# PERFORMANCE OF WOMEN IN ADULT EDUCATION: A CASE OF INTERGRATED COMMUNITY BASED ADULT EDUCATION (ICBAE) PROGRAMME IN MOROGORO RURAL DISTRICT

**BY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE. MOROGORO, TANZANIA.**

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## ABSTRACT

Generally the study aimed to examine the factors which contributed to low performance in Adult Education Literacy Programmes (AELPs) among women in Morogoro Rural District. The specific objectives of the study were; (i) to find out whether formal education prior to joining literacy programmes influenced women's performance in literacy programmes; (ii) to Examine, whether the literacy programmes were relevant to women's socio-economic pursuits; (iii) to Investigate the community attitudes towards women's participation in literacy programmes; (iv) to find out activities performed by female literacy participants; (v) to examine the factors influencing women performance in literacy programmes. A cross-sectional survey design was used. Data were collected using survey, key informants and observation methods supported by interview schedules, questionnaire schedules and observing as main tools of data collection. Descriptive statistics, cross tabulation, Likert scale and logistic regression model were used as tools of data analysis. Purposive sampling of the study area was done and key informants used to give some data. The study involved 198 respondents; 120 female literacy learners, 24 literacy teachers, 12 hamlet leaders, 12 adult education officers/coordinators and 30 husbands of the women participants in AELPs. Study findings revealed that women performance in AELPs was affected by lack of formal education prior to join AELPs, extreme overloading of day to day activities for women, negative community attitudes towards women education, increase in age, family size and marriage in Morogoro rural district. The study recommends on the need to review and modify the curriculum so that the programmes made more responsive to women's aspirations, needs and interests.

## DECLARATION

I, Philipo R. Sungu, do hereby declare to neither the Senate of Sokoine University of Agriculture that this dissertation is my own original work and has never been submitted nor concurrently being submitted for a degree award in any other University.

_____ _____

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The above declaration is confirmed

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## DEDICATION

To my parents: Raphael Sungu and Germana Sunmbu who instilled into me the sense of love, hardworking, struggle for life and independence. To all women of the world whose suffering is rooted in lack of education and recognition.

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| ADB | African Development Bank |
| AELPs | Adult Education Literacy Programmes |
| ASPBAE | Asian South Pacific Bureau of Adult Education |
| CHRAGG | Commission for Human Rights and Good Governance |
| CIDA | Canadian International Development Agency |
| COBET | Complementary Basic Education (Tanzania) |
| ICBAE | Integrated Community – Based Adult Education |
| MA (RD) | Master of Arts (Rural Development) |
| MDC | Morogoro District Council |
| MOEVT | Ministry Of Education and Vocational Training |
| REFLECT | Regenerated Freirean Literacy through Empowering Community Techniques |
| SIAST | Saskatchewan Institute for Applied Science and Technology |
| SIDA | Swedish International Development Cooperation Agency |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| URT | United Republic of Tanzania |
| WCEFA | World Conference for Education for All |

# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background Information

Literacy plays an important role for developments of women's lives (Nyerere, 1967). Adult literacy can be equated to fertilizer needed for development to take root and grow (ASPBAE, 2006). It is the invisible ingredient in any successful strategy for eradicating poverty and achieving quality lives. The instrumental uses of literacy skills especially for women are directly both for individual and nation; that, literacy can increase independent communication, reduce vulnerability to dependence and enhance direct access to information (Jeffries, 1967; Eisemon, 1988). Literate people enjoy better health, engage better in poverty eradication strategies, they think better, gain in confidence and participate more in development activities than before getting education (Magellan, 1991; ASPBAE, 2006). The question of women's literacy skills is of paramount importance not only for educational and cultural reasons but also because it forms the very core of modernization and development (Jeffries, 1967). The demands created by advancing technology today requires an increased level of knowledge, skills, understanding and ability to improve someone's living and working conditions. For example, in modern civilized society, reading and writing are considered indispensable elements for personal advancements and achievements (Jeffries, 1967). Although literacy cannot be claimed to be the entire cause of development or an end in itself, it is an important factor in its capacity to reduce levels of inequality and creates favorable environment for achieving quality lives (McGivney and Frances, 1991).

Together with many benefits of literacy, one of the challenges which is facing the present generation in achieving the quality livelihood for people especially in rural areas is

illiteracy for women (Mutanyatta, 2004). In 1990s for example, the illiterate figures in the world showed a total number of 895 Million people who were illiterate whereby 60% of them were women(Mutanyatta, 2004). ASPBAE (2006) extends that, females constitute about two third of the total number of illiterates in the world. In Tanzania Statistics shows that 30% of the population are illiterate adults whereby 75% of those illiterate people are women who live in rural areas (Mutanyata, 2004).

The Tanzanian government realized this challenge since the early days of independence (1961 – 1967) (Kassam, 1978). Efforts were made to promote adult education for both men and women as the strategy to enable all the Tanzanian Citizens to properly utilize their resources (ibid). In 1970, Tanzania declared an Adult Education year, accompanied by National Literacy Campaigns to eradicate illiteracy for all adults (Mpogolo, 1985). In 1990s, Tanzania adopted the Complementary Basic Education (COBET) Programme for out of school children aged 8 to 18 as the strategy to eradicate illiteracy in the country (Mushi *et al.*, 2002). In 1995 Integrated Community – Based Adult Education (ICBAE) programme was adopted as a model to be used in AELPs in the country (Mutanyata, 2004; Mushi *et al.*, 2002).

Together with all these efforts to improve women performance in AELPs yet literature shows that the success is very far. Statistics shows that an illiteracy rate in Tanzania grows bigger year after year. For example 1986 constitutes 9.6% (men 7.1%; women 12%); 1992 constitutes 27% (men 13%, women 19%); 1995 constitutes 32.2% (men 20.6%, women 43.2%) 2000 constitutes 34% (men 29%, women 42%) and 2007 constitutes 38%.In all these above scenarios women illiterate were more than men (Mutanyata, 2004). Therefore there is a need for research efforts to identify such root

causes and hence help to redesign the adult education programs to reduce the people's problem.

**1.2 Statement of the Problem**

ICBAE Programme established in 1995 as a mechanism for achieving sound and sustainable socio – economic transformation by reducing the rate of illiteracy in the country Mushi *et al*.,(2002). The overall objectives of ICBAE programme were to empower communities to take full responsibility for the development of their programmes and projects; to improve the quality and efficiency of literacy programmes and to sustain literacy programmes by restructuring them with strong features of "bottom – up" planning that allows beneficiaries to make decisions on the nature of programmes and projects, curricula, management and evaluation Bugeke (1997) cited by Mushi *et al*. (2002).

Further more the aim was to enable the communities to develop a positive attitude towards implementation of literacy and development projects and to make them sustainable through their use of their own resources. The programme was designed in response to the findings of the national literacy census conducted in 1992, which revealed that adult literacy classes were dying out and the illiteracy rate was on the increase. All these efforts aimed at improving and sustaining performance of those who have never learned how to read, write, neo – literates and out – of – school youths, especially women (Mushi *et al.*, 2002).

Since it was established when the illiteracy rates was 32%, currently it is 15 years since extended its efforts to reduce illiteracy especially for women. Surprisingly now illiteracy is higher to the tune level of 38% in 2009 as compared to 27% in year 1992

(Mushi *et al.*, 2002). This means that ICBAE has failed to look at the root cause of women poor performance, hence strategies need to be redesigned to address the problem based on the major cause of a problem. It is therefore justifiable to undertake this study in order to identify the root cause in order to make the causes clearly known to researchers and educational planners for the purpose of designing sound strategies for the improvement of women performance in AELPs.

### 1.3 Problem Justification

Given the fact that, women are central in the national development, and given that, the majority of them are illiterate and performed poorly in literacy programmes, there is a need to investigate the factors which have direct affects on educational performance in AELPs with the view of helping them to improve their performance as well as literate rate for their well being. This study is in line with Millennium Development Goals (MDGs) No. 2 and 3, that stress on achievement of universal education at all levels by 2015 and achieve gender equality in all opportunities; Tanzania Development Vision (TDV) 2025; National Strategy for Growth and Reduction of Poverty (NSGRP); and Education and Training Policy (ETP) of 1995 (Mlekwa, 2004; Suso, 2006; URT, 1995; UN, 2005; URT, 2001). For example, the national literacy tests conducted in Tanzania in the 1970s and 1980s shows that, women performed poorly than men. Literacy performance among men and women for selected years are 66%, 56%; 79%, 67%; 85%, 68%; 90%, 79% and 93%, 88% in 1975,1977,1981,1983 and 1986 respectively ( Elimu, 1986).

By having 521 103 (36%) illiterate populations in which women share 41%, lead Morogoro region ranked number nine in illiteracy rate among twenty one regions of Tanzania mainland (URT, 2002). Morogoro rural district has high illiteracy rate of 46% (men 37% and women 55%) compare to other five districts of the region; for example

Kilosa 41% (men 36% and women 45%), Mvomero 38% (men33% and women 42%), Ulanga 65%(men 30% and women 41%), Kilombero 31% (men26% and women37%) and Morogoro Urban 20% (men 18% and women 22%) (URT, 2002), the presented statistics show that, women performed low compared to men. A major question to ask ourselves is that, what are the factors influencing this situation? Why there is more women's low performance than men? All these questions need scientific answers that can only be provided by in-depth analysis of the prevailing situation. Hence this study is justifiable.

## 1.4 Research Objectives

### 1.4.1 General objectives

The overall objective of this study was to examine the factors which contributed to low performance in literacy programmes among women in Morogoro Rural District.

### 1.4.2 Specific Objectives

Specifically, this study sought to deal with the following tasks:

1. Find out whether formal education prior to joining literacy programmes influenced women's performance in literacy programmes;
2. Examine, whether the literacy programmes were relevant to women's socio-economic pursuits;
3. Investigate the community attitudes towards women's participation in literacy programmes;
4. Find out activities performed by female literacy participants.
5. To examine the factors influencing women performance in literacy programmes.

