evening education could embrace all areas and levels of education from literacy to colleges and universities. More specifically, evening education program at post-literacy level could be grouped under the following three broad categories:

1. *Pre-Service training*: which refers to programs designed for employment in urban industries and offices.

2. *In-Service training*: Which deals with upgrading the knowledge and skills of the working people on the job. And
3. *Skill training program*: this includes training provided in a variety of vocational skills which might be wood work, metal work and other technical education in the formal and non-formal settings (Thompson, 1990:234).

Because it is conducted in the evening or after working hours, evening education provides a learning opportunity to dropouts and to those who can't attend the day schools because of living and working conditions. Evening education in primary, secondary and tertiary levels usually follows similar patterns with the day program. And thus, it is considered to be a formal adult education program based on the curriculum of the regular program and certified on that basis (Good, 1973; MOE, 1986; Tight, 1983; and Thompson, 1990).

Kundu (1986: vii), also contends that evening education is a voluntary, part-time activity. And it is less costly to the individual as well as the society at large in that it reduces the opportunity cost to the individual learner or the family. This is from the fact that learners attend evening classes while working during the day. Moreover, evening education programs enable effective utilization of existing resources since those same resources are used during the day.

In short, evening education due to its flexible nature could serve dropouts, business persons, house maids, government and non-government employers and other disadvantaged groups of society. Hence, evening programs especially in the higher education institutions, should aim at addressing the needs and interests of the learners by realizing their problems, if human and material resources are to be used without wastage.

2.1.2 Historical Development of Evening Education

Though evening education as one form of adult education is a modern phenomenon, it has been offered in informal ways since mankind started to live together. Adult education in its original form began to be offered in preliterate society before the recognition of formal school system. It was through the use of informal mechanisms adults passed on the knowledge and skills of those days from generation to generation. There were no particular agencies to provide adult evening education programs, there were no special teachers to teach, there was no specific curriculum to be mastered. The elders served as teachers to teach the youngers everywhere, any time, and everything that was accepted by the society was used as a curriculum (Grattan, 1971)

Gradually, according to Axford (1980), the development of institutional adult education programs has increased in many countries with the development of industrialization and urbanization. For example, evening schools were started before the 1800s in USA. According to Grattan (1971), in cities like New York, Washington, Baltimore, etc. many vocationally oriented evening schools were established for out of –school youth and adults. As the number of school age population become more than the capacity of the regular schools, evening schools started to serve various groups of learners than before. ✓

The objective of the early evening schools was to provide education for those adults who were employed or had their own business. But nowadays, the main objectives of evening schools are to give opportunities for those who for various reasons left their education to complete through evening classes, and to solve the problems of day schools including school age accommodation, year repetition and dropouts.

Much of the literature reveals that evening study had been a significant part of the adult education program at many institutions in the nineteenth century.

Gradually in response to the pressures of urbanization, some of the urban schools tended more and more to withdraw from extramural services and to devote their efforts to a buildup of their evening programs. The growth of the cities also introduced increasing numbers of urban institutions and the development of new municipal universities. As noted by Carey (1960): the increased financial and moral support and the renewed emphasis on democratizing educational opportunity were influential in the development of two types of academic institution: university extension service and the municipal university. Universities began to establish evening divisions to meet the demand for educational facilities at a convenient time and place. Like wise, evening collages have often started as remedial institutions for late starters or as annexes to handle enrollment bulges in post-war eras. But now, evening programs are organized as a school or college, more or less autonomous, with varying kinds of relationships with the day departments for sharing faculty, facilities, and buildings. In general, the historical development of evening education indicates some sort of evolutionary changes in addressing educational opportunities for citizens. That is, the system of delivering educational opportunities changes with the developmental stage of the society.

2.1.3 The Introduction of Evening Education in Ethiopia

The type and introduction of adult education program in the form of evening schools in Ethiopia cannot be completely understood without looking into the system of education that is prevalent at the present time.

Ethiopia has a long history of education that was delivered through churches and Koranic school. These religious institutions have been part of the Ethiopian culture for centuries and outlooks of the devout followers.

Even though these institutions are part of the Ethiopian culture, their contribution in educating the Ethiopian population to become literate citizens was limited. As a result; most Ethiopians had little or no proper education at all for a long time. The western type of education (Modern education as it is called now) was introduced to Ethiopia in 1908 during the time of Menelik II. Since then, Ethiopia has made a substantial progress in the field of education. Despite the progress made so far, the illiteracy rate is quite high in the country. Even now, access to basic education is not a reality to most Ethiopians. Aware of this fact, serious attempt is being made by the current government, NGOs and individuals. Access to education and training has been taken as basic human right of each person since 1948. It is also evident that the development of a given country is highly correlated to the educational level of its people. Thus, proper education and training is a necessary condition for economic progress. To put this into effect maximum effort has to be exerted in using every possible resource of the country for delivering education and training through different means. In line with this, evening program in Ethiopia has been taken as one of the alternatives being designed to be accessible for majority of the working people during their spare time. This may help to raise the educational level of the people as well as the country's economy as desired.

The introduction of modern education in Ethiopia brought the opening of modern schools – both regular and evening. The evening programs particularly came into being for youth and adults who have had no opportunity for education in the regular schools system or who had to discontinue their studies for many reasons. Evening education at its various levels, from literacy to the university level, has existed in Ethiopia for quite some time now

At literacy level, organization such as the National Literacy Campaign, the Yemisratch Dimtse Literacy campaign, the Ethiopian Women's welfare Association, the YMCA'S, the Ministry of National Community Development and Social welfare and the Ministry of Education were

exerting a sustained effort to combat illiteracy. These organizations have helped a sizeable number of school-age children to get the rudiments of education through regular programs or by arranging evening classes. On the other hand; evening programs in the elementary, secondary and university levels were available in different schools and colleges led by government, private organizations and individuals ✓

For instance, Tilahun (1993) confirms that French evening classes were conducted at the Ethiopian Alliance Francis as early as 1908. There were also special afternoon classes and evening classes thereafter in the modern schools of Addis Ababa before the Italian occupation.

He also noted that the expansion of evening education was more pronounced in Ethiopia in the early 1940s. Moreover, it seems that the evening classes might have been encouraged by foreign diplomatic missions for the purpose of introducing their respective languages. Consequently, English, French, German, Russian, and Italian were mainly offered in the evening classes. In addition to these, the Berhaneh Zere new institute, The British Council, the Extension Division of Addis Ababa University, Menelik II school, the American Institute, Ethiopian Women's Welfare Association, the Ethiopian Teachers Association, etc. were noted as providing evening education in Addis Ababa during the early periods. The courses offered were English, French, Amharic, Maths, General science and business training. The learners were teachers of the government schools, employees of different office, military officers, business persons, factory workers and foreigners who learnt Amharic (MOE, 1960, MOE, 1962; Tilahun, 1987.)

The primary aim of most of the evening schools is to prepare their students for national exams or to give individuals some skills and training which they can make use of. The courses offered in evening classes correspond to those in the regular program in the university level, with the absence of courses like art and physical education in the primary and secondary school level. Every school in the country now supports some form of night school, the limiting factor being the availability of electric power. Enrolment in such schools is rapidly growing, with the only support from the Ministry of Education being the permission to use the school facilities. (MOE,1990; MOE, 1993;Tilahun, 1987).

At the tertiary level, evening programs were started within the premises of the University College of Addis Ababa and the Engineering College in the early 1950s to supplement the development of high and middle level skilled manpower of the country. As noted by Mulugeta (1977) during the early days, the University Extension program had undertaken some remedial work by

teaching secondary school level courses. But later on, it discontinued offering 2nd level education programs and since then has been concentrating on 3rd level academic work. Though a decade old, nowadays many private and government colleges and universities run evening programs.

2.1.4 The Development of Continuing Education at AAU

2.1.4.1 Brief Background and Progress

Addis Ababa University (AAU) is the oldest higher educational institution in Ethiopia. started its operation in 1950 under the name University College of Addis Ababa. It was renamed Haileselassie I University in 1962 and then Addis Ababa University (AAU) in 1975.

The mission of the AAU is to transmit, develop, disseminate, and preserve knowledge relevant to the solution of the basic problems of development of the country through student - centered quality teaching, research, scholarship, and creative application of existing knowledge and provision of services to the community. Based on these, AAU has set the following objectives to achieve its mission as desired. These are:

- To facilitate and maintain excellence in teaching and research,
- To develop the university into a regional center of excellence in both its undergraduate and postgraduate programs,
- To expand the service of the university to the community through a variety of courses and programs offered through part-time study, distance learning, purpose-designed training with non-credit courses, seminars and workshops; and
- To work towards the realization of greater cost effectiveness through, among other things: devising strategies for financing the university's programs partially from sources other than those of Government (Addis Ababa University official website, 21 August 2003)

As an important part of its public services commitment; the Continuing Education program of Addis Ababa University started offering evening courses in the early 1950s at the University College of Addis Ababa.

According to Addis Ababa University Office of the Continuing and Distance Education (CDEO) brochure (2004), the program benefits people who are not able to register for the day program for various reasons. To help those who need higher education and to improve and expand its service to the public, the Continuing Education program has undergone reorganization and has been

renamed as Continuing and Distance Education Office (CDEO) since 2003. In addition, the office has three units: Extension, In-service and Distance, and Administration and Finance. The office is headed by an Associate vice president. —

The Extension unit administers the evening degree and diploma programs in various faculties of the university. The In- service and Distance unit runs the summer teachers' career development program while the Administration and Finance unit deals with administrative and financial activities.

The re-structuring has also enabled CDEO to realize and make a significant change towards the development of continuing education programs that aim at addressing the needs and interests of extension students as well as faculty members. Hence, the recent developments include:

1. Re- introduction of "Service Offices": The Extension unit had service " Offices" in the past. These "Offices" have not been functional for a number of years for some reason. Now, the CDEO has reintroduced the "offices" in each faculty. They are open from 5:30 p.m.-7:30 p.m. Monday to Friday and 1:00 p. m -7:00 p.m. on Saturdays

The "offices" have the following functions:

- a) Provide instructors with simple teaching aids.
- b) Facilitate course outlines and handouts submitted by instructors.
- c) Register instructors' complaints about things interfering with the normal operation of their classes; and pass the complaints to the CDEO.
- d) Record students' complaints relating to basic facilities and the teaching learning process: including instructors' non-availability for classes; and direct the cases to the CDEO.

2. Registration, Revision of class schedules and Exam time:

Since Saturday morning classes interfere with the regular duties of evening students and their employers, a consensus was reached with faculty deans to remove Saturday morning classes. Accordingly, the CDEO has revised the schedules as follows:

- Weekly classes start at 6:15 p.m. and end at 8:00 p.m.
- One class hour lasts 50 minutes
- Every week day has two classes of 100 minutes
- Weekend classes on Saturday start at 1:00 p.m.

An agreement has also been reached not to conduct registrations, tests and exams for employed evening students during working hours as of second semester. 2004.

3. Organizing Interim Extension student council:

To make the evening program effective, CDEO has organized the formation of Interim Student Council that can represent and voice the concerns, needs and problems of the students in the extension program. It is mentioned, in the CDEO publication (2004), that the Evening Student Council has started working in collaboration with CDEO.

4. Hiring Full-time Coordinators: CDEO has started the process of hiring full-time continuing and Distance Education coordinators for extension units in faculties where the number of students exceeds one thousand. The coordinators are responsible for advising the students on academic and related administrative matters.

5. Extension Graduate program: The CDEO has already facilitated evening graduate program in Regional and Local Development Studies (RLDS).

Besides the recent developments, CDEO has future plans that address the needs of the beneficiaries and the community at large. Accordingly, preparations are underway to make the RLDS evening graduate program accessible to more students. There is also a plan to start other graduate programs. Further more, requests for short-term training are also increasing. Extension students are demanding flexible course offering and timing. Thus, CDEO intends to:

- ❑ Facilitate short term training
- ❑ Arrange on- the job training
- ❑ Introduce block teaching during summer
- ❑ Open day extension programs
- ❑ Start distance education
- ❑ Organize customer- driven programs

It is also being planned to extend library services beyond 16 hours.

2.2 Objectives and Scope of Evening Adult Education.

Evening education is an educational opportunity open to young persons and adults on part-time basis after completing or dropping out of the regular school (Good, 1973, Kundu, 1986).

The planning and organization of adult education programs require that the institution in charge would have to determine the scope and objectives of the program. As proposed by Knowles (1970: 121), learning objectives refer to the specific behavioral outcomes that an identified group of individuals will be helped to seek in a particular learning activity (such as a course, a meeting, a work shop). Hence objectives are important in the process of planning, organizing, directing and supervising adult education programs. Viewed from this perspective, the general objectives of evening education programs are summarized as here under:

- To raise the awareness of the people so that they could cope up in a rapidly changing world,
- To provide the opportunity for or serve the learning needs of the ones who cannot attend the regular program of the day,
- To support groups responds to issues essential to their immediate lives;
- To develop and enrich individuals through encouraging them benefit from new knowledge and skills; and
- To facilitate economic growth through developing vocational efficiency etc. (Aggarwal, 1993, Ellis, 1995, Knowles, 1984; UNESCO, 1995).

In Ethiopia, too (MOE1977), evening programs have the following objectives:

- To help those who for various reasons cannot attend the day-time learning have an educational opportunity
- To extend the educational opportunity for more people by utilizing the already available resources,
- To develop or update the skills of these citizens who are on the job so that production can be promoted,
- To offer continuing education for the drop- outs
- To provide literacy programs

The level of the educational needs of adults ranges from literacy and fundamental education to university post-graduate courses. It embraces all types of formal and informal instruction. Academic programs of such a magnitude and scope need to be carried out by educational institutions of higher learning.

2.3 Characteristics of Adult Evening Learners

The provision of evening education for adult learners can be effective and up to the learners need and requirement, if we know as much as we can about the background and characteristics of the learners. In this regard, Prosser (1967:17) notes that:

No satisfactory provision of adult education facilities can be made without a full knowledge of the background and character of the students who are to benefit. It is the first task of any adult education organizer to make sure that he knows as much as he can about the students he has to satisfy. This knowledge will determine the type of adult education which is provided and its subject matter, also the most important will be the method of teaching. Length and type of courses, intensity of teaching; timing of private study, subject approach and teaching methods can only be determined from a knowledge of the students concerned.

Skillful adult educators have known for a long time that they cannot teach adults as children have traditionally been taught. For adults are almost always voluntary learners, and they simply disappear from learning experiences that don't satisfy them. To keep adults motivated and create a conducive learning environment, we need to get in touch with adults' learning and teaching characteristics so as to examine some of the limiting factors hindering the participation of adult learners in the evening /extension classes. Concerning the characteristics of adult learning, Knowles (1970) in his book "the modern practice of adult education" has identified the following assumptions of adult learning based on their characters. These assumptions are:

1) *Adults are autonomous and self – directed:* his/hers self- concept moves from one of being a dependent personality toward one of being a self-directing human being. When an individual defines his/her self as an adult, he/she begins to see his/her normal role in society no longer as being a full-time learner. He/she sees him/her self increasingly as a producer or doer. His/her chief sources of self-fulfillment are now his/her performances as a worker, a spouse, a parent, a citizen.

The adult acquires a new status, in his/her own eyes and in the eyes of others. His/her self – concept becomes that of a self- directing personality. He/she sees himself/herself as being able to make his/her own decision and face their consequences, to manage his/her own life. For this

reason, adults have a need to be treated with respect, to make their own decisions, to be seen as unique human beings. They tend to avoid, resist, and resent situations in which they feel they are treated like children – being told what to do and what not to do, being talked down to, embarrassed, punished, judged. Adults tend to resist learning under conditions that are incongruent with their self-concept as autonomous individuals.

- 2) ***Adults Draw upon their Experiences as a Resource in Their learning Efforts:*** The adult's experience is a key resource in any learning effort. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. This is one among the several factors that distinguish adults from students in regular programs. Consciously or unconsciously, adults tend to link any new learning to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept "Fits" their experience.
- 3) ***Adults are goal-oriented:*** Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- 4) ***Adults are relevancy-oriented:*** They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- 5) ***Adults are practical:*** focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- 6) ***As do all learners, adults need to be shown respect.*** Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

2.4 Factors Affecting Learning in the Evening Program

The evening learner enters into the learning environment voluntarily, probably because he/she wishes to overcome some sense of inadequacy. In this respect, every minute of an evening class must be made to count and the student should feel that he is learning something new in each meeting and that something must be valuable to him/her. Otherwise, he/she may be discouraged by unsuccessful attempts at learning and it is difficult to get him/her back again. Once he/she has gone, he/she has very often gone for ever.

The interest to participate in evening education comes from a variety of needs. As noted by Show (1969), identification of needs and problems of adults learning in the evening could facilitate their active involvement in the learning process. Most importantly programs must be based on needs and interests which the evening learners themselves express or which they can be made to recognize. The "motivational factors" seem fundamental for adults to keep them learn actively. Moreover it is the concern of educators to realize the means by which adults are motivated to learn. In line with this, Axford (1969:79-80) argued that

adult educators should focus on motivation in their strategies for admission and placement, since continuing education can only succeed in fulfilling its obligations to society if it is successfully identifies the motives which bring adults to and hold them in class.

Similarly; Tilahun (1987:78) also suggests that adults could be motivated to participate in evening learning for the following reasons:

1. The interest to gain knowledge;
2. To reach a personal goal;
3. To take part in activities ; and
4. To comply with some formal requirements in the society. etc

In developing countries, the major motive for the participation of adults in evening education is economic; that is, improvement of living standards which directs learning towards getting a better job, and social respect (Abebe, 1977:ii; Burnet in Tilahun, 1987:780).

In general, the desire for social regard, occupational advancement, social service motives, cognitive interest, personal goal achievement and external expectations are major factors attract adults to evening classes.

On the other hand, there are factors that hinder participation of learners in evening education. As indicated by Lowe (1975:42), the inhibiting factors for evening learning could be grouped in to domestic, personal or external. Moreover, according to Cross (1988:104), institutional factors such as scheduling problems and time requirements, and lack of information about programs and procedure are the major hindering factors.

Rydstrom (1973) also noted that evening learners may be tired when they come to class after a full day work and they may not be able to attend classes regularly because of overtime works. They may also come to class worrying about other issues or problems that hinder learning. Especially those who have different responsibilities at home or in the society usually have problems in attending evening classes.

According to many scholars in the field (Ingram, 1979; Shaw, 1969; Rogers, 1986; and Cropley, 1977) the following are reported as inhibiting factors for evening learning; shortage of books and instructional materials, lack of adequate services, availability of public transportation, suitability of the schedule to the spare time of the learners; location of the center; absence of good communication between learners and teachers; shortage of manpower; financial, cultural and psychological barriers.

In conclusion it may be said that a discussion on adults teaching-learning would need to consider the particular problems which adults face in the learning process and how best these problems can be resolved. To put this in to effect, a systematic study is necessary to understand the difficulties of the learners so as to run the evening programs effectively.

2.5 Approaches to Facilitate Adult Evening Education

Understanding the problems that inhibit the participation of learners in the evening program alone is not enough. More importantly, the different approaches that could attract evening learners in the learning environment must not be ignored, if adult learning experience is to be meaningful and relevant to his/her daily activities such as his/her job, his/her family life, or his/her civic life. To this effect, the following section deals with the theoretical consideration of the different approaches that is important in supporting evening learners to accomplish their educational career successfully.

Adults possess characteristics that influence how they learn and that should be considered when developing instructional programs. Based on this, they could be categorized into three broad groups: the goal oriented, activity oriented, and the learning oriented ones (Axford, 1968 and

prosser, 1967).The goal oriented ones are much interested in their study because of its relationship with their ultimate goals. This group might learn, for example, to obtain certificate, to improve vocational skills, to increase one's income, etc. Activity oriented learners participate in learning just to enjoy the experience or fellowship rather than the degree or certificate to be obtained. That is, they come to school, just to pass the time and want to be considered as learner. The learning-oriented learners, on the other hand, go to evening classes for the sake of gaining knowledge. Such individuals are usually inquisitive and they read on their own, and attend classes regularly.

Evening learners could also be grouped based on the adult life cycle. Here, occupational considerations are influential for young adults, while occupation related continuing education is more common for men than women.

Moreover, older adults often learn for general knowledge or information and social contacts than the younger ones (Brookfield, 1986:5; cross, 1988:20; Sargent, 1993:4).

These varied groups of evening learners, could then be approached differently than children in their learning process. As a result of this, evening program coordinators and organizers need to identify the interest and motives of the learners by involving the learners themselves and community members in the program design process. This is better assumed where there is good school-community relation. Concerning the instructional process, a curriculum for adults has to be flexible in timing, duration, place, method, content, etc. to accommodate the variety of interests, needs, problems, and experiences of the learners. Moreover, in the ever-changing world, the curriculum must be continuously updated to correspond to the changing needs of the learners. Here, there should be qualified personnel at the central level responsible to carry out research in the area, to facilitate the development of curriculum for the adult education programs including evening education (Mamidi and Ravishankar, 1984; Tilahun, 1987).