### 1.5 Significance of the Study

The study aimed at revealing factors which contributed to low performance in literacy classes among women in Morogoro Rural District. It is expected that such information would enable adult education planners make a viable modification of women AELPs in the future. Further it is hoped that the study can generate new knowledge in the field of adult education and women's education in particular. Apart from this, the information generated by this study can enable other researchers carry out further research on other areas related to this study.

### 1.6 Hypotheses

**Ho:** There is relationship between socio-economic factors and women's performance in AELPs.

**H1:** There is no relationship between socio-economic factors and women's performance in AELPs.

### 1.7 Conceptual Framework of the Study

Women's performance in literacy programmes have been viewed to be low when compared to men's performance in the same programme (Mpogolo, 1970). But education remains the liberating tool for every human being regardless of the gender, race, age or class. The aim of the AELPs was to ensure equal performance for both men and women in literacy programmes. Fig. 1 show the conceptual model for this study that examines the relationship between the good performance of women in literacy programmes as a dependent variable and the factors that enable the women to perform well in literacy programmes as independent variables.

The model shows that the good performance of adult women in literacy programmes depends on the strong and relevant initiatives to be taken by the government prior to beginning of the implementation of the literacy programme. In this stage, there should be effective orientation programmes to the stakeholders so that they can understand and accept the idea of having such programmes to them. After the key stakeholders to accept the idea, both the orientation givers and the stakeholders should cooperate in preparing the relevant curriculum and syllabi that fit and benefit them in their environment. They also need to prepare favourable venues and convenient time for learning.

In the initial stage, familiarization is needed to all members of the society in the sense that all members are supposed to support that programme materially and morally. The issue of teacher-learner ratio is also paramount because teaching and learning must be done professionally to meet the psychological factors.

During the implementation stage, there should be both effective teaching and learning. The issue of motivation for both teachers or facilitators and learners must be done. There are motivations in terms of funds, materials and morals. Teachers should be democratic, sympathetic and emotionally stable to women learners.

Another thing which is very important is the assessment processes and evaluation of the teaching and learning in AELP. Education officers, teachers and learners should collaborate in setting the assessment system. Associating stakeholders instigates morale in teaching and learning processes. Therefore, teaching and learning should prepare a system of providing quizzes, tests, examinations, projects and home works as well as final examinations at the end of the programme. Awards for those who perform well should be clearly stated for both teachers and learners.

During the implementation stage, there must be close supervision and monitoring. The education officers and government officials have to ensure that all the initiatives set at the placement evaluation are perfectly implemented. The initiatives should be successful from the registration stage, follow upon attendances, ensuring that there are qualified teachers, relevant materials, relevant venue, full participation of women learners on learning, and relevant continuous assessment.

So, at the end of the programme, the evaluation should be done to examine the expectations of the stakeholders for that programme. In this programme, the evaluators expect to see a good number of women who registered for AELP have completed the programme successfully. They also expect to see dedicated and committed women in literacy. The symptoms of the dedicated graduates is to see them teaching their children, husbands and fellow women and practicing what they have been taught in their social economic life, hence, successful women.

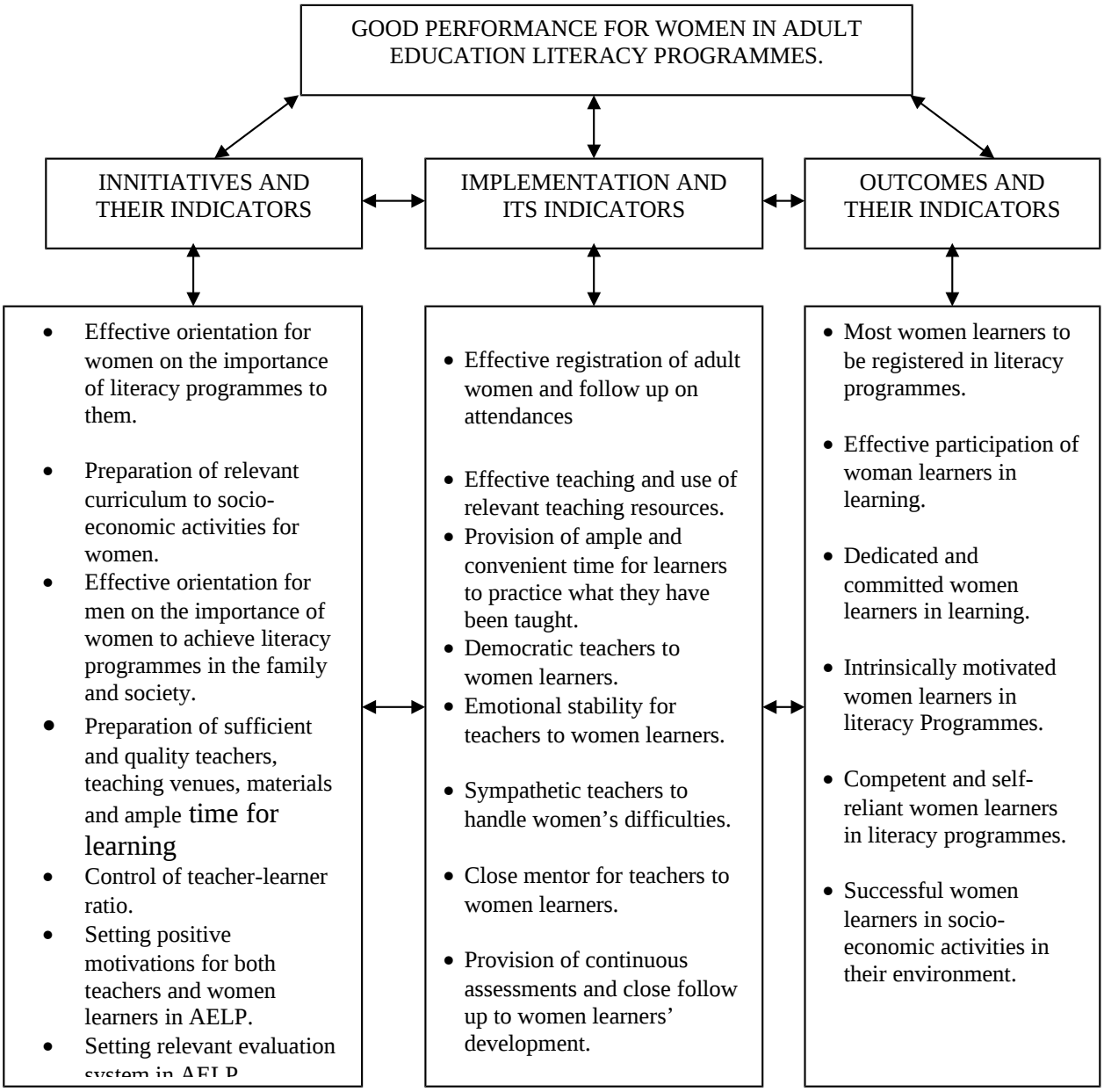


**Figure 1: Conceptual model for achieving good performance for women in literacy Programmes**

### 1.8 Set Up of the Dissertation

This dissertation is organized into five chapters. Chapter one presents the introduction of the work while chapter two is literature review. This (chapter two) shows different researches works done by various people in different parts in the world in similar discipline. Chapter three describes the methodology adopted for this study. The description of the study area, sampling procedures, data collection and process for data analysis are the key issues described in this chapter. Chapter four presents and discusses

the results of the study. Finally, chapter five gives conclusions and recommendations emanating from the major findings of the study.

# CHAPTER TWO

## 2.0 LITERATURE REVIEW

### 2.1 Overview

This chapter presents a review of literature related to the study. The review includes theories of educational performance, definition of performance, women performance in AELPs, consideration in measuring performance, the situation of illiteracy among women at global level and Tanzania in particular; the importance of literacy for women, factors which influence women's performance in AELPs and review of methodological aspects. Studies conducted in Tanzania and other areas in the world related to this study were also reviewed.

### 2.2 Theories of Educational Performance

#### 2.2.1 Motivation theory

Among the theories that explain about education performance includes the "Motivation theory". The theory was established by Atinkson (1964), cited by Robbins (1991) who advocated that motivation makes a person to strive for particular goal or results from the strength of the basic needs intended to satisfy him. The fundamental factor is the expectation that the goal will be achieved. Based on this theory the fundamental expectation of any women in AELPs is to achieve what she aimed at i.e. to get knowledge and skills which will help her perform better day-to-day activities and duties.

The motivation of a woman to perform well in AELPs includes participation in planning and designing curriculum of the programme, free choice of subjects she need to learn, willingly decide to join the programme, and positive community attitudes

towards her efforts in learning. It is when the individual has to take responsibility for deciding what criteria are important to her, what goals must be achieved, and the extent to which she has achieved those goals, that she truly learns to take responsibility for herself and her direction (Rogers, 1983).

### 2.2.2 Goal- setting theory

This theory was put forward by Locke (1968), cited by Robbins (1991) basing on the premise that a person's conscious intention regulate his/her actions. The theory states that 'Difficult (but attainable) goals result in higher performance than easy goals, and that specific goals get better results than general ones'. The theory further advocates that an individual who is committed to his or her goal will behave in such a way that the goal will be achieved, if possible. The goal not only will affect the efforts a person will exert in his /her level of performance but also influence the choice of behaviours, such as how time will be used and which work will methods will be employed.

Basing on the premises of this theory, therefore, women have diversity goals which they aspire to achieve. Every individual woman has its own specific goal to accomplish, for these case women will be highly committed to their studies or activities and perform better only if the AELPs focus on individual learner's interests and meets their intended goals (Houle, 1972). However, according to this theory, goals that are assigned by the supervisor will affect the subordinate's performances only to the extent that they are consciously accepted by that subordinate Locke (1968), cited by Robbins (1991).This implies that programmes should be designed reflecting on the women's goals rather than imposed from the top authorities.

### 2.2.3 Expectancy theory

Sometimes ‘Expectancy Theory’ is known as ‘Performance-Expectancy Theory’ which was put forward by Taylor (1954), cited by Cook, *et al*. (1998). According to this theory, an individual will be motivated to produce at higher level if he/she perceives that his or her efforts will result into successful performance. In other words, an individual must perceive that successful performance will result in outcomes or rewards .Thus, individual must specify how much he/she desires the various outcomes or rewards he/she will obtain given that he/she performs successfully.