As noted by Knowles in Squire (1987:181),the curriculum for evening education should aim at immediate application of the new knowledge and skills .It should also be problem-centered rather than subject-centered by taking in to account the experience and problems of the learners as well as their difficulties. On the other hand, evening teachers in the formal schools, as described by Dwatwa (1989) are those who teach in regular program and are trained for that. This accounts for the inappropriate method often used in evening classes. The situation could be improved by

providing adult education course in the pre-service and in-service programs of teacher training which help teachers to create an appropriate climate for adult learning.

Imel (1982) (In ERIC digest No.77), describes that, creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. The challenge is to create a non threatening atmosphere in which adults have permission and are expected to share in the responsibility for their learning. He set the following as strategies for accomplishing this:

- ***Establish adult-to-adult rapport:*** to build rapport with adults in the learning environment, use positive nonverbal communication, deal with the whole person, address learners as equals, share authority, and employ informal room arrangement such as placing all the chairs in a circle or around a table. Adult students also appreciate instructors who share appropriate information about themselves and who are approachable and accessible.
- ***Create a participatory environment:*** a participatory environment, which helps learners assume responsibility for their own learning. This can be created by involving the learners in deciding on course content and establishing class management guidelines, having learners serve as instructional resources, and monitoring learner satisfaction throughout the activity. Providing multiple learning options, which enables learners to choose those methods and materials best suited to their needs, will also encourage participation.
- ***Facilitate adult independence:*** instructors can help adults assume more responsibility for their own learning by encouraging them to learn on their own, serving as a role model of an independent adult learner, and teaching decision-making and problem-solving techniques.
- ***Provide for individual differences:*** because adults have an independent self-concept, they view themselves as individuals; and it is important to acknowledge adults as individuals in the educational setting. Individual differences can be accommodated by using a variety of instructional techniques, providing appropriate and varied instructional materials, relating instruction to learners' experience and adjusting for physiological and psychological differences.

To this end, a climate in which adult learning flourishes provides the opportunity for adult learners to have ownership, to participate, and to feel that the activity is related to their needs.

2.5.1 Some Principles and Methods used to Facilitate Evening Learning

Adults are entitled to possess diverse experiences in the process of life so that they learn better when the learning experience is related to their real lives and experience. Moreover, adult learning should be geared to facilitating behavioral change through participatory approaches rather than lecturing a ready made subject matter, as the focus of adults is in the immediate application of the knowledge and skills acquired in the practical situation. In other words, adults are sources of their own learning. The learning process thus, be learner- centered or growth oriented, where the learning need is determined by the learners. Thus, in evening education, the teachers need to assist the learners, share their experience by organizing learning groups among the learners (Bhola, 1992, Grieshaber, 1994, Muller, 1993, Thompson, 1995).

Knowles in Grieshaber (1994: 26) and Moleko and Betz(1995;10)identify, the following seven major principles of evening education.

1. The best way of learning is by doing: thus, the activities of the learners are essential for a sound learning and the learners must be actively involved in the learning process.
2. Learning must be problem-centered: learner's problems serve as motivators and sustaining forces to the activities they involve in. Thus, what they learn should address their actual problems.
3. Learning must be experience- centered: thus, the teacher facilitators are responsible to provide the optimum kinds of learning experiences that would relate to the learners' life experience.
4. Learning experiences must be meaningful to the learners: the content of the course must be understandable to the learners to its perceivable relevance.
5. The goal must be set and organized by the learners: because adults are motivated when they are involved in setting the goals of their learning and participate actively in organizing their learning.
6. The learners must get feedback about their progress towards the goal and objectives.
7. The teachers/facilitators should know the subject matter well and be enthusiastic while the techniques used should be varied to accommodate the diversity of needs: here, problem posing approach is appreciated through motivating the search for solutions rather than presenting ready made knowledge

In general, to facilitate learning effectively in evening classes, teachers should be trained particularly for teaching adults and be familiar with the principles.

The training should also be continuous and change oriented or developmental. Thus, university continuing education program in our country has a lot to do in terms of implementing these principles particularly for the benefits of evening part-time students.

2.6 University Adult Education

2.6.1 The Role and Outcomes of the University Adult Continuing Education Programs

Of all the agencies of adult education, public or private, the role of the university, especially in developing countries, is very significant. Traditionally, the university has been concerned with the intellectual cultivation of the few or the professional education of the elite. The concern for society and its needs was rather limited. Today, many universities throughout the world, including those in developing countries, have come to recognize their responsibilities to the state or the communities that support them and they have risen to face the challenge.

One of the important functions of a modern university is the extension or provision of services to the community beyond its walls (Abebe, 1969). As a result, many universities have opened their doors to their respective communities and have extended their classrooms to the public through their extramural or extension departments. In addition to this, Vasantha Kumari (2005) also noted that the present schemes of the Commission for Higher Education in various countries under its continuing education programs offer an opportunity to institutions of higher education to extend their physical and technocratic resources to all segments of the community in their area in the form of short-term need-based educational programs. Continuing Education is, thus, low-cost educational provision deriving its support from the existing infrastructure in the institution of higher education. It requires an innovative approach to target group identification, assessment of their needs, formulation of educational programs, choice of innovative instructional methodologies; low-cost financial management strategies and ongoing feedback mechanisms in order for those community members benefit much from the program. ~

Keeton (1990), recognizes that the goals and procedures of continuing higher education programs should vary according to differing contingencies and stakeholders. According to Keeton, faculty development is acknowledged as the most important administrative service. Faculty development depends on staffing arrangements to attract regular faculty members from the university and

adjunct experts from the community to teach continuing education courses. On top of this, improving institutional reward systems by developing appropriate criteria for judging the quality of continuing education and public service performance will attract the majority of the faculty members to be involved in the activities of continuing education programs. There are various incentives and rewards for people who help adults learn. According to Eastman (1989) and Beder (1986), one is extra income, which institutional policies tend to restrict. The other is the personal satisfaction and recognition that many adult education instructors receive from working with evening learners on topics and projects that the teachers value. However; for full-time higher education faculty members who teach adults part time, a major reward is positive decisions about promotion, tenure, and base salary increases.

Understanding the characteristics and needs of the potential participants along with sources of influence on their decision to enroll can enable universities to better attract and retain their clientele. Some influences are personal, such as ability, expectations and awareness of educational opportunities. Other influences also reflect situational factors such as role changes, perceived cost benefits in relation to alternative activities, social-class level, and richness of social space (Merriam and Cunningham, 1989; Knox, 1987b)

There are different outcomes of adult education programs which universities benefit from, if they play their role properly. The primary outcome is enhanced proficiencies for participants that help them, their associates, and society. Another result of continuing higher education programs is service to community organizations. There are also secondary outcomes that assist the university if the adult education program is of high quality. Included are: positive public relations, increased enrollments, income, use of facilities, and benefits to other adult education providers and community organizations. University continuing Education planning should review such outcomes to assure future priority for university programs that are sufficiently compatible with institutional mission to make their continued support likely (Knox, 1993:58)

Finally, universities must collaborate with other educational agencies in the drawing up of comprehensive programs of education and enlightenment and should lead in spreading new ideas, concepts and skills to farmers, workers, teachers, administrators, managers, etc.

2.6.2 Higher Education Opportunities through Evening Programs: A Second Chance for Learners to Undertake College level Work

Education enables people to examine the past and understand the present. It also helps them adjust flexibly with technological and other changes. Therefore, education is an important variable in determining the overall development of a society.

Moreover, as adult population is the one immediately involved in production process, effective use of available resources to educate this section of the society is important. Here, one way of bridging the gap between the working people and the environmental changes in the rapidly changing world is evening education (Axford; 1980, Smith, etal 1970).

Considering this fact, many countries in the world have organized educational institutions that provide evening education to those that are on the job and others that are unable to continue education in the regular program.

Explaining the need for evening continuing education, Nathan C. Show (1969: 31-32) states that:

the graduate engineer who has been out of school for ten years has become obsolete unless he has continued to study and keep abreast of the times. With the advent of the atomic age the world has become smaller and its problems more complex. This creates the necessity for every citizen to learn as much as possible about world affairs and keep him self up to date with the changing world. Evening school programs are necessary for expanding such type of learning environment for young people and adults who are on the job. As a result, continuing education is becoming a pattern of life and the adult who wants to be advanced on his job have to participate in in-service education or take advantage of local facilities of the educational institution nearest to him.

From this, one can understand that arranging evening programs for citizens to learn is an appropriate means of expanding educational opportunities. Moreover, the concept and the practice of offering higher education on part-time basis is necessary since it gives a second chance to the working population who are qualified to undertake college level work. The work in the extension division is helping the university to put the limited facilities at its disposal to the maximum possible use and upgrading and re-training a great many people so as to make them more useful members of the society.

2.6.3 University Adult-Education Programs

Adult education is a vast field with a rather extensive and undefined scope. Research on the content and methodology of the subject, investigation of adult educational needs, production of related literature and advanced professional training for adult educators should be among the primary duties of university adult-education departments. As noted by Abebe (1969), the major adult-education programs which should be offered through extramural Departments fall in the following categories:

- a. *Academic (formal) education.* Many universities offer formal education leading to degrees, diplomas or certificates in various areas of study or preparatory and remedial courses leading to examinations. Such educational courses are offered not only as a matter of social justice to those who cannot be accommodated in regular day classes but also to increase and develop the high-level manpower resources of a country without interrupting economic production. Formal education programs, especially those leading to degrees and certificates, are often offered in the evenings to enable adults to continue their education on a part-time basis without leaving their regular employment. Countries with a relatively spare demographic distribution like the USA, the USSR and Australia have used correspondence methods and other mass media for instructional purposes at advanced level.
- b. *Liberal education:* Liberal-education courses are offered to those who are interested in self-fulfillment through informal education, in subjects such as literature, music, painting, social studies, etc. In an age of increasing specialization and mechanization, narrow-mindedness and misuse of leisure time should be counteracted by importing liberal-education courses which promote not only hobbies and other personal interests but also intellectual advancement and social responsibility. Such courses can be offered through evening classes, lecture series or tours, panel discussions, study circles, creative art or film shows, traveling expositions of artistic and cultural collections, TV and radio educational programs.
- c. *Vocational education.* Vocational advancement of adults is one of the most important educational tasks in modern society. In a period of increasing knowledge and technology, men and women already engaged in various capacities should be provided with opportunities to improve their knowledge, skills and competence in various occupations.

In developing countries, owing to the rapid growth of industry, commerce and agriculture, there is an urgent need to retain technicians, business managers, accountants, agricultural supervisors, etc. through evening classes or residential courses or by organizing periodic seminars, conferences and workshops.

- d. *Training of Adult educators:* In developing countries the most deterrent factor in educational expansion or development is the shortage of teachers in general and adult educators in particular. In these countries the universities must initiate in-service or pre-service programs in adult education or community work. The training programs must include courses in subject-matter area and related pedagogical techniques.

We have just examined some adult-education programs and the methods by which they should be carried out. Adult education, as we have already seen, is a vast field of educational activity. The needs of modern societies are many and ever changing. The university should play its vital role in this area in the following ways:

- a. In fields in which the university possess special qualifications, extra-mural or extension departments, in cooperation with the other teaching departments of the university, should sponsor educational programs of an academic, liberal, vocational or professional nature for external or residential adult students.
- b. In areas or projects which can be sponsored by other government ministries, like colleges or agriculture and educational or community development, or statutory organizations, such as the broadcasting corporations, and literacy campaigns, or voluntary organizations, such as the trade unions or co-operative societies; the university must provide guidance and services. It must undertake research and training in adult education and should conduct periodic evaluations of such projects.

CHAPTER THREE

3. Research Design and Methodology

3.1 Method of the study

As mentioned earlier, the purpose of this study is to assess and identify the major problems that hinder the academic achievements of students learning in the evening programs of the College of Education in A.A.U. To meet this purpose, descriptive survey design was employed to reveal the current state of affairs that students face, which in one way or the other affect their success.

3.2 Sources of Data

In order to find appropriate solution for the basic questions of the study, the researcher gathered both qualitative and quantitative data from the appropriate source. In the selected faculty, the primary data was obtained from 2nd and 3rd year extension students of all departments and instructors through a questionnaire. Additional data was also gathered from program coordinators and extension assistant dean through structured interviews.

These primary sources of data would help to get reliable first hand information and enable to draw valid inferences.

3.3 Sample Population, Sampling Technique and Procedure

3.3.1 Sample Population

Among government higher institutions in Addis Ababa, College of Education in A.A.U is one which is basically concerned with the provision of educational courses in the evening (night) program, which significantly help the overall educational activities of the country. Specifically, this study is based on identifying the major problems faced by the evening students of the College under focus. Hence, the sample population in the study includes 175 (13.3%) 2nd and 3rd year students attending the evening program in different departments and 23(15.3%) instructors (teachers), 3 program coordinators and 1 extension assistant dean of the College.

3.3.2 Sampling Technique and Procedure

Currently there are eight departments in the College of Education which offer evening education for 2640 part-time evening learners (Office of Continuing Education, A.A.U, 2007).

To make the study manageable, the researcher focused on the 1320 students that joined the college in the years 2005 and 2006 and constitute 50 % of the target population.

Accordingly, 175 (13.3%) student respondents were selected from the group of students mentioned above using simple random sampling. Quota sampling technique was used to determine the number of students that could be selected from each department.

Concerning sample years of study, purposive sampling was employed. Based on this assumption it is believed that students with one or more years of study in the college would have sufficient experience to provide relevant information to this study. Besides, instructors, evening education coordinators, and assistant dean have been taken as prospective respondents. Thus, the above sample populations of respondents are considered as adequate representatives of the population to conduct the study.

3.4 Instruments and Procedures of Data Collection

3.4.1 Instruments

In this study, two data gathering instruments are used. These are questionnaires and interview. The questionnaire is used as a main data collection instrument. This is because the researcher want to involve large number of respondents which made appropriate and mandatory to use it. So the required information could be obtained from such a large number of respondents through the questionnaire. In addition, evening program coordinators and assistant dean are interviewed to get additional information.

3.4.2. Procedures

The researcher used three steps in collecting the data for the study. First, literatures were reviewed so as to get adequate information relevant to the topic. Second, basic research questions formulated, which will help to show the direction of the study. Third, data gathering tools were developed along with the necessary questions. Before using the tools fully, a pilot test was conducted to improve and review the items in the questionnaire. Then, the questionnaires were administered and gathered. Lastly, interview was conducted to supplement the questionnaire.

3.5 Methods of Data Analysis

Based on the type of instruments employed and the nature of questions set, percentage and mean were selected for the analysis of the data. These were used to explain both the personal characteristics of the respondents and the main data in the questionnaires. For convenience, a rating form was prepared with a five point Likert scale, namely strongly agree, agree, undecided, disagree, and strongly disagree. Furthermore, items with multiple choice and open ended answers were included as part of the questionnaire.

The values that have been given for each item were tallied and frequency counts used to calculate the mean were changed into percentage to make the figures understandable and adequately analyzed.

Furthermore, responses for the interview and open ended questions were analyzed qualitatively to support the finding.

CHAPTER FOUR

4. Presentation, Analysis, and Interpretation of the Data

This section of the study deals with the presentation, analysis and interpretation of the data gathered through questionnaires and interviews. As indicated in the previous chapter, the data was obtained from 2nd and 3rd year evening students in the faculty of Education, instructors, coordinators and assistant deans of the extension division.

The chapter includes sections on general characteristics of the respondents, their learning motives, academic class schedule, and the major problems that hinder the academic participation of evening students at the faculty of Education (AAU).

4.1 General Characteristics of the Respondents

The total numbers of respondents were one extension assistant dean, three evening program coordinators, 23 instructors and 175 evening students.

The items in the table below were set with the assumption that the responses might have some sort of relationship with the problem. Hence, the tables below include sex, age, marital status, working condition and service years of the student and instructor respondents.

Table 1: General Information about Student Respondents

No	Items	No	%
1.	Age		
	• Below 20 years	-	-
	• 20-25 years	52	29.7
	• 26-30 years	73	41.7
	• Above 30 years	50	28.6
	Total	175	100
2.	Sex		
	- Male	85	48.6
	- Female	90	51.4
	Total	175	100
3.	Marital Status		
	- Married	54	30.85
	- Single	116	66.30
	- Others, specify	5	2.85
	Total	175	100
4.	Occupational Status		
	- Government employee	79	45.14
	- NGO employee	54	30.86
	- Employed in private business organization	35	20.0
	- Has no job (unemployed)	7	4.0
	Total	175	100
5.	Service year		
	• Below two years	32	18.3
	• 2-5 years	71	40.6
	• 6-9 years	37	21.1
	• 10-13 years	10	5.7
	• Above 13 years	25	14.3
	Total	175	100

From the table above (Table 1), the following can be noted: 73(41.7%) of the student respondents are in their middle adulthood that is between 26 and 30 years while 52(29.7%) are young adults between 20 to 25 years of age. The rest 50(28.6%) are above 30years. Regarding sex of the respondents, female students (90: 51.4%) are the majority while the remaining 85(48.6%) are males. Concerning their marital status, 54(30.85%) of the respondents are married, 116(66.30%) are unmarried, and 5(2.85%) of them were either divorced, widowed or just engaged.

Interms of occupational status, government employees (79: 45.14%) out numbers the non-government organization (NGO) employees (54:30.86%). Still a considerable number of the respondents (35: 20%) are employed in private business organization and quite a few number of respondents (7: 4%) are found unemployed.

The service years of the respondents also vary. As can be seen in table 1, 71 (40.6%) of the student respondents served from two to five years, 37(21.1%) of the respondents served from six to nine years, 32(18.3%) served below two years while the rest 35(20%)of the respondents have more than nine years of service in their respective organizations.

From the above discussion, we see that the majority of the evening students were adults with many years of work experience and their responses could be relatively dependable. Moreover, most of the respondents were females; this indicates that the evening program provides opportunity to females. Furthermore, a considerable number of students reported that they were married; this shows the presence of family responsibilities among the evening students that might interfere with their academic activities.

Table 2: General Information about Instructors

No	Items	No	%
1.	Age		
	• 30-35 years	10	43.5
	• 36-40 years	3	13.1
	• 41-45 years	5	21.7
	• Above 45 years	5	21.7
	Total	23	100
2.	Sex		
	- Male	21	91.3
	- Female	2	8.7
	Total	23	100
3.	Marital Status		
	- Married	19	82.6
	- Single	4	17.4
	Total	23	100
4.	Qualification		
	- PhD	2	8.7
	- M.A/M.SC	18	78.3
	- B.A/B.SC	3	13.0
	Total	23	100
5.	Working Condition		
	• Full-time	22	95.7
	• Part-time	1	4.3
	Total	23	100
6.	Service year in the evening program		
	• 1-5 years	16	69.6
	• 6-10 years	2	8.7
	• Above 10 years	5	21.7
	Total	23	100

As observed in the table above (Table 2), 10(43.5%) of the instructors are young (between 30 to 35 years of age). 3(13.1%) of them are between 36 to 40 years of age, 21.7% are between 41 and 45 years while the rest 5(21.7%) are above 45 years. Concerning sex, 21(91.3%) of them are male while only 8.7% are female. Regarding the marital status, majority of the instructors (82.6%) are married while only 4(17.4%) are unmarried. Qualification wise, the majority 18(78.3%) have M.A/M.SC degrees. Those who are PhD and B.A/B.SC holders account for only 8.7% and 13% respectively. With the exception of one instructor, all other instructors (95.7%) are

full time employees in the evening program. In terms of years of service in the evening program, a considerable number of instructors (21.7%) served above 10 years, the majority (69.6%) have between one to five years of service while 2(8.7%) have taught for six to ten years in the extension program.

As a matter of fact, it seems evident that instructors in the faculty have rich experience in the evening program and well qualified in their subject areas (30.4% of them have more than five years of service and 87% of them are with M.A or PhD level). From the above data, it is also clear that female instructors (only 8.7% in the sample) are under represented in the area. This may be an issue for further investigation.

4.2 The Reasons and Motives of Respondents to Participate in the Evening Program

This section deals with respondents motivational factors as well as reasons for participating in the evening program. This is presented in the table (Table 3).