However one should note that the link between perceived successful performance and desired rewards among individuals differ as one may desire it too much while the other may not consider it too important. The desired outcome can be ‘intrinsic rewards’ that relate directly to the nature of the work itself, that is, how interesting and challenging the work is or ‘extrinsic rewards’ that do not directly relate to the nature of the work. Thus, according to the theory, individuals continue to perform at a high level if they obtain intrinsic and extrinsic rewards they desire Taylor (1954), cited by Cook, *et al.* (1998). Basing on the assumptions of this theory, individual women in AELPs, they will perform better only if they recognized that their needs, goals, aspirations, wishes and expectations achieved through these programmes.

### 2.2.4 The need hierarchy theory

Maslow (1954), cited by Biehler (1978) theorized that performance is a result of individual employment of his efforts in order to achieve his needs. This theory underlies a logic that needs are arranged in a hierarchy, and that an individual seeks to satisfy them in a sequence. According to Maslow, a person puts more efforts in order to achieve his

needs, and once his needs are achieved, he goes to the next step of need. The series of such needs is what Maslow calls hierarchy of needs.

According to Maslow human needs are classified into five types in ascending order. They start with psychological needs as basic needs which are (food, water, sex and shelter). The psychological need is followed by 'Safety needs' which are (needs to be free from harm or danger, to have secure and predictable life). The third level of hierarchy of needs, according to Maslow is 'love or belonging needs'. According to this theory, 'love or belonging needs' means that beyond existence needs lay desire for nurturing, acceptance, respect and caring relationship.

Basing on the logic that underlies this theory that needs are arranged in a hierarchy, and that an individual seeks to satisfy them sequentially, AELPs are really need to reflect on these assumptions as the matter of fact women as human being have different needs which they strive to achieve and they will put more efforts to perform well if they realized that their needs and aspirations achieved through AELPs.

**2.3 Definition of Performance**

Performance, according to Robbins (1991), refers to the level at which a person attains his or her goal in a particular task. It is a measure of level of achievement for the given duties and responsibilities (Byars, 1987, cited by Robbins, 1991). Moreover, Karst and Rosenzweig (1974) cited by Robbins (1991) define performance as the extent at which an organization meets its goal. Performance therefore is determined by individual efforts as modified by abilities and roles (tasks) perception.

## 2.4 Women's Performance

Education is considered as a systematic acquisition of knowledge through recognized agencies and controlled environment particularly that of school from elementary, primary, secondary, to higher education level (Zaharias, 2005). It encompasses teaching and learning specific skills, and also something less tangible but more profound. Fundamentally education imparts knowledge, positive judgment and well-developed wisdom. Education therefore means to draw out, facilitating realization of self-potential and latent talents of an individual. It is an application of pedagogy and Andragogy, a body of theoretical and applied research relating to teaching and learning processes. Thus, the major aim of education is to attain social competence and optimum personal development (Zaharias, 2005). Therefore, for positive individual women social –economic development performance in AELPs should be better.

## 2.5 Considerations in Measuring Performance

Performance indicators are, by far, the most significant aspect in assessing the overall output from any organization unit (Watts, 1992). It replaces traditional input measures, like the number of students enrolled, with goal- or result- oriented estimates of outcomes or value-added, such as the quality and employability of graduates. Performance, so far to explain, is shown by indicators that are authoritative measure, usually in quantitative form of an attribute of the activity of a higher education institution and they are the key instruments in a general course of evaluation (Power and Xie, 2000).

According to Karst and Rosenzweig (1974) cited by Robbins (1991), many difficulties may be involved in measuring the performance of the organization since they have several goals and therefore to employ many criteria in measuring them. For example, business organizations tend to evaluate their performance in terms of profits, returns on investment,

sale volume, market share, satisfactory customers, wellbeing and development of employees and so forth. Likewise, in learning institutions the measure of performance is done in terms of output of skilful students, service provided to the community, and so forth.

Thus, performance measurement involves effectiveness (the degree at which goals are accomplished) and efficiency (the use of resources to attain goals) and in most cases effectiveness and efficiency are related (Robbins, 1991). To this conclusion, a woman is said to perform better if she attains her goal. In this study, measures to assess the level of performance in AELPs obtained by developing performance index of individuals in AELPs. The performance index considered a number of factors that in their totality could explain the level of performance in AELPs.

## 2.6 Illiteracy among Adult Women Worldwide

Illiteracy is the worldwide problem, although the exact number of illiterates in every country and in the whole world is difficult to tell (Jeffries, 1967). The rate of illiteracy differs from one country to another and between developing and developed countries. In the developing countries the rate is much higher especially in the rural areas in which women ranking the highest. In the 1990s and 2000s, for example Arab states, Asia, and Latin America had high illiteracy rates compared to Western countries where illiteracy rate was estimated to be less than 5% (UNESCO, 1990). Although, globally, the percentage of illiteracy has steadily fallen, more than 960 million or quarter of those over fifteen years are unable to read and write, two third among them being women (King and Hill, 1993). ASPBAE (2006) extends that, Females constitute about two third of the total number of illiterates in the world. Many literature shows that, sex discrimination in the provision of education opportunities has victimized females in all communities of the

world and the result of this discrimination has given rise to a high rate of illiteracy among women (Pierette, 1985).

The extensive primary education of the past decades has boosted literacy rates particularly among young people, but there are still more illiterate women than men in all region of the world. In 1960, for example, 50% of all illiterate adults were women. By 1970, the number rose to 60%, while by 1985 it had risen to 63 percent. In (1960-1985), the increase was 86%; Africa alone had an increase of 44% (UNESCO, 1985; 1992). The widest gaps between men and women are found in Africa, South and Western Asia.

According to Veda (1986) the majority of school drop-outs are girls and about half of the girls aged between 6-11 years are not in school. UNESCO (1988) shows that 561 million illiterates are women and that only one in five women in the least 25 developed countries is illiterate.

**2.7 Illiteracy among Adult Women in Tanzania**

The adult illiteracy rate which by 1984 was only 10% in Tanzania gradually rose to 20-30% in 1992 and further up to 32.2% (20.6 and 43.2% for men and women respectively) in 1995 (Brock-Utne, 2000 cited by Mlekwa, 2004). Mbilinyi (1991) observed that, in most regions in Tanzania, the female illiteracy rate was double or more than male in all regions. Kassam (1978) studying the adult education revolution in Tanzania finds that, mostly the adult women compared to men dominated low performance in literacy tests in the country in 1970s. The number of illiterates' adults in Tanzania reached 10.3 millions in 2002 in which women share larger percent (URT, 2005).

Illiteracy in the third world countries (Tanzania included), is often linked with poverty and oppression (Lind, 1992) the factors which have contributed to high illiteracy among

women. These factors differ from one country to another and among communities. The extent to which women have been involved in socio- political and economic activities has also varied following such influences; from pre-colonial to the post colonial periods. All these have to a great extent determined the extent of access to women's education.

The education system by the colonial powers in Tanzania, for example, was based on discrimination by gender, class and race (Lind, 1992). This system favoured a few natives, leaving the majority with a minimum of religious oriented literacy skills. Since discrimination of roles excluded most girls from acquiring literacy skills through formal schooling, the situation of illiteracy among women was extremely high. Muro (1984) cited by Swai (1993) argues;

> *"Majority of women in Tanzania were illiterate because they were denied chances of formal schooling system; which created education gaps between men and women"*

This is to say, for many years, traditional societies defined the roles and the place for women; that their place was at home; and it was their duty to bring up children as well as to work and care for their families. Although the ruling party and government officials have been emphasizing on the need for women's involvement in education particularly in the post colonial period, the patriarchal ideologies and social systems that discriminate against women still exist (Lind, 1992). This has continued to block women from taking full participation in education which in turn result to their poor performance in AELPs. Early marriages and unplanned pregnancies have also forced many young girls to drop out of school. This has also contributed to the degree of illiteracy.

**2.8 Importance of Literacy for Women (Why Women Need Literacy)**

Women perform several activities besides house hold chores. They get up early to work in the fields. They do most of the tilling, planting, weeding and harvesting (Hauli, 1984). As a whole, women spend 6.75 hours per day in agricultural production alone (Mbilinyi (1977) cited by Swai (1989). Literature on "Work input by sex" indicates that women do at least half of all agricultural work.

Apart from agricultural activities, women are also responsible for domestic activities which according to Kadege *et al.* (1992), cited by Swai (1993) are performed throughout the year; they take care of children, husbands, old people and the sick. They cook and preserve food for the family and help in the storing and marketing of the produce from farms although they do not control the sales. In the rural areas for example, women carry water from several kilometres a day. They cut and carry fire wood for cooking. They even help in building huts by mud, plastering and bring grass for thatching. Apart from this, women participate in community projects such as building schools, clinics, and roads (Hauli, 1984).

The plight of women in Tanzania has also discussed by Nyerere (1967). He maintains that:

> *"Women at times work for 12-14 hours a day. They even work on Sundays and public holidays, while men and women who live in towns are on leave for half of their lives."*

In all these activities, women work with the inferior traditional tools i.e. the hand hoe, matches, panga and forth which hardly simplify their work. Their heads and backs are the transport system. Despites women's significant contribution to the society, they less

access to land, training, technological inputs and information Kadege *et al. (*1992), cited by Swai (1993). This situation, therefore, advocates for the great need for literacy skills to women.

The question of women's literacy skills is of paramount and importance not only for educational and cultural reasons but also because it forms the very core of modernization and development. The demands created by advancing technology today requires an increased level of knowledge, skills, understanding and ability to improve someone's living and working conditions. For example, in modern civilized society, reading and writing are considered indispensable elements for personal advancement and achievement (Jeffries, 1967). Although literacy cannot be claimed to be the entire cause of development or an end in itself, it is an important factor in its capacity to reduce levels of inequality (McGivney and Frances, 1991; ASPBAE, 2006).

The social, political and economic structures rest on the assumption that every citizen can communicate by means of written or printed medium. In other words, literacy is perceived as a means of building a community as well as promoting social and individual standards of living (Mutanyatta, 2004).