Table 3: Reasons and Motives for Participation of Respondents in the Evening Program

No	Items	No	%				
1.	Reasons for preferring evening to regular (day) programs.						
	Why do you learn in the evening?						
	<ul style="list-style-type: none"> • Not getting chance to learn in the regular program 	34	19.4				
	<ul style="list-style-type: none"> • To work during the day 	140	80.0				
	<ul style="list-style-type: none"> • Afraid of the competition with the regular students 	1	0.6				
	<ul style="list-style-type: none"> • Others, specify 	-	-				
	Total	175	100				
2.	Students motives behind attending the evening program	Rank order by percentage					
		1	2	3	4	5	6
	<ul style="list-style-type: none"> • To get a job/better job 	35.4	18.3	22.9	13.1	8.0	2.6
	<ul style="list-style-type: none"> • To get promotion 	11.4	20.0	10.3	23.4	32.0	2.9
	<ul style="list-style-type: none"> • To improve knowledge 	28.0	22.3	30.9	15.4	3.4	-
	<ul style="list-style-type: none"> • To pass the time 	1.7	0.6	0.6	1.1	3.4	92.6
	<ul style="list-style-type: none"> • To obtain degree/diploma 	13.7	25.7	23.4	19.4	16.6	1.2
	<ul style="list-style-type: none"> • To get satisfaction 	7.4	14.3	12.6	27.4	37.1	1.2
3.	Instructor's motives for teaching in the evening class					No	%
	<ul style="list-style-type: none"> • For economic benefits 					20	87
	<ul style="list-style-type: none"> • To help those who are unable to learn in the regular program 					3	13
	<ul style="list-style-type: none"> • Due to the faculty pressure 					0	0
	<ul style="list-style-type: none"> • Others, specify 					-	-
	Total					23	100
4.	Opinion of instructors about the condition of the teaching environment in the evening program						
	<ul style="list-style-type: none"> • Very interesting 					3	13
	<ul style="list-style-type: none"> • Interesting 					16	69.6
	<ul style="list-style-type: none"> • Not interesting 					2	8.7
	<ul style="list-style-type: none"> • Laborious and tiresome 					2	8.7
	Total					23	100

In item 1 of the table above (Table 3), student respondents were asked to give their reason for learning in the evening. Accordingly, quite the majority, that is 140(80%) of them responded that they learn in the evening in order to work during the day time. About 19.4% of the students responded that they learn in the evening because they were unable to learn in the regular (day) program. Only one student respondent indicated that he/she joined the extension program due to the fear he/she has to compete with regular students.

Thus, most of the evening students in the college preferred attending the evening program, largely because of their engagement in other jobs during day time. Still some learn in the evening due to inability to get chance in the regular (day) program.

In item 2, students were asked to rank their motive for joining the evening program. Hence, 35.4% indicated that they learn to get job /better job. On the other hand, quite few (1.7%) responded that they attend the program in order to pass the time. It is also the intension of most of the respondents (25.7%) to get degree or diploma. A considerable number (30.9%) of the respondents confirm that their learning motive is just to improve knowledge while some (27.4%) indicated that they learn to get satisfaction. Furthermore, (32%) of the respondents have a motive of getting promotion.

In general, the major motives of the evening learners in the faculty can be ranged in the following order.

1. To get job or better job;
2. To obtain degree or diploma;
3. To improve knowledge; and
4. To get satisfaction.

Hence, the motives of the evening learners basically directed to economic benefits.

In items 3 and 4 the instructor respondents were also asked their major motivational factor and interest in teaching students in the evening program. In item 3, 20(87%) of the respondents responded that they are motivated to teach the night session in order to supplement their salary while few (13%) indicated that helping those who are unable to learn in the regular program is their motive.

Thus, it seems reasonable to say that the majority of the instructors in the faculty are motivated to teach in the evening in order to get additional income. In item 4, 16(69.6%) and 3(13%) of the instructor respondents indicated that teaching in the evening is interesting, and very interesting respectively. Those who said teaching in the evening program is not interesting are only 2(8.7%). Still others (2(8.7%)) responded that it is laborious and tiresome.

4.3 Opinions of Respondents about the Academic Class Schedule of the Evening Program.

As noted in chapter two (review of related literature), class schedule has significant implication in the evening program. When schedules are not set considering the burden of the learners, it is difficult to expect them to benefit much from the program. In this part issues related to the schedule are presented and discussed.

Table 4: Academic Schedule of Evening program

No	Item	No	%
	Student's Opinion about the Academic Class Schedule		
1.	To what extent is the evening Program convenient for you?		
	• Highly convenient	22	12.6
	• Convenient	78	44.6
	• Less convenient	58	33.1
	• Not convenient	17	9.7
	Total	175	100
2.	Instructors' opinion about the academic class schedule of the evening program		
	Is the extension academic schedule conveniently set for you?		
	• Yes	18	78.3
	• No	5	21.7
	Total	23	100%

In the above table (Table 4), item 1 presents the convenience of the evening class academic program to student respondents. Accordingly, 22(12.6%) and 78(44.6%) of the respondents agree that it is "highly convenient" and "convenient" for them, respectively. On the other hand, a considerable number 58(33.1%) of the respondents responded that it is less convenient and still some 17(9.7%) responded that the academic schedule is not convenient. From the data, it can be said that the schedule needs further adjustment in order to serve the majority of the participant.

In item 2, 18(78.3%) of the instructor respondents indicated that the program is in favor of them, while only 5(21.7%) responded that the program has affected their time in that it does not permit them to do other activities.

In general, the academic class schedule favors both instructors and student respondents, because it is designed and set to be functional during the spare time of the majority. Moreover, it seems

timely to adjust the class schedule of those disfavored accordingly in order to avoid the complication that may occur on their time management to accomplish other duties and responsibilities. This may help them to do their evening class duties in a relaxed manner and may minimize instructors' non-availability for classes.

4.4 Major Problems that Hinder the Class Participation of Evening Students

It has been noted that evening learners came to class voluntarily, probably to overcome some sense of inadequacy. In this respect, learning has to be applicable to their work or other responsibilities to be of value to them. They usually focus on those lessons that are useful in their work. However, there are various factors that affect the active involvement of evening learners. Hence, educational institutions should identify these problems and find appropriate means to solve them. To this effect, this section tries to discuss the major factors affecting the educational success of evening students at the Faculty of Education (AAU). This part, therefore, is divided into four sub-parts. The first deals with personal (student-related) factors and the second with occupational (job-related) factors. Family-related problems are treated in part three while the last part deals with institution-related factors.

Furthermore, the data obtained is summarized in a table and analyzed under the respective parts.

4.4.1 Student-Related Factors:

Here attempt is made to present the major personal academic problems of the evening students in the faculty. Accordingly, the collected data is summarized and presented in the following table (table 5). Possible factors are listed in the table to get the views of student and instructor respondents and they were asked to show their level of agreement on a five-point scale namely,

Strongly agree = 5,

Agree = 4,

Undecided = 3,

Disagree = 2, and

Strongly disagree = 1

Table 5: Personal (Student- Related) Factors

No	Items	Respondents	5		4		3		2		1		Total		Mean value
			No	%	No	%	No	%	No	%	No	%	No	%	
1	English Language difficulty	Student	23	13.1	43	24.6	14	8.0	60	34.3	35	20.0	175	100	2.77
		Instructor	3	13.0	9	39.1	4	17.4	7	30.4	-	-	23	100	3.35
2	Shortage of time to study and do group assignment	Student	77	44.0	69	39.4	5	2.9	17	9.7	7	4.0	175	100	4.10
		Instructor	7	30.4	10	43.5	4	17.4	1	4.3	1	4.3	23	100	3.91
3	Lack of efforts in doing activities	Student	18	10.3	44	25.1	16	9.1	64	36.6	33	18.9	175	100	2.71
		Instructor	6	26.1	7	30.4	3	13.0	7	30.4	-	-	23	100	3.52
4	Poor study skills	Student	20	11.4	39	22.3	12	6.9	63	36.0	41	23.4	175	100	2.62
5	Shortage of public transport	Student	77	44.0	50	28.6	21	12.0	19	10.9	8	4.6	175	100	3.97
6	Economic problems to cover educational expenses	Student	19	10.9	36	20.6	22	12.6	56	32.0	42	24.0	175	100	2.62
7	Inability to attend classes regularly	Instructor	7	30.4	10	43.5	2	8.7	3	13.0	1	4.3	23	100	3.83

In Table 5, item 1 presents about the extent of English language difficulty of extension students to manage their academic activities. Accordingly, 34.3% and 20% of the student respondents rated “disagree” and “strongly disagree” respectively to accept “English language difficulty” as a factor that hinders evening students’ class participation. Similarly, 30.4% of the instructors also rated “disagree” against this variable. On the other hand, student respondents who “strongly agree” and “agree” to accept “English language difficulty” as an impeding factor account for 13.1% and 24.6% respectively. Again, 13% and 39.1% of the instructors indicated their “strong agreement” and “agreement” respectively about the availability of “English Language difficulty” among the evening learners. The calculated mean values for students and instructors were 2.77 and 3.35 respectively, showing disapproval of the idea of having English language difficulty as an important factor that hinders the class participation of evening learners. Thus, “English language difficulty” doesn't stand out as a barrier for extension students to actively participate in the evening program.

In item 2, both the students and instructors were asked to give their responses about the time constraints of evening learners to manage academic activities. 44% and 39.4% of the student respondents indicated their “strong agreement” and “agreement” respectively to accept that “shortage of time to study and do assignment” could be regarded as a factor that influences learning in the evening program. At the same time, 30.4% and 43.5% of the instructors also indicated that they “strongly agree” and “agree” respectively to accept “shortage of time to study and do assignment” as a factor inhibiting the class participation of evening learners. On the other hand, 9.7% and 4% of the student respondents rated “disagree” and “strongly disagree” respectively to accept the aforementioned variable as a hindering factor. In a similar manner, the same percentage (4.3%) of the instructors equally rated “disagree” or “strongly disagree” towards the variable. The calculated mean values for students and instructors respectively are 4.10 and 3.91 indicating that both students and instructors agreed to accept “shortage of time to study and do assignment” as a problem for evening learners in pursuing education. Therefore, time constraint is found as one of the factors affecting the class participation of learners in the evening program. From the data, it can be said that since the majority of the evening students are employees and some married, the effect of full day work, family responsibilities and other social commitments has limited the time to be used for their academic activities.

Concerning item 3, 10.3% and 25.1% of the student respondents show their “strong agreement” and “agreement” respectively towards the point that “students lack efforts in performing

academic activities". The instructor respondents who "strongly agree" and "agree" with the above point account for 26.1% and 30.4% respectively. On the other hand, more than half of the student respondents (55.5%) and 30.4% of the instructors disagreed to accept the point that "evening students lack effort in doing activities". Moreover, the calculated mean value of students (2.71) indicates that the rate of student respondents on average fall in to the undecided category. This means that many of the students were not in a position to accept or reject the variable "lack of efforts in doing activities" as a hindering factor for learners to participate in their learning. But the mean value of instructors (3.52) on the other hand, indicates that most of them accept the prevalence of the aforementioned problem. Thus, the position of the instructors is quite different from that of the student's regarding student's effort in doing academic activities.

In item 4, student respondents were asked to show their level of agreement against their poor study skills. As a result, 63(36.0%) of the respondents rated "disagree." 41(23.4%) "Strongly disagree" and 12(6.9%) were unable to decide, the remaining 39(22.3%) and 20(11.4%) of the students rated the item as "agree" and "strongly agree" respectively. From this and the corresponding mean value (2.62) in the table, one can note that the rating of the majority of the respondents falls in the disagree level. Therefore, the evening learners have proved to have good study skills in their academic endeavors.