The women in Tanzania need functional literacy skills because, it gives them opportunity to learn about health and nutritional skills which benefits them as individuals and their families (Magellan, 1991).In addition, if they learn marketable skills, they will contribute to the family income and therefore improve its well being.

According to Eisemon (1988), women need literacy skills to improve their economic activities. Illiteracy therefore should not left to dominate among women for as Lucille

(1981) argues, women in many countries are the majorities in terms of number and contribution in the national revenue. Germaine (1985) further observes that the importance of their contribution to life is not only at the family level but national wise. Through the ages, women has constantly been performing all sorts of tasks in their homes and taking active role in various community endeavours.

Nyerere (1967) believes that development cannot be realized outside knowledge, skills and attitudes of which literacy is the base. So far effective participation and performance in nation's development, Tanzanian women need be literate.

Illiteracy in most cases is an aspect of poverty, a state of deprivation, not only for human and material resources, but also of power and equal rights (Odara, 1992). The majority of Tanzanian women need be empowered with literacy skills so as to emancipate themselves from the constraints which hinder their socio-economic development. For many years now, women in Tanzania have been leading a miserable life, especially those in rural areas. They need literacy so that they can realize the crucial need for their socio-economic change. Aggrey (1997) cited by Institute of Adult Education (1973) once said;

> *"Educate a man and you have educate a single person, but educate a woman and you will have educate the whole family."*

According to ASPBAE (2006), The instrumental uses of literacy skills especially for women are directly both for individual and nation, that, literacy can increase independent communication, reduce vulnerability to dependence, enhance direct access to information, help the individual to engage in modern activities such as paying bills, taking out loans and more other benefits. Literate people enjoy better health, engage better in poverty

eradication, they think better, gain in confidence and participate more in development activities than before getting education. It is in view of these perspectives that literacy for women in Tanzania is must.

### 2.9 Factors Influencing Women's Performance in AELPs

There are several factors which influence women's performance in literacy classes. An attempt is made to review them below.

#### 2.9.1 Educational background

Formal education prior to joining literacy programmes can facilitate literacy training (Mushi, 2005). But as it has been always the case, literacy classes have been a composition of learners who have gone throw formal education and those who have not (Ibid). Those who have formal education normally find it easier to participate in learning programmes, Garry and Cowen (1986) quoted by Swai (1993) argue that:

> "*The body of understanding which a learner already possesses will have a strong influence on his or her subsequent learning. This is comparably to (and probably more powerful than) the influence of the teacher presenting instruction"*

Yet, in many literacy classes /programmes in Tanzania women with formal education are very few (Kweka, 1986). This in turn has adversely affected their day to day class performance that leads to drop out.

### 2.9.2 Subject matter

One of the factors which attract adult learners and retain their interest in literacy programmes is its relevance to their daily pursuits (Lind, 1992). Contrary to that, women cannot effectively participate in the literacy programmes, as it is acts as an obstacle to learning. Mbilinyi (1991) argues that, the major obstacles that hinder the transformative potential of adult education for women are the continued gender streaming of women and irrelevant contents. Galabawa (2000) extends that, the contents which delivered in adult education programmes did not reflect the specific women problems and for that case limiting the effective participation of women in learning. These situations eliminate women from classroom participation and to the larger extent influence their performance in literacy programmes.

Tanzania has had several shifts of emphasis on the objectives of literacy programmes. In 1950s for example the British colonial government operating with modernization theory, put more emphasis on education to peasants which would improve their living conditions. The programmes included literacy, community development and self-help projects. Women's education was largely cantered on domestic issues (Kweka, 1992). These programmes continued until very early 1990' when a group of women experts was established to review the existing programmes and determine whether they were relevant to women's interests, needs and aspirations.

The finding of this group revealed that these programmes were not relevant to women's pursuits. A reason given was that, the programmes were planned from above without taking into account the local conditions which influence women's activities. This sort of Programme design was contrary to the adult learning principles and most importantly to resolution of world conference for Education for All (UNESCO, 1990).This resolution,

for example, stipulated that adult educators should not try to impose programmes on adult learners but rather design programmes which match the needs and aspirations of the learners (Bhola, 1983).

Another study conducted by Swedish International Development Cooperation Agency (SIDA) and the Ministry of Education and Vocational Training (MOEVT) in 1990 revealed that there were no significant relationship between what was being taught in literacy classes and activities performed by adult learners. Arguing in the same line and specifically for women, Mbilinyi *et al*. (1991) argues that the major obstacles that hinder 'transformative' potential of adult education for women are the continued gender–streaming of woman and irrelevant contents.

The idea behind the integration of women's activities into their learning was to make learning functional. But the question is why such programmes do not take into account the women learning conditions. According to Lind (1992) there is no time devoted to see the literacy component does facilitate women's full participation in literacy programmes. Such programmes are therefore faced with irregular attendance, high drop-out rates and weak results.

It has also been found out that woman in literacy programmes have despaired because the primers used do not address women issues (Kweka, 1992). If the programmes are irrelevant to women's socio-economic pursuits, obviously the learners' attendance is likely to be affected and finally the whole purpose is defeated.

While searching for literacy Programme that would be relevant to women in Tanzania, it is paramount importance to look into what motivates women to join literacy programmes.

Houle (1972), for example, categorized adult learners and in so doing provided an insight of what type of persons literacy learners were and their learning interests. According to him, adult learners could be divided into three groups: First, the goal-oriented learners. These adults enroll in adult education classes to achieve certain objectives. The second group is the activity-oriented learners. These adult learners have extrinsic attitude; they attend classes mainly for social contact. The subject matter for them is therefore secondary. The final group is learning- oriented learners. These learners have intrinsic commitment to learning and they regard themselves as "continued" learners.

Houle's categorization, therefore, suggests that for a relevant Programme for female learners which meets their intended goals, it has to focus on individual learner's interests. Rogers (1983) coated by Swai (1993), summarizes it all by maintaining that:

> *"It is when the individual has to take responsibility for deciding what criteria are important to her, what goals must be achieved, and the extent to which she has achieved those goals, that she truly learns to take responsibility for herself and her direction."*

### 2.9.3 Attitudes of the community towards women

According to Bloom (1974) Attitudes are complex structures underlying behaviour related to approach or situations. Attitudes according to Knox (1977) are generally considered to have three main components. One is a cognitive component which has to do with people's knowledge about the class of subjects towards which one has an attitude. Facts like dirty environment, causes of ill health or imbalanced deity as a cause for malnutrition to children, are examples of knowledge female learners ought to be exposed to. Second, is the component of beliefs (affective) which is related to norms and values,

Values held in some societies that pregnant women should not eat eggs, are typical examples of erroneous traditional beliefs. Third is the action (psychomotor) component which involves skills.

Clearly, attitudes or beliefs constitute information that a person has about other people, objects and issues. The information may be factual on more opinions (Mosha and Bukhala, 1985). According to Kweka (1987), attitudes are learned and predispose action and as such these actions are constantly favourable or unfavourable toward a subject.

In Tanzania, people differ in perceptions and attitudes towards women's education. The idea of educating women, leave along giving them equal educational opportunities, has a quite same time met a strong opposition. Some finding revealed that community attitudes towards women and their education have hindered women's advancement in education (Mushi, 2005).

For a long time women have had less exposure to out -of house world. Contrarily men communicate more publicly with confidence and some sort of authority. This is due to patriarchal traditions of the men being the "Spokesman" and of women expected to stay silent in public (Lind, 1992).According to Buvimc (1976), these beliefs not only restricted women's participation in socio-economic endeavours, but also limited their participation and performance in learning activities. It could be argued that such attitudes have oriented the society members to low rating of women's ability; and even women themselves have been made to grow and live with strong beliefs of having no confidence with themselves especially in academic matters. Thus, their interest and aspiration to learn has been discouraged and to some extent killed.

Keeves (1986) in his “cycle of performance”, for example, holds that interests and attitudes toward learning influence achievement and are in turn modified and changed by achievement. He observes that both achievement and attitudes to learning are influenced by learner’s personality and characteristics (Fig.2). For a smooth change of the three variables in the cycle, a positive change must be effected in each of the variables. The following diagram illustrates the concept.

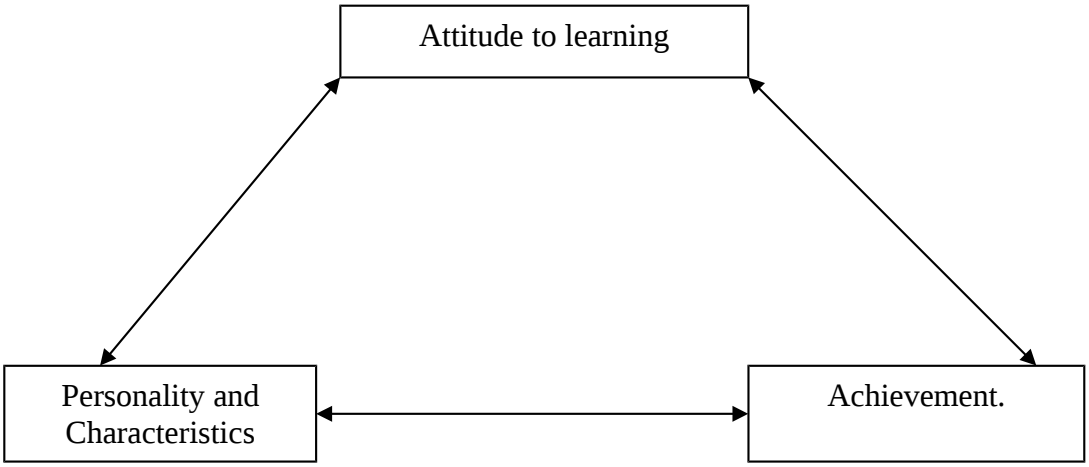


**Figure 2: The cycle of performance.**

Source : Keeves (1986).

Cultural beliefs in Africa have done a lot to obstruct the development of women’s education. For example studies done in Mozambique by Lind (1992) revealed that women lacked confidence; they believed that they had less academic ability compared to men. In some societies the belief has been that to educate women would mean weakening their family and society in general. According to Kweka (1987) there were many husbands who perceived their wave’s literacy as a threat to their own power position.

Again, Mbilinyi and Mbughuni (1991) maintains that an explanation for girls’ or women’s poor performance in academic work in Tanzanian society, could be traced

through male domination rooted in the patriarchal culture that men were more intelligent than women. Education which promotes women's status, therefore, has been against the wishes of men's community. With such attitudes, women's learning experiences are likely to receive less essentially needed support. Meaningful learning therefore cannot be pursued effectively; such attitudes have perpetuated of women's subordination and inferiority complex which has resulted to their marginalization (Bhola, 1988).

### 2.9.4 Activity performed by women (family and Community commitments)

According to Mbilinyi (1983) a woman in a society is a work-loaded person, while she participates in production she also performs other domestic duties. Gabriel (1989) identifies these activities as supplying household with food, water, fuel wood, and housing and frequently generates cash income to satisfy basic household needs. Emphasize on the same idea Tanga *at al.* (2000) say, the roles of women are seen to be many, often including agriculture and water supply; to look after domestic chores such as cooking and serving, food processing and storage and cleaning the house. As a homemakers women learners working hours are very long, making demands on their physical and mental energy. These limit their time to participate effectively in learning process that in turn affected their performance in literacy programmes.

Besides body fatigue, a female learner has always psychological constraints which inevitably contribute to her low performance in literacy programmes. These problems range from worries of what should be eaten in the house to domestic pressures created by children (Swai, 1993).

Plate 1, for example can raise a number of questions with regard to the women's concentrations in learning lesson at the class. Some questions which could be advanced

are, is the women's concentrations on children care or on the lesson? Are they able to write down all that they are supposed to so that they can use it for future reference? How many children can we see in Plate 1 and 2, as Knox (1977) argues, when there is interference, the adult learner may take longer to master a learning task. This is further confirmed by URT/SIDA report (1987) that women's attention in literacy classes is sometimes hindered by small children.

**Plate 1: Women and children at adult literacy class, Bauchi, Nigeria: 2003; women hold their children as they struggle to jot down what are being taught**

**Source:** http:/www spraguephoto.com/stock/images .Visited on 20/10/2008.

Adult learners according to Halvorson (1956) are generally sensitive to failure and are easily embarrassed and discourage. That being the case, the load of embracement, fear and thought is heavier for women than it is for men given the sort of socio-economic and cultural environment in which they live. These, according to Harvorson (1956) have first to be removed if good performance among women in literacy programmes has to be attained.

**Plate 2: A Literacy classes under the tree without a chalk board or chairs but women carry their children with them while listen to the teacher**

**Source:** The southern world Federation Department for World Service (LWF/DWS) 2005.

It has been contended that learning under pressure is by no means learning (Ishumi, 1981).

Work pattern for women in Tanzania, vary from urban to rural areas. Apparently, regardless of the environment in which a female literacy learner lives, at the end of the day, she find her self left with very little time for learning (Fig.3). According to Carroll (1963), Bloom (1974) and Harnischfeger (1985), time has been found to be a major factor that influences performance in learning.

Fig. 4 presents a daily working schedule for a female literacy learner which demonstrates how tightened her time was. The figure shows the impact that the socio-economic

activities had on women learners. Whether employed or not, a female learner's day is more loaded than that of a male learner. A woman never has time to rest., one rests as one does some light work i.e. washing utensils or ironing, for these can be done while seated (Swai, 1993).

Many literature shows that, when most men come from work or from literacy classes, they either go straight home to rest or pass through places for recreation or to meet friends (Bloom, 1974). while after evening meals when other members of the family (male learners included) may decide to retire to bed, or listen to radio programmes, read news papers or any other literature, or sit at verandas and discuss matters with friends or neighbours, most women are busy trying to accomplish the day's activities e.g. preparing the following day's lunch for children and old people who remain home or wash and iron family clothes. Early in the morning, other members may still in bed while most women would be awake in order to have ready some of the things they sell and to prepare for children who go to school or for husbands who go to work (Mushi, 1986; Swai, 1993).

Because of being responsible with many duties, women's participation and performance in literacy programmes are adversely affected in two main ways. First, they cannot participate fully in learning process because of little time they have. Bloom (1974) study on "time and learning" revealed that all learning, whether done in school environment or elsewhere requires a time. To Caroll (1963), the time spent on learning is the key to mastery learning. This clearly shows that women's difficulty in mastering literacy skills could be related to time constraint they face. Caroll's assumption is that, the time determines the rate of learning and most, if not all learners, can achieve mastery if they devote the amount of time they needed on the learning task.

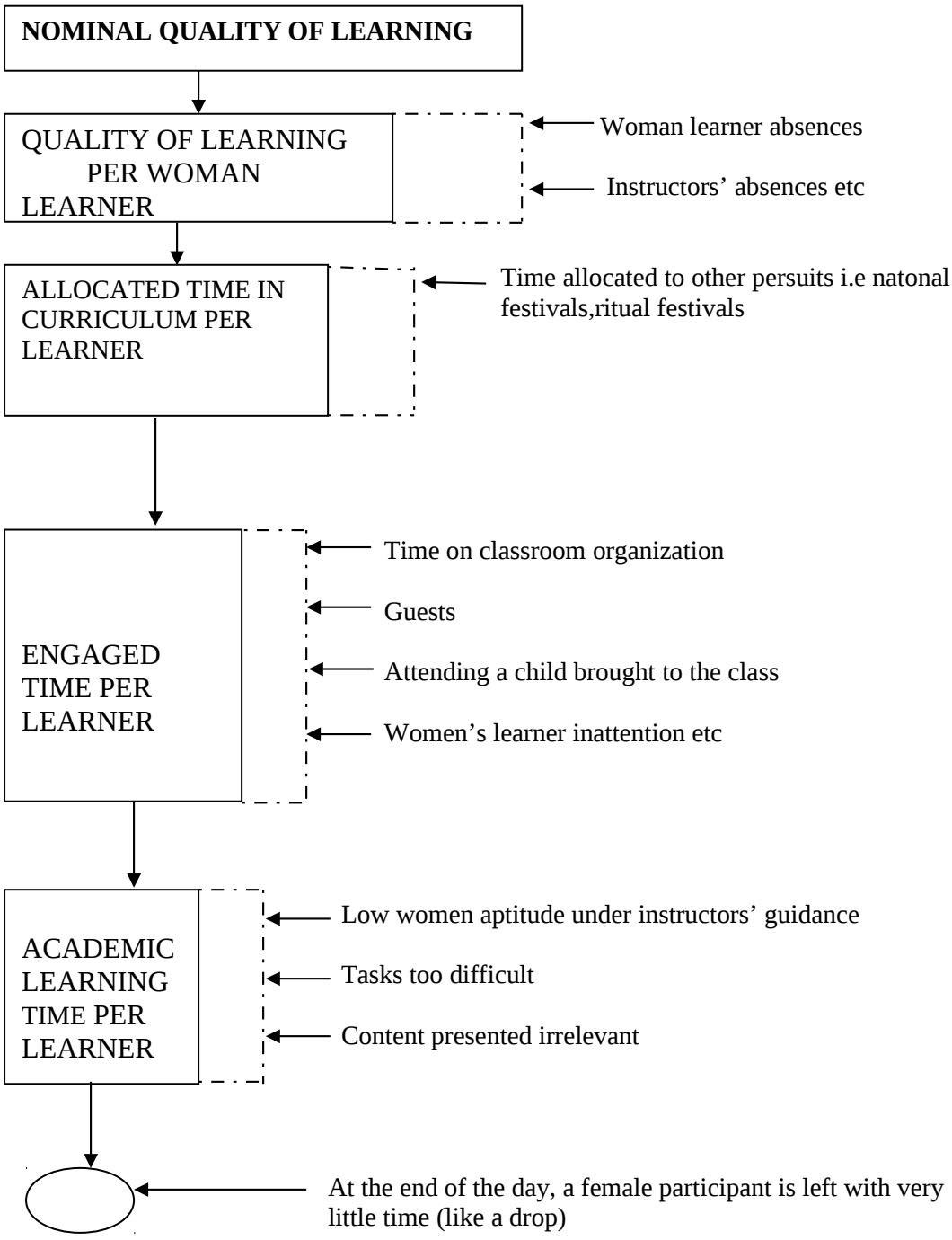


**Figure 3: A Model for Women Learners Instructional Time**

**Source:** Harnischfeger (1985).

| Time | Activity | Remarks |
|---|---|---|
| 4/5.00 – 5.00 a.m | Wake up prepare buns, prepare breakfast, prepare children, fetch water, prepare working tools for the Shamba, market or work place. | Buns for sale are prepared at 4.00 or 5.00 a.m; and so does breakfast has to be prepared in the early morning. Water for domestic use is fetched far from their houses. |
| 7.00 – 10.00 a.m | Go to work, Shamba or market. Serve breakfast, wash utensils, work on project, clean the house, prepare lunch; serve meals. | For the employed or unemployed selling of buns or any other goods or working on a project like pottery, sewing, vegetable garden, Shamba etc. |
| 10.00 – 1.00 p.m | Go to market, prepare lunch, and attend literacy classes. | Low income forces them to buy food staff on daily basis. |
| 1.00 – 4.00 p.m | Wash and/or iron clothes go on with income-earning activities and go to work. | For those who do not go to work for the self- employed and for wage employed. |
| 4.00 – 5.00 p.m | Attend literacy classes, fetch water, look for fire wood, go to the market, visit sick relatives in hospital or at home and send them food. | For the afternoon classes and for those in rural environment in most cases it is the women who cook and carry food to sick relatives. |
| 5.00 – 10.00 p.m | Prepare for buns, prepare evening meal, wash and feed children and/or grand children. | For evening sale and preparation for children to sleep. |
| 10.00 – 11/12.00 midnight | Wash and/or iron clothes, wash utensils, prepare for the following day's activities. Prepare something (food) that can be eaten by children and old people on the following day. | The employed that at the same time engage in petty trading have no time to wash utensils during the day. Preparation for local brew or buns demand more time. If the women not prepare food, is going to be there to prepare their lunch. |

**Figure 4: A Day Working Schedule for Female Learner in Morogoro District Council**

Thus, for any learner to perform well and in this case for any female learner to be expected to perform well she will need some amount of time because education is a process that takes time (Proser, 1967). In some instances, the majority of women do not get time to revise what they learnt in the previous lesson. Although many women often

want to become literate, very few manage to satisfy this wish because of time consuming duties (Lind, 1992).