In response to item 5 (shortage of public transport); 77(44%) and 50(28.6%) of the student respondents rated "strongly agree" and "agree" respectively to accept the variable "shortage of public transport" as a factor influencing the class participation of evening learners. Contrary to this, 19(10.9%) and 8(4.6%) of the students indicated their "disagreement" and "strong disagreement" with the above statement respectively. The remaining 21(12%) rated "undecided". This and the calculated mean value (3.97) indicate that public transport is reported as insufficient. This implies that the problem is serious. In this regard, much has to be done by the government and private business organizations to minimize the problem.

In item 6, the student respondents were asked to rate against those levels of agreements about their economic problems to cover educational expenses. Accordingly, 56(32.0%) and 42(24.0%) indicated their "disagreement" and "strong disagreement". The remaining, 36(20.6%) rated "agree", 19(10.9%) rated "strongly agree", while 22(12.6%) were unable to decide. Therefore, from the above discussion and the corresponding mean value (2.62), the prevalence of economic problems to cover educational expenses is found to be marginal. Hence, is not regarded as a limiting factor for extension students to pursue their study.

For the purpose of checking the inability of students to attend classes regularly, instructors were asked to rate their level of agreement in item 7. Accordingly, (43.5%) and (30.4%) of the instructors rated the item as “agree” and “strongly agree” respectively. On the contrary, 3(13.0%) of the respondents were in “disagreement” and one (4.3%) indicated his/her “strong disagreement”. The remaining 2(8.7%) rated “undecided”. The mean value is also calculated as 3.83 which is an indication of the agreement of the majority respondents. Thus, failure to attend classes regularly is found to be one of the personal problems that hinder the class participation of evening students. This may occur when there is work overload in the organizations and scarcity of public transport as mentioned earlier.

In general, shortage of time to study and do assignment, scarcity of public transport and failure to attend classes regularly have been found as personal problems that adversely affect the academic success of evening students in the faculty of Education.

4.4.2 Job-Related (Occupational) Factors

As there are factors attracting learners to evening classes, there are also factors that hinder evening learners from attending classes. Most of the students in the extension program are employees and they may not be able to attend classes regularly for reasons that might be related to their job. A close consideration of these factors may help evening learners to be successful in their academic career. Accordingly, this section presents the views of student respondents about the “work or job- related problems” which inhibit their academic success in the evening classes.

In table 6 below, different items regarding occupational problems are listed and to react to these problems students have been asked to check their level of agreement using the following five ratings:

5=strongly agree,

4=agree,

3=undecided,

2=disagree and

1=strongly disagree.

Table 6: Occupational (job-related) problems of evening learners

No	Items	5		4		3		2		1		Total		Mean value
		No	%	No	%	No	%	No	%	No	%	No	%	
1	Higher responsibilities in the organization which could not give chance for part-time studies	45	25.7	76	43.4	20	11.4	25	14.3	9	5.1	175	100	3.70
2	Organizational duties not compatible with class schedule, such as overtime work, field trips, shift work during night, etc---	49	28.0	61	34.9	20	11.4	32	18.3	13	7.4	175	100	3.58
3	Impositions made by immediate bosses which emanated from giving work load during registration and exam weeks.	45	25.7	64	36.6	17	9.7	34	19.4	15	8.6	175	100	3.51

In the table above (Table 6), item 1 presents the effect of having higher responsibilities in an organization on part-time studies. In response to the item, 76(43.4%) of the student respondents agreed that having higher responsibilities in an organization has affected their academic participation in the evening class. At the same time, 45(25.7%) respondents also strongly agreed with the case while 25(14.3%) and 9(5.1%) were against it. That is, they have either disagreed or strongly disagreed with the presence of the problem.

Further more, the mean value 3.70 of item 1 in the table lies within the range 3.5-4.49. This verifies that the majority of the student respondents agreed that “higher responsibilities in an organization has an effect on student’s success in pursuing their studies in the evening program.” This appears possible from the fact that employees with higher responsibilities are expected to be involved in many organizational duties and commitments, and thus, have no time to look for the

necessary preparation towards their part-time studies. Hence, this is found as one among the several problems that inhibit employed students from being successful in their educational career.

In item 2, most of the respondents 61(34.9%) have agreed that organizational duties that are not compatible with class schedule have a negative impact on the academic participation of employed students in the extension division.

This was also strongly supported by 49(28.0%) of the respondents while 45(25.7%) stood against the issue. But the mean value in item 2(3.58) is in the range 3.5-4.49 and confirms that organizational duties interfere with class schedules and therefore affects students to participate in the evening class regularly. On top of this, organizational duties such as over time work, field trips, and shift works during night seem to contribute to the problem and as such can effect and may even lead students to discontinue their education.

In item 3, 64(36.6%) of the respondents agreed and 45(25.7%) were strongly agreed to the issue that “immediate bosses in an organization make their employees busy by giving more work than ever during exams and registration weeks.” However, 17(9.7%) were found unable to decide on this issue, while 34(19.4%) and 15(8.6%) of the respondents stood in contrary to the issue raised above. According to the mean value (3.51) of item 3, “work loads given by immediate bosses during exams and registration weeks have adversely affected student’s class participation in the evening” was the consensus reached by the majority of the respondents.

In general, higher responsibilities in the organization, organizational duties not compatible with class schedule, and the imposition made by officials in organizations are found to be organizational factors that hinder the class participation of learners in the extension program.

4.4.3 Family-Related Factors

This section is concerned with the impact of family support and home environment on student's academic activities. In line with this, the items in table 7 were set to obtain information about the prevalence of family related problems among the evening learners.

Table 7: Family-Related Factors

No	Items	No	%
1	The extent of your family monthly income to cover family expenses and school fees		
	• Highly sufficient	10	5.7
	• Sufficient	67	38.3
	• Not at all sufficient	98	56.0
2	The support of your spouse and family in pursuing your study		
	• Highly sufficient	49	28.0
	• Sufficient	68	38.9
	• Not sufficient	58	33.1
3	The convenience of your home environment to study and do assignment		
	• very good	29	16.6
	• Good	34	19.4
	• Satisfactory	17	9.7
	• Not suitable	95	54.3

Item 1 in the above table presents the extent of students' family monthly income to cover expenses. Accordingly; 98(56%) of the student respondents checked that they have insufficient family monthly income to cover expenses, where as the remaining 10(5.7%) and 67(38.3%) indicated that their family income is "highly sufficient" and "sufficient" to cover school as well as family expenses, respectively.

Therefore, one can clearly understand that the family monthly income of most of the respondents is not sufficient to cover all their expenses. This might be more prevalent in a family where there are more dependents. Thus, insufficient family monthly income came out as one of the factors that affects the class participation of evening students in the faculty.

In item 2, most of the respondents (68:38.9%) have sufficient support from their spouse or family to continue their education. Yet, a considerable number (58: 33.1%) were not backed either by their family or spouse. Still some 49(28%) of the student respondents indicated that the support of spouse and family in pursuing their study was highly sufficient. This indicates that 66.9% of the respondents were highly or sufficiently supported by their spouse or family to continue education during their spare-time.

In item 3, students were asked to rate the suitability of their home environment to study and do assignments. As shown in the above table (Table 7), 95(54.3%) of the students noted that home environment is not suitable while others 29(16.6%), 34 (19.4%) and 17(9.7%) indicated that it is very good, good, and satisfactory, respectively.

From the data it may be said that the home environment of the respondents is not suitable to study and do assignments. Finally, one may conclude that, even though there is a satisfactory family support to pursue studies, it might not be a reality for students to be academically successful with insufficient family income to cover expenses and unsuitable home environment to study.

4.4.4 Institution – Related Factors

In this section, attempt is made to discuss the major institutional problems of the evening learners. In line with this, information was gathered from the evening learners and instructors through questionnaires. The collected data is then summarized and presented in Table 8 (below). Consequently, possible institutional factors were listed in the table with the aim of obtaining information from the respondents about the prevalence of those factors among the evening learners. Furthermore, respondents were asked to show their level of agreement using the following five – point likert scale.

- | | | |
|---------------------|------------------------|----------------|
| 5 = strongly agree, | 4 = agree, | 3 = undecided, |
| 2 = Disagree and | 1 = strongly disagree. | |

Table 8 Institution –Related Factors

No	Items	Respondents	5		4		3		2		1		Total		Mean value
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Lack of appropriate guidance & counseling	Student	77	44.0	61	34.9	10	5.7	14	8.0	13	7.4	175	100	4.00
		Instructor	4	17.4	12	52.2	3	13.0	2	8.7	2	8.7	23	100	3.61
2	Lack of special support from the management	Student	9	5.1	7	4.0	3	1.7	64	36.6	92	52.	175	100	1.73
		Instructor	6	26.1	2	8.7	9	39.1	5	21.7	1	6	23	100	3.30
												4.3			
3	Lack of smooth inter-personal relationship	Student	9	5.1	10	5.7	16	9.1	67	38.3	73	41.	175	100	1.94
		Instructor	4	17.4	4	17.4	7	30.4	7	30.4	1	7	23	100	3.13
												4.3			
4	Shortage of service giving personnel in the evening	Student	84	48.0	61	34.9	22	12.6	3	1.7	5	2.9	175	100	4.23
		Instructor	5	21.8	10	43.5	3	13.0	4	17.4	1	4.3	23	100	3.61
5	Failure of instructors to start class on time	Student	101	57.7	47	26.9	8	4.6	14	8.0	5	2.9	175	100	4.29

In item 1, student and instructor respondents were asked to rate against the variable “lack of proper guidance and counseling”. Accordingly, the result in the table indicates that out of 175 student respondents, the majority (44.0%) and 34.9% have indicated their “strong agreement” and “agreement” respectively. The remaining 14(8.0%) rated the item as “disagree”, 13(7.4%) rated “strongly disagree” while 10(5.7%) rated “undecided”. Further more, the calculated mean value appear to be 4.00. Concerning instructor respondents, out of 23, most of them 12(52.2%) rated agree. Again, the other 4(17.4%) showed their strong agreement. Three (13.0%) of the total respondents rated “undecided” while the remaining 4(17.4%) have equally rated “agree” and “strongly disagree”. The mean result is 3.61.

From the above, it can be said that both the student and instructor respondents have agreed that the guidance and counseling service given does not properly address the needs and interests of the evening learners.