In some studies like that done by Mbilinyi (1983), it has been discovered that sometimes women refuse to sacrifice their children and their homes to work. A combination of their occupation and family responsibilities has led to literacy attendance being a third activity within the same time.

The second way through which women's participation and performance in literacy classes is affected is that of physical and mental ware out. In such a situation the female learners enter the classes with no energy and no mood or eagerness to learn. Consequently they became inactive in the learning exercise which leads to low performance in the programmes. So it is obvious that as women struggle to fulfil their domestic responsibilities and learning activities at the same time they end up with poor participation and performance in literacy programmes.

### 2.9.5 Instructional resources and other facilities

The effectiveness of adult learning depends partly on the availability and adequacy of resources for learning. Thus good materials with which learners interact will provide a good base for learning (Swai, 1993).

Houle (1972) refers instructional resources to an object, a person or other aspect of the environment which could be used for supporting or helping in educational activity. Gwyn (1969) categorizes resources into instruments, materials, facilities and media.

Miller (1967) and Prosper (1967) categorize these into four specific types of resources, first, visual aids. These include materials such as pictures, models, projectors, transparencies, opaque materials and flannel board. Second, auditory aids these include radio, and all sorts of recording. Third, audio-visual aids which include the materials which can be heard and seen at the same time; and fourth, simulation devices which involve the materials which place the learner in the actual or real activity she or he is learning about.

The importance of these resources need not be emphasized. Instructional resources as Knox (1977) argues help adults in a number of ways. These help learners to become more interested in the topics, to understand major aspects of the topic and to register and recall information acquired. Instructional resources can also help adult learners to transfer information acquired to the situation likely to be applied.

Clearly, the use of materials encourages the use of many senses and thus leads to effective learning. According to Proser (1967) instructional resources help to fix firmly the material being taught in the learners mind and contribute towards the understanding of the material being taught.

Instructional materials commonly used in most literacy classes in Tanzania are chalk board and textbooks (Institute of Adult Education (IAE), 1973). It seems that chalkboards are inadequate in literacy classes as shown in pictures No. 1 and 2 and even in places, where they are available they are not of good quality. Chalkboard in picture Number 3 demonstrates this Situation. As far as primers and text books are concerned some studies have revealed that they are inadequate and to some extent they are not relevant (Kweka, 1992 and Kalinjuma, 1989).

**Plate 3: Literacy class in session (the dirt ground is the chalkboard**

Source: Document picture files Ngerengere ward – Morogoro 2002.

**2.10 Review of Similar Studies**

This section is on review of other more studies related to the present study on the factors influencing women performance in literacy programmes. The review assisted researcher to see what others did and what they find out so as to compare validity of results.

Bloom's (1974) study on "time and learning" revealed that all learning, whether done in school environment or elsewhere requires a time, therefore time can be one of the factor for women performance in AELPs because women have no enough time for learning because of the load of activities they have. As Swai (1993) study on "women participation'' revealed that a women never has time to rest. One rests as one does some light work i.e. washing utensils or ironing, for these can be done while seated.

Linden (2004) study on "Perceptions of literacy programmes**"** in Mozambique revealed four categories why literacy is important in the eyes of the participants: these include

family life, increasing family income participation in society and personal developments. So literacy for women development is must. The similar study by Rungo (2004) on "Basic learning needs" revealed that surviving, improving the quality of life, making informed decisions, living and working in dignity, participating fully in developments, developing one's full capacities and continuing to learn were the most pressing needs for the learners to join literacy programmes. Both studies revealed that barriers for effective performance in AELPs include lack of information, absence of centres, closure of the centre, inconvenient time table, poor conditions of the existing centres, illiteracy of participants, poverty, men do not allow their wives to attend classes, shameful and discouragement of participants by non-participants. Therefore for effective performance of women in AELPs the programme designer should consider first of all needs of participants and barriers to effective performance.

Mutanyatta (2004) study on "initiative for achieving education for all" in Zanzibar found that, out-of-school children were those who had never had the chance to attend formal school. The education status of parents in Zanzibar characterized by widespread illiteracy with Pemba Island being in a more disadvantageous position, the majority of out-of- school children's parents were engaged in peasant agriculture or micro-fishing and very few parents were employed in government or private jobs. Others were engaged in small and larger business. The daily income of the majority of parents engaged in agriculture and fishing were very poor, living on under 1 000/= Tanzania shillings a day. Thus, poverty engulfs the majority of people in Zanzibar. Therefore with this environment participation and performance in AELPs is minimal.

Mwangi and Mwai (2002) study on "factors related to the morale of agriculture teachers" revealed that, pay, job security, teaching facilities, students' interest,

promotion and administrative support were the important factors related to the morale of agriculture teachers in Machakos. Many teachers had ordinary or achieved school certificates so they were unqualified to teaching professional. AELPs for a long time characterized by the environment like those revealed by Mwangi and Mwai in their study, for that case performance of women in AELPs is questionable.

## 2.11 Review of Methodological Aspects

### 2.11.1 Factor analysis

Factor analysis is a statistical method used to describe variability among observed variables in terms of fewer unobserved variables called factors (Gorsuch, 1983). The observed variables are modelled as linear of the factors, plus "error" terms. The information gained about the interdependencies can be used later to reduce the set of variables in a dataset.

Factor analysis assumes that all the rating data on different attributes can be reduced down to a few important dimensions. This reduction is possible because the attributes are related. The rating given to any one attribute is partially the result of the influence of other attributes. The statistical algorithm deconstructs the rating (called a raw score) into its various components, and reconstructs the partial scores into underlying factor scores. The degree of correlation between the initial raw score and the final factor score is called a factor loading.

Although “Factor Analysis” has got the advantages of being a statistical tool that can be used to identify the hidden dimensions or constructs which may or may not be apparent from direct analysis (Gorsuch, 1983) but it suffers from the various shortcomings. One of the shortcomings of “Factor Analysis” is that its usefulness depends on the researchers'

ability to develop a complete and accurate set of product attributes. This means that if important attributes are missed the value of the procedure is also reduced accordingly. Moreover, in “Factor Analysis” naming of the factors can be difficult as multiple attributes can be highly correlated with no apparent reason. Yet, another shortcoming of “Factor Analysis” is that if the observed variables are completely unrelated, factor analysis is unable to produce a meaningful pattern (though the eigenvalues will highlight this): suggesting that each variable should be given a factor in its own right. Thus with such weaknesses, this study will not adopt “Factor Analysis” as a tool for analyzing its data.

### 2.11.2 Linear regression analysis

Linear regression analysis is a statistical tool for the investigation of relationships between variables (Alan, 2007). Usually, the investigator seeks to ascertain the causal effect of one variable upon another, for example, the effect of a price increase upon demand, or the effect of changes in the money supply upon the inflation rate and so forth. To explore such issues, the investigator assembles data on the underlying variables of interest and employs regression to estimate the quantitative effect of the causal variables upon the variable that they influence. The investigator also typically assesses the “statistical significance” of the estimated relationships, that is, the degree of confidence that the true relationship is close to the estimated relationship (Richard, 2004).

In regression analysis the hypothesized relationship between variables are done in a linear form and it is presented as follows;

$I = \alpha + \beta E + \varepsilon$

Where;
$\alpha$ = A constant variable

β = Coeffi cient of the variable *E* (Parameters of estimation)

*E*=Independent or explanatory variable

*I*=Dependent variable

ε = An error term (refl ecting other factors)

One of the advantages of regression analysis is that it is simple to operate as the task of regression analysis is to produce an estimate of these two parameters (as estimation of linear regressions becomes much simpler and their statistical properties are better known) based upon the information contained in the data set (Freedman, 2005).

Though the estimation of regression analysis is simple the basic limitation of all regressions is that one can only ascertain relationships, but never be sure about underlying causal mechanism among the variables (Dennis, 19982; Freedman, 2005). This truth is manifested in the fact that the data set contains only *I* and *E* for observations while the error term ε is comprised of factors that are unobservable. The parameters α and β are also unobservable while the task of estimating α and β is equivalent to the task of estimating where the line of estimate is to be located in order to show the extent of relationship. Thus by ignoring the importance of α and β where the line of fit will pass depends in part upon what one thinks about the nature of the error term ε.

Moreover, regression analysis usually estimates only the information available, and when the standard errors are high the estimate may be among the least reliable information available (Freedman, 2005).It is not obvious precisely which variables should be included in a model, or what proxies to use for included variables that cannot be measured

precisely. By showing such weakness the tool (regression analysis) will not used in the analysis of this work.

### 2.11.3 Multiple regression analysis

Multiple regression analysis refers to techniques for the modelling and analysis of numerical data consisting of values of a dependent variable (also called response variable or measurement) and of one or more independent variable (also known as explanatory variables or predictors) (Robert, 2004). The dependent variable in the regression equation is modeled as a function of the independent variables, corresponding parameters ("constants"), and an error term. The error term is treated as a random variable. It represents unexplained variation in the dependent variable. The parameters are estimated so as to give a "best fit" of the data. Most commonly the best fit is evaluated by using the least squares method, but other criteria can be also used.

The linear regression analysis includes the assumptions that, the sample must be representative of the population for the inference prediction. Secondly, the error is assumed to be a random variable with a mean of zero conditional on the explanatory variables. Moreover the third assumption with this model is that the independent variables are error-free. If this is not so, modelling may be done using error-in-variables model techniques.

In multiple linear regressions, unlike simple linear regression, there are several independent variables or functions of independent variables. For example, adding a term in $x_i^2$ to the preceding regression gives:

$$y_i = \beta_0 + \beta_1 x_i + \beta_2 x_i^2 + \varepsilon_i,\ i = 1, \ldots, N$$

Where;

$y_i$ = Dependent variable

$\beta_0$, = A constant variable

$\beta_1$ = Parameters of estimation

$x_i$ = Independent or explanatory variable

$\varepsilon_\iota$ = An error term

Although this is still linear regression; the qualifications that gives it to be multiple regression is that the expression on the right hand side is quadratic in the independent variable $x_i$, yet, it is still a linear in the parameters $\beta_0$, $\beta_1$ and $\beta_2$.

Although multiple regression, like any other linear regression can be used for prediction (including forecasting of time-series data), or hypothesis testing, and modelling of causal relationships it still suffer from statistical criticism as being misused for taking considerably more skill on causality relationships among variables but not a cause itself. This makes a model to be more subjected to criticism than to fit a model. Due to such shortfall, however, this model will be not adopted in this study.

**2.11.4 Logistic regression model**

Logistic regression or logit model is defined as the univariate binary model (Liao; 1994). That means for dependent variable $Y_1$ can be only one or zero and continuous variable $X_{1.}$ $_L$ogit model shows the probability of an event stated in the three trials; on average, the event to occur twice and the failure to occur ones.

Logistic regression is useful for this kind of a situation where prediction of pass or failure bases on values of a set of predictor variable is needed. This model is similar to a linear

regression model but it is suited to models were the dependent variable is dichotomous. The logistic regression coefficient can be used to estimate adjusted odds ratios for each of the independent variables in the model (Mendenhall, 1989; quoted by Kikula *et al.*, 2005).

The logit model shows that dependent variable $Y_1$ can be only one or zero and continuous variable $X_1$ and that the natural log of the odd ratio is the log odds, which is the "parameter estimate" in SPSS Log linear output (Mendenhall, 1989).

The advantages of Logistic regression is that Logistic regression can be used to predict a dependent variable on the basis of continuous and/or categorical independents and to determine the percent of variance in the dependent variable explained by the independents; to rank the relative importance of independents; to assess interaction effects; and to understand the impact of covariate control variables. The impact of predictor variables is usually explained in terms of odds ratios (Allan, 1999).

In this study the analysis of the outcome of the response is good performance or poor performance which makes the major interest in the likelihood or probability of the outcome. Because Logit analysis deals with binary responses which, however, are the basics in this study (i.e. good performance or poor performance) this model is rather more effective in analyzing the used research data and for that matter, the logit model will be adopted in this study.

# CHAPTER THREE

## 3.0 METHODOLOGY

This Chapter presents research design, area of study, population, Sample and Sampling techniques, methods of data collection and the procedures used in data analysis.

### 3.1 Research Design

Data for this study have been obtained using a cross-sectional research design which allows collection of data at single point in one time and used in descriptive study for determination of relationship of variables (Bailey, 1998; Babbie, 1989). The reason of choice of such design also based on the fact that it is economical to conduct in the situation where resource constraints like money, labour and time exist (Bailey, 1998). Further more, the adoption of design is justifiable on the basis that is the most common design used in survey research to compare extents to which at least two groups of people differ on a dependent variable. The design helped to generate data about women's performance in AELPs as well as the factors influencing their performance.

### 3.2 Study Area

The study was conducted in Morogoro Rural District from October, 2007 to January, 2008; the area was purposively selected due to the following reasons; first, the district illiteracy rate for women is high compared with other five districts in Morogoro region i.e. Morogoro rural 55%, Kilosa 45%, Mvomero 42%, Ulanga 41%, Kilombero 37%, and Morogoro Urban 22%. The illiteracy population is estimated to be 21 533 (9 192 males and 12 347 females) (Population census, 2002). Secondly, Morogoro Rural District has rural setting hence Morogoro rural was a place which could present other rural areas in Tanzania where women are highly marginalized in education. Thirdly, the district took

part in the integrated community – based adult education (ICBAE) programme which based on models developed in four – year pilot project (1993-1997) for literacy initiatives. The rest of districts in the country join the programme in 2000. Fourthly, it was the place where there were rural women who had been engaged in Adult education Literacy Programmes. For that case, the data for women's performance in those programmes were easy to be obtained.

The district is located North East of Morogoro region. In the east is bordered by Coast and Lindi Regions, in the north Tanga Region, south Kilombero district and in the west Morogoro municipal, Kilosa and Mvomero districts. The district covers the total area of 11 925 sq. kilometres which cover a total land area of 11 036 sq. kilometres and water bodies 20 sq kilometres with scattered populated. The total population is estimated to be 263 920 (129 285 males; 134 635 females). Administratively the district divided into 7 divisions, 25 wards and 172 registered villages. The economic activities are mainly farming and livestock keeping. The district has 206 nursery schools, 145 primary schools, 12 secondary schools and several adult education centres (Morogoro District Council, 2002).

### 3.3 Area Sampling

The study area covered three (3) wards (Mikese, Ngerengere and Mtombozi) out of twenty five (25) wards in the district (Fig.5). The wards were stratified according to their location to form three strata. From each stratum one ward was randomly selected to make a total of three wards named above. Furthermore simple random sampling was used to select two literacy centres from each ward to make the total of six adult education literacy centres. All these were done to avoid biasness and ensure equal representation of a sample.

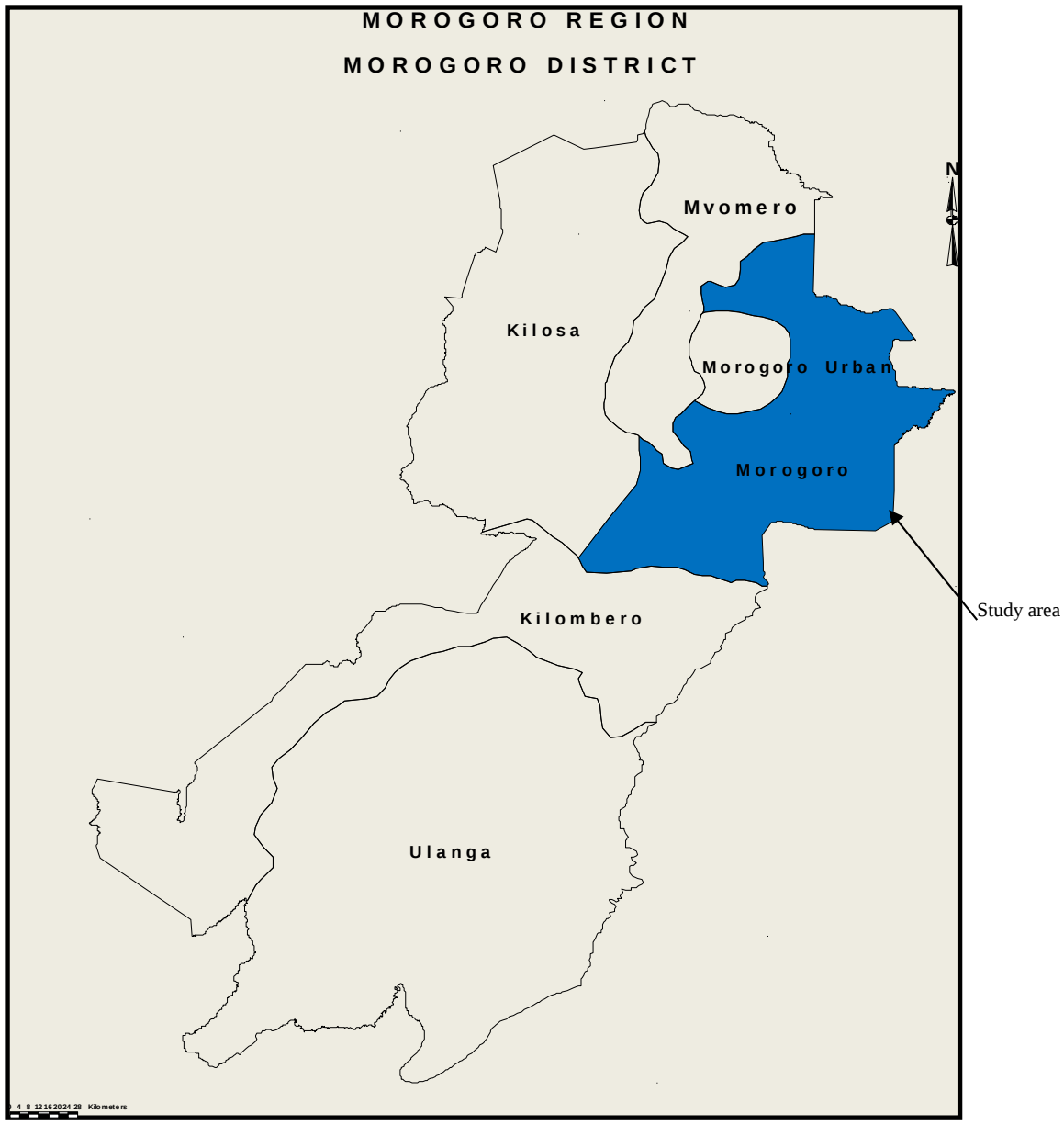


**Figure 5: A map of Morogoro region showing Morogoro district.**
**Source: Morogoro District Council (2006).**

### 3.4 Respondent Sampling

A good sample consists of groups of respondents who share common features that are focused in the study (Patton, 1990). Likewise, the Sample that was selected in this study had common features in adult education programmes for women. The population of the Study included all adult women who had undergone literacy Programmes, facilitators of adult education literacy programmes, education officers in Morogoro Rural District,

hamlet leaders and the men whose wives underwent the Adult Education Literacy Programmes making a total of 198 sampling frame. The sampling unit for this study was a house hold where selected respondents were obtained for interview even though most of women participants and literacy facilitators were found in adult education centres for interview. The sampling frame/sample size was obtained by using simple random sampling and cluster sampling techniques.

As a part of sampling frame, 20 women learners were randomly selected from each of six centres making a total of 120 respondents. This was done through the use of simple random sampling technique, whereby the researcher drawn a list of respondents from the attendance registers and examination result sheets in each centre/class. The researcher stratified them according to their cohorts and classes and then randomly selected them. This was done to avoid biased and to ensure that all cohorts and classes were equally represented in the sample. Women were selected and involved in the sample for the reasons that they were the central focus of this study. As such, they were expected to know more than anybody else about the factors which influenced their performance.