Moreover, from the interview conducted with the extension coordinators, it was learned that some guidance and orientations were given but are insufficient. It is also indicated (by one of the interviewees) that “most of the extension students had no formal orientation about the rules and regulations of the university.” This clearly shows the absence of sufficient guidance and proper information in the extension division. Hence, lack of sufficient guidance and counseling is found to be a problem for the extension students towards achieving success in their studies.

In item 2, among the student respondents, 92(52.6%) have strongly disagreed with the statement that “evening students lack special support from the management.” Only 9(5.1%) strongly agreed with the statement. On the other hand, 64(36.6%) students contradicted while 7(4.0%) agreed with the statement. Only 3(1.7%) were unable to decide. The calculated mean value (1.73) indicates that the majority of the student respondents were in contradiction with the statement that reads “there is lack of special support from the management.” This means that students get special support from the management as seen from the above discussion. Regarding the instructor respondents, 6(26.1) were in a strong agreement with the statement that “there is lack of special support from the management.” Still 2(8.7%) of the respondents were in favor of the statement. When 5(21.7%) contradicted the statement, 9(39.1%) were unable to decide. The mean value result (3.30) also indicates that the majority of the instructors failed to show their level of agreement or disagreement about the absence of support given by the management.

In general, the statement in item 2 “lack of special support from the management” does not stand out as a problem.

Concerning item 3 (lack of interpersonal relationship); 73(41.7%) and 67(38.3%) of the student respondents have rated “strongly disagree” and “disagree” respectively against the statement “lack of smooth interpersonal relationship”. On the other hand, 9(5.1%) and 10(5.7%) of the students rated “strongly agree” and “agree” respectively against the aforementioned statement, while the remaining 16(9.1%) were unable to decide. Besides, the mean value (1.94) indicates that majority of the student respondents stood in contradiction with the statement that “there is lack of smooth interpersonal relationship.” Thus, the view of students towards smooth interpersonal relationship with other faculty members proved to be positive.

As to instructor respondents, 17.4% have equally rated “agree” and “strongly agree” against “lack of smooth interpersonal relationship.” Only 1(4.3%) strongly disagreed, while 7(30.4%) equally rated “disagree” and “undecided”. The calculated mean value (3.13) reveals the position of the majority of the instructors against the statement. Therefore, instructors were found reserved to rate the statement on the absence of smooth interpersonal relationship in the faculty.

In item 4, respondents were asked to rate the variable which says “shortage of service giving personnel in the evening program”. Accordingly, 84(48.0%) and 61(34.9%) of the student respondents rated “strongly agree” and “agree” respectively. Only 3(1.7%) and 5(2.9%) student respondents disagreed and strongly disagreed with the item respectively. The rest 22(12.6%) were unable to rate the statement. Yet, the mean value is calculated as 4.23 indicating that majority of the student respondents agreed on the availability of shortage of service giving personnel in the evening. This may become a serious problem during registration as commented by students to the open-ended item of the questionnaire (See Appendix-A). The same item was also rated by 10(43.5%) and 5(21.8%) of the instructors “agree” and “strongly agree” respectively. Only 1 instructor (4.3%) strongly disagreed with the item, while 4(17.4%) rated “disagree”. The rest 3(13.0%) were unable to decide. The mean value for instructor respondents is 3.61. From the above data it may be said that the majority of the instructor respondents agreed with the views of student respondents. Thus, shortage of service giving personnel is found as a problem for the extension students to pursue their learning.

In item 5, student respondents were asked to indicate their level of agreement about the “failure of most instructors to start classes on time”. Thus, 101(57.7%) of the students rated “strongly

agree”, 47(26.9%) rated “agree”, and 14(8.0%) rated “disagree”. Only 5(2.9%) rated “strongly disagree” and the rest 8(4.6%) were reserved to rate. The calculated mean result (4.29) indicates that the majority of student respondents agreed with the statement.

Therefore, it may be concluded that instructors fail to start classes regularly. This is usually reflected at the beginning of each semester as seriously commented by students in the open-ended item of the questionnaire (See Appendix-A). Moreover, the Extension Assistant Dean during the interview commented that “the evening program is not well-supervised.” Hence lack of close follow up of the program by the Extension Coordinators and Assistant Deans seem to contribute its share largely to the problem.

In general, lack of appropriate guidance and counseling, shortage of service giving personnel and failure of instructors to start classes on time were found as institution related factors that are likely to influence the active involvement of students in the evening program. In this regard, it requires a collaborative effort of the faculty authorities and instructors to assess the needs and interests of the evening learners and plan strategically to alleviate the problems.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

The purpose of this study was to examine the current problems of the evening learners at the Faculty of Education (AAU). To this end, basic questions addressing areas of the motives and major factors affecting the academic success of the evening learners were set.

The study was conducted in Addis Ababa University College of Education. The subjects of the study were 175 second and third year evening students of the faculty, 23 instructors, 3 Coordinators and 1 Assistant Dean of the Extension Division. To select the sample population, random and purposive sampling techniques were used. Data was gathered from the respondents through questionnaires and structured interviews. Finally, the data was analyzed using statistical tools such as percentage and mean. In line with the basic questions, the results of the analyzed data have indicated the following major findings.

1. The evening students in the faculty were found to have the following characteristics:
 - 1.1 About three quarters of the students were over 20 years of age, and so, were adults.
 - 1.2 More than half of the evening students were females. Thus, were well represented in the program.
 - 1.3 About one third of the learners were married
 - 1.4 More than three quarters of the evening learners were employed and served for two years and above.
2. Most of the evening students were interested to learn in the evening program because they work during the day time. And their motives for learning were basically centered on economic interests and social status development. In a descending order of importance, the major motives were:
 1. to get job or better jobs
 2. to obtain degree or diploma
 3. to improve knowledge; and
 4. to get satisfaction.

3. The evening class schedule was found to be convenient for the majority of evening learners and instructors.
4. Factors that hinder the class participation of evening students were found to be of various nature. Some were personal, while others were occupational, family-related, and institutional as briefly noted here under.
 - 4.1 Shortage of time to study and do group assignments, scarcity of public transport, and failure to attend classes regularly were found as the major personal problems, among others.
 - 4.2 The occupational factors such as having higher responsibilities in their organizations, organizational duties not compatible with the evening class schedule and the imposition made by bosses (for example, giving work loads during registration and exams) are found as problems faced by evening learners.
 - 4.3 Although evening students have sufficient support from their family to pursue their education, the inability of family monthly income to cover expenses; and unsuitable home environment to study and do assignments were identified as family related problems that affect student's class participation in the evening program.
 - 4.4 It was found that lack of appropriate guidance and counseling; shortage of service giving personnel to make a close follow-up and facilitate the evening program, and failure of instructors to start classes on time dissatisfied extension students with the existing administrative condition and thus, was identified as a major institutional factor.

5.2 Conclusions

On the basis of the major findings discussed above, the following conclusions are drawn:

1. The general characteristics of the respondents showed that almost all of the extension students were adults with many years of experience. Moreover, the extension program equally serves both males and females in their attempt to continue education. In addition, the learners are those with the basic motive of getting a job or a better job, obtaining a degree or a diploma, improving knowledge and getting satisfaction are reasons for participating in the evening program.

2. The academic class schedule set for both the evening students and instructors is convenient in that the class time does not overlap with the time required to accomplish other duties. Thus, it helps participants to manage academic duties properly.
3. Evening learners, as adults require their learning to be more meaningful for their immediate needs. They also came to class with experiences. However, in the course of their studies they are encountered with problems. These problems vary in their nature and could be grouped as personal, occupational, family related and institutional.

As learned from the open-ended items responses, the various factors have negatively impacted on the follow up of students learning and created a sense of fear and instability on considerable number of the evening students to continue their education.

In general, the evening student's problem: has impeded students' active involvement in their learning, become a cause for some of them to discontinue their education, and hampered the teaching learning process from different perspectives.

5.3 Recommendations

Based on the findings and the conclusions the following recommendations are forwarded.

1. The study revealed that for the majority of the students and instructors, the evening class schedule is convenient to participate in the program. This has to be continued, however needs some improvement. This is one way of attracting students and instructors to be involved in the learning process of the evening program.
2. The results of the study also identified lack of appropriate guidance and counseling, shortage of service giving personnel and failure of instructors to start classes on time as an institution related factor. Moreover, from the interview held with the Assistant Dean it was understood that the evening program was not properly supervised. In this regard, it is recommended that the extension administrative body should:
 - 2.1 Assign qualified personnel particularly responsible to give in-depth guidance and counseling services and assist students by giving advise on how to study and be successful in their academic career.
 - 2.2 Look for more trained personnel than before for the smooth running of the teaching-learning process in the evening program. This could be made possible by hiring qualified coordinators on full-time basis so that the evening program will be well

planned, directed, organized and closely monitored. This, in effect may help to reduce delay in starting class, indicate areas that need action for improvement and make the evening program responsive to problems of the learners.

3. From this study it was learned that employed students suffer from problems related to their job such as: higher responsibilities in their respective organization, over time work and impositions made by bosses. To alleviate such problems, the university and the concerned organizations need to collaborate and reach at a common understanding so that extension students would pursue their education. This may be done by exchanging information about the overall nature of the program. On top of this, concerned organizations should encourage employee students to learn competently by reducing work loads and maintaining smooth relationship among workers and their bosses in order to benefit from greater work performance of their employees.
4. One of the findings of the study relates to the problem of public transport (affecting extension students). In this regard, it would be of great help if, private and public transport agencies cooperate in providing transportation especially at the beginning and end of the night sessions. This helps students to start classes on time and also get back home on time.

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Appendix – A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers Professional
Development Studies
Questionnaire to be filed by evening Students

The purpose of this questionnaire is to obtain information and examine the major factors affecting the educational success of the evening learners (Students) at the faculty of Education (AAU) and give feed-back. suggestions and recommendations that could be helpful to decision makers in the Extension Division Office of the AAU for improving the educational practices of the evening program. It is prepared to be filled only by 2nd and 3rd year students. I am confident that, your experience, feelings, and suggestions will be helpful for the study. I appreciate your effort and cooperation for offering honest and frank response.

Thank you!

Part I: General Characteristics and Background of Respondents

Instruction: - Please react to the following questions and fill in the space provided your appropriate response. Or make an 'x' sign against the alternatives that you think is appropriate and corresponds to what you fill about the matter under discussion.