Second category of respondents was made up of 12 adult education coordinators who were randomly selected among others within the district. This was done through cluster and simple random sampling techniques, researcher drawn the list of wards and their respective adult education coordinators from the district education office file. Then the list divided into six clusters according to their geographical locations. This was done to ensure equal representation of members from the whole district. From each cluster the names of ward education officers were alphabetically listed and then given numbers using pieces of papers. Two respondents were randomly selected from each cluster by picking up two pieces of papers from each cluster. This was done to avoid biases and to have

equal representation from all groups. Adult education coordinators were involved in the sample because they were the ones who coordinated literacy programmes in the district. In any case they were assumed to be well informed about the situation of literacy in the district.

Third category of respondents comprised 30 men whose wives underwent AELPs; they were given the possibility to be in the sample only if their wives had been already involved in the Sample. This means that all women who got chance to be involved in the Sample, were stratified according to their centres (i.e. stratified sampling technique) and selected randomly (i.e. simple random sampling technique) to get their husbands to be part of the sample. In the process the researcher got the list of women respondents and stratified it into six strata then randomly selected five respondents from each stratum. This was done to avoid biasness and ensure equal representation of all groups in the sample. Men whose wives underwent Adult Education Literacy Programmes were involved in the Sample because they had a guardian role to their wives when undertaking those programmes. They were the ones who were expected to give their wives materials and moral support encouragement so that they could perform well.

Fourth category of respondents comprised hamlet leaders. Around each centre there were a maximum of 5 hamlet leaders. Two out of those surrounding literacy centres were randomly selected through simple random sampling technique. This made a total of 12 hamlet leaders. As leaders they were assumed to be instrumental in mobilization of learners to attend AELPs. The leaders assumed knew each of the learners in their respective areas; their attitudes and their attendance in literacy classes. It was therefore believed that they had information on the factors which influenced women’s performance in AELPs.

The fifth category of respondents comprised literacy facilitators. Each literacy centre in Morogoro rural district has between three to six literacy facilitators. A total of 24 literacy facilitators four from each centre were randomly selected through the use of simple random sampling technique. The facilitators included in the sample because they were the ones who interacted with the literacy learners. These were expected to reveal information on resources used, learners abilities, female learners attitudes and the problems faced by female learners as they come for literacy classes

### 3.5 Types of Data Collected

There were two types of data that were collected by the researcher namely secondary and primary data.

#### 3.5.1 Secondary Data

These data obtained from documents. In this study data such as information on the attendance and performance of women in AELPs were obtained. Statistics of women participants, teachers and instructional resources were also obtained in literacy centres.

#### 3.5.2 Primary Data

These are the original data which collected for the first time by the researcher. So, in this study data such as perceptions of stakeholders on AELPs, the opinions on the orientation given on AELPs, opinions on the motivations given to women learners by AELPs teachers, challenges or problems the women learners faced, attitudes of people towards women education, relevance of programmes to women's socio-economic activities, factors influencing women performance, socio-economic activities performed by women, women's level of education before joining literacy programmes, sex and age of respondents etc. were obtained by interacting with respondents directly.

## 3.6 Data Sources

Both secondary and primary sources of information related to women's performance in literacy classes were contacted.

### 3.6.1 Secondary data sources

Sources of secondary data used during the study included attendance registers, annual meeting reports, workshop papers, exercise books, research and project reports, textual materials, journals and papers. These provided previous information on women and literacy and used to delineate factors which influence women performance in AELPs.

### 3.6.2 Primary data sources

Primary data sources during the study included five categories of respondents' namely adult women who had undergone literacy Programmes, facilitators of adult education literacy programmes, education officers in Morogoro Rural District, hamlet leaders and the men whose wives underwent the Adult Education Literacy Programmes.

## 3.7 Data Collection Methods

Methods of data collection used during the study include survey, key informants and observation. These methods play a useful and complementary role in improving the researcher understanding of a situation in the study area.

### 3.7.1 Tools for data collection

More than one tool for data collection was used during data collection in the study area. The main tools employed were interview schedules, questionnaires and observing.

### 3.7.2 Data collection procedures

Both secondary and primary data related to women performance in AELPs were collected during the study.

#### 3.7.2.1 Secondary data collection

Documentary review was used to obtain secondary data from different sources. Researcher reviewed documents such as curriculum, syllabi, schemes of work, teachers' lesson plans, attendance registers, examinations results, exercise books, AELPs orientation papers for the stakeholders, annual meeting reports, research and project reports from Morogoro district education office, centres of AELPs offices in study area and sokoine national agriculture library. The aim for selecting those documents was to look for the information that could give evidences on the factors that led to such women's performance in AELPs. Further more previous studies on women and literacy were also reviewed to explain factors which influence women performance in AELPs. Documents such as Books, journals and papers from libraries and electronic mails served for this purpose.

#### 3.7.2.2 Primary data collection

A set of semi-structured interview schedules containing both open and closed questions was used to gather information from selected respondents i.e. women learners, hamlet leaders and some husbands of women learners. The respondents were asked about the following, age, sex, educational level, occupation, marital status, income, relevance of programmes, availability of instructional resources, socio-economic activities of the female participants and attitude towards women's education. This tool was preferred because some of these respondents could not read and write. Since it was face to face interaction researcher was able to ask rejoinder questions to get more clarification for

some important issues. Questionnaire was used to tape information from adult education officers at various levels. Respondents were asked about the instructional materials and their availability, attendance of women learners, attitudes of people toward women education, objectives of the programme and curriculum of AELPs. This tool was preferred because it provides reliable means of collecting data from people who can read and write well; while at the same time tapping information from a big number of people within a short time (Peil, 1992). Since information gathered through questionnaire was not hundred percent perfect, the tool was supplemented by documented data and observation.

### 3.8 Data Analysis

The data collected was edited, coded, summarized entered and analyzed using the statistical package for social science (SPSS 11.5 for windows) computer soft were in conformity with the objectives of the study (Kosher,2004).A number of tools of data analysis were employed to guide study analysis, these include descriptive statistics, indices, logistic model and content analysis.

#### 3.8.1 Descriptive statistics

Under descriptive statistics, means, percentages and frequency distribution of different variables were calculated. Results from descriptive statistics were used to construct frequency distribution tables important to simplify interpretation of results. Information which was difficult to quantify was subjected to content analysis.

#### 3.8.2 Index variables

One index variable namely attitude variable was developed to examine the community attitudes towards women education. The development of this index involved development of sets of statements which were included in the questionnaire administered to respondents. Developing such statements was very important because as Simon (2006) said, it is not easy to solicit data/information for variables like attitude, wealth, awareness and knowledge by asking one question to a respondent. Therefore, for the same reason, it was necessary for researcher to develop statements for attitude variable in this study. To determine which statement to include in the final version of the scale; pretesting of likert scale was undertaken by using 12 students of Sokoine University of Agriculture (SUA) and the following statements related to the negative and positive attributes of women education as indicated by respondents were selected and included in the questionnaire.

1. Women are supposed to remain home and take care of families.
2. Naturally women's academic ability is low.
3. Women should be motivated to perform well in literacy programmes.
4. Education for women is unnecessary especially for married ones.
5. Women should study in the same class with men.
6. Education has more importance to men than women.
7. Government should never deny women right to education.
8. Education is more important for men and women.

Respondents were required to respond to the statements by indicating whether they strongly agree, agree, undecided, disagree or strongly disagree. The responses were assigned weight of 5 if strongly agree, 4 if agree, 3 if undecided, 2 if disagree and 1 if strongly disagree. Likert scale was undertaken to identify and select statements that were significantly determine attitude index as explained above. Bernard (1995) explains that scales have been used to quantify abstract variables and defining them operationally

depending on the ability of the researcher to scale them. After coding the responses were reduced into three groups. Agree undecided and disagree. The responses strongly agree and agree were combined to one response (agree) and disagree and strongly disagree were combined to one response (disagree).In all positive statements "agree" response represented by 3, "undecided" represented by 2 and "disagree" represented by 1, while in all negative responses "agree" represented by 1, "undecided" represented by 2 and "disagree" represented by 3.

### 3.8.3 Logistic model

The model adopted to examine factors influenced women performance in AELPs and to determine the type of relationship exists between variables, i.e. change in independent variables (factors) against change in dependent variable (performance).

Logistic model equation

$Yi = \beta o + \beta 1 X1 + \beta 2 X2 + \beta 3 X3 + \beta 4 X 4 + \mu i$

$\beta 1(AGE), + \beta 2(DECISION) + \beta 3(FSIZE), + \beta 4(MSTATUS), + \beta 5(CHOICE), + \beta 6(RELATED), + \beta 7 (ASSIST), + \beta 8(GUARDEDU)$

Where;

| | | |
|---|---|---|
| AGE | = | Absolute years since one was born |
| FASIZE | = | Total number of Members of the family |
| MSTATUS | = | married (those in legal/wedded marriage partnership or living together); unmarried (widows/widowers, separated, divorced) |
| RELATED | = | Literacy programmes/subjects conformity to respondents' daily life socio-economic activities |
| DECISION | = | Respondent willingly decide to join AELPs |
| CHOICE | = | Respondents freely select the subjects to learn in literacy |

| | | |
|---|---|---|
| | | programmes |
| ASSIST | = | If the programmes assists respondents perform day to day activities |
| GUARDEDU | = | Respondent's guardian level of education |
| Уi | = | Dependent variable (performance), 1 respondent good performance, and 0 Otherwise. |
| βo | = | constant (y intercept) |
| X1X 2 … X4 | = | Regression coefficient or parameters. |
| μi | = | error term |

### 3.8.4 Specification of empirical model (Logistic model)

According to Power and Xie (2000), logit model can be statistically expressed as follows;

Logit (Pi) = log $\frac{Pi}{1-Pi}$ .

This means, Logit expresses odd ratios between an interest group (intended sample in a set to the un-intended one-called group of no interest). For example, the ratio of probability that unmarried woman performs better than married women.

That is; $L_1$= In $\frac{Pi}{1-Pi}$ = Zi

**NB:**

Zi varies from -∞ to +∞; and that Zi = $\beta_1 + \beta_2 X_1$.

Thus, $L_1$ = logit.

In other words, with logit, log = $\frac{Pi