1. Faculty _____
2. Department _____
3. Number of students in your class
A. Below 50 _____ C. 60-70 _____
B. 50-60 _____ D. 70-80 _____ E. above 80 _____
4. Sex A) Male _____ B) Female _____
5. Age. A. below 20 years _____ B. 20-25 years _____
C. 26-30 years _____ D. above 30 years _____

6. Marital status

A. married _____

B. Single _____

C. Divorce _____

D. Others, specify _____

7. Occupational status

A. Government employee _____

B. private business organization employee _____

C. Non-Government organization (NGO) employee _____

D. Has no job _____

E. other specify _____

8. Your service year as an employee

A. Below two years _____

B. 2-5 years _____

C. 6-9 years _____

D. 10-13 years _____

E. Above 13 years _____

Part II: Students Motivational factors and Reasons for Learning in the Evening

Instruction: - Give short and brief answers for items that require explanation or put an "x" sign against items that require selection in the space provided

1. What motivates you to learn in the evening? Rank the following factors According to their level of priority by putting the most motivating factor first and the least motivating factor last using numbers 1-6.

A. To get a job /better job _____

B. To get promotion _____

C. To improve knowledge or skill _____

D. To pass the time _____

E. To obtain degree or diploma _____

F. To get satisfaction _____

Others, specify _____

2. Why do you learn in the evening program?
 - A. I couldn't get the chance to learn in day program _____
 - B. To work during the day _____
 - C. Being afraid of the competitions that exist with regular students _____
 - If other; specify _____
3. To what extent is the evening program convenient for you in terms of attaining your learning needs and objectives?
 - A. More convenient; _____
 - B. Convenient; _____
 - C. less convenient; _____
 - D. Not convenient _____
4. Are you enrolled in the department you choose and applied for?
 - A. yes _____
 - B. No _____
5. If the answer for question No.4 above is "No" state your reason briefly

Part III: Major Problems that Hinder the Participation of Evening Students

1. What are the significant problems that hinder your participation in the evening program?
 Please indicate your agreement or disagreement by putting "x" sign in the column provided

No	Item	Possible factors that inhibit the participation of learners in the evening program	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.1.	Student related factors	1.1.1. Language difficulty (proficiency) particularly for courses prepared in English during the teaching learning process					
		1.1.2. poor ability of study					
		1.1.3. Shortage of time to study and do group assignment.					
		1.1.4. Lack of efforts in doing activities					
		1.1.5. in availability of public transport					
		1.1.6. Economic problems to cover educational expenses					
		1.1.7. Failure to attend classes regularly					

1.1.8 What other personal factors do you think might affect your academic participation in the evening class? Please state them in the space given below. (The answer can be written in Amharic)

1.2	Institution related factors	1.2.1 Lack of appropriate guidance and counseling or orientations about the duties and responsibilities of evening learners towards their educational activities					
		1.2.2 Lack of special support from the management and teachers of the college when students are faced with academic problems					
		1.2.3 Scheduling problems such as conducting registrations, tests and exams during working hours					
		1.2.4 Lack of relevant reference materials(books) in the library					
		1.2.5 Lack of teaching technologies(computer room, internet access', etc)					
		1.2.6 Teacher absenteeism which, in due time leads to rushing fast to cover course contents					
		1.2.7 Shortage of service-giving personnel in the evening					

1.4.4 The convenience of your home environment to study and do your assignments.

____ A) Very good

____ B) Good

____ C) Satisfactory

____ D) Not suitable

1.4.5 What other family-related problems do you think might affect your participation in the evening classes? Please state them briefly in the space given below. (The answer can be written in Amharic)

1. _____
2. _____
3. _____
4. _____
5. _____

1.4.6 What solutions do you recommend to improve the academic participation of evening students in the faculty of education? Please state them below. (The answer can be written in Amharic)

1. _____
2. _____
3. _____

Thank you Again!

Appendix – B

Addis Ababa University School of Graduate Studies
Department of Curriculum and Teachers Professional
Development Studies

Questionnaire to be filled in by evening Instructors

The purpose of this questionnaire is to obtain information and examine the major factors affecting the educational success of the evening learners (students) at the faculty of Education (AAU) and give feed-back, suggestions and recommendations that could be helpful to decision makers in the Extension Division Office of the AAU for improving the educational practices of the evening program. I am confident that, your experience, feelings, and suggestions will be helpful for the study. I appreciate your effort and cooperation for offering honest and frank response.

Thank you!

Direction: Please write short answers for questions that need explanation and put "x" sign against the alternatives that you think is appropriate for items requiring selection.

1. General Information

1.1 Faculty _____

1.2 Department _____

1.3 Working condition _____

A) Full -time instructor _____

B) Part-time instructor (outside AAU) _____

If others, specify _____

1.4 Sex

A) Male _____

B) Female _____

1.5 Age _____ years

1.6 Marital status

_____ A) Married

_____ B) Single

_____ C) divorce

Others, specify _____

1.7 Educational Qualification

- A) PhD/Dr B) M.A. /M. Sc
 C) B.A/B.Sc./B. Ed.
If others, specify _____

1.8 For how long have you taught in the evening program? _____

2. The motivation and interest of instructors towards teaching in the evening

2.1 What motivates you to teach in the extension program?

- A) Economic benefit
 B) to help citizens who are unable to learn during the day program
 C) Due to the pressure the faculty has lain on me.

If other, specify _____

2.2 How do you rate your interest of teaching in the evening as compared to your regular program duties?

- A) Very interesting B) interesting
 C) not interesting D) laborious and tiresome

3. Evaluations and views of instructors about the Extension program and the problems that hinder Participation of students in the evening classes.

3.1 How do you rate the cooperation and services given by workers in the evening?

i. Coordinators

- A) very high B) satisfactory
 C) low D] very low

ii. Secretaries –

- A) very high B) satisfactory C) low D] very low

3.2 How do you evaluate the payment the extension division charges on students?

- A) High B) Medium C) Low

3.3 From your rich and long experience as a teacher, which of the following are believed to be factors hindering the academic participation of students in the evening class? Please indicate your level of agreement or disagreements by putting “x” sign in the column provided.

No	Items	Possible factors that inhibit the participation of students in the evening class	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3.3.1	Institution related factors	3.3.1.1 Lack of adequate guidance and counseling service					
		3.3.1.2 Lack of adequate textbook and relevant reference materials.					
		3.3.1.3 Most evening learners are not treated well by the extension division administration.					
		3.3.1.4. Due to shortage of service giving personnel in the extension division, students are forced to come during the day to pay fees and conduct registration					
		3.3.1.5 Absence of smooth communication between teachers and students to wards solving problems timely.					
		3.3.1.6. Teachers in availability to give guidance timely.					
3.3.2	Student related factors	3.3.2.1. Inability of English language of the students to understand, perform assignment and course works.					
		3.3.2.2. Shortage of time to study and do assignment due to work overload from their organization (employer) .					
		3.3.2.3 Lack of effort to do home works, group assignments, etc.					
		3.3.2.4. Failure to attend classes regularly.					

Instruction: - Please write short answers for questions that require explanation and put "x" sign against the alternative that you think is appropriate.

3.4. Is the extension academic schedule conveniently set for you, with regard to other commitments and responsibilities?

_____ yes _____ No

3.5. If the answer to question No.3.4 above is "No", what other options do you suggest to improve the schedule? Write your suggestion in the space provided below

1. _____
2. _____
3. _____

3.6. How do you manage to make up for those classes you missed?

_____ A) by arranging make-up classes

_____ B) by giving reading assignments to students, to be read by their own, and check their reading by incorporating it as a question in their examination

_____ C) Prepare notes and handouts and order students to read it by themselves.

If other, specify _____

3.7. Compared to regular students, how do you treat extension students when they are in need of your help in their academic endeavor?

_____ A) The same as the regular students.

_____ B) With special consideration and respect (since they are different in many respects)

_____ C) Give no attention for student problems since my responsibility is only teaching.

If other, specify _____

3.8 Is there any difference in the preparation of courses and exams, development of course materials and devising of teaching strategies for extension students as compared with regular students in your course?

_____ yes _____ No

3.9. If the answer to question No.3.8.above is "yes", please specify your reason in the space provided below.

1. _____

2. _____

3.10. How do you evaluate the academic capability of evening students as compared with regular students?

_____ A) High _____ B) medium _____ C) low

3.11. Would you please write briefly other factors that you think might contribute to the low class participation of extension students in the faculty? (Write your responses in the space provided below)

1. _____

2. _____

3. _____

3.12. What solutions do you recommend to alleviate the academic problems that inhibit the participation of learners in the evening classes? State them briefly in the space given below.

1. _____

2. _____

3. _____

I thank you again!

Appendix – C

Addis-Ababa University

School of Graduate Studies

Department of Curriculum and Teachers Professional Development Studies

Interview I

Interview questions for Extension Division Administrators and Coordinators of the college.

1. How is the evening program managed in the college?
 - What is the structure of the extension division?
 - What kind of services are rendered to evening students?
 - Is guidance and counseling orientation given? To what extent?
 - Are students and teachers academic complaints treated properly?
 - Are libraries, laboratory services, text books, and internet services adequately available?
 - Is the evening program well supervised?
 - Is students academic problems properly resolved?
 - What is the attempt made so far to improve the teaching learning problems in the evening?
2. How much do evening students pay for school fee?
 - For registration
 - For courses per credit hour
3. Is there good and smooth communication between students, teachers and administrators of the evening program regarding academic issues?
4. According to your position in the office, do you believe that you have used your responsibility to the maximum in alleviating the academic problems of evening students in the college? If not what are the reasons?
5. Finality, what factors that you think might have influenced the full participation of students in the evening program? And what -solutions do you recommend to alleviate these problems?

Thank you very much for your kind cooperation.

Appendix – D

Addis Ababa University

The Continuing and Distance Education Office Students' Population by Department


Edpm	M	F	English	M	F	Psychology	M	F	Chemistry	M	F	Maths	M	F	Physics	M	F	Biology	M	F	business	
94 entry	10	-	97 Entry	44	8	97 Entry	28	40	97 Entry	48	10	97 Entry	34	7	99 Entry	42	4	99 Entry	65	17	97 Entry	173
95 "	47	38	98 Entry	95	40	98 Entry	38	58	98 Entry	40	14	98 Entry	70	18							98 Entry	304
96 "	43	42	99 Entry	57	32	99 Entry	50	67	99 Entry	23	15	99 Entry	91	20								
97 "	34	41																				
98 "	110	66																				
99 "	70	54																				
Total	314	214		196	80		116	165		111	39		195	45		42	4		66	17		477

DECLARATION

I, the undersigned, declare that this thesis is my original work done under the guidance of Dr. Abdulaziz Hussen and has not been presented for a degree in any other university.

All sources of materials used for the thesis have been duly acknowledged.

Name: Ketema Shiferaw

Signature:  _____

Place: Addis Ababa University

Date: *July, 2007* _____

This thesis has been submitted for examination with my approval as university advisor.

Name: Abdulaziz Hussen (Dr.)

Signature: _____

Date: _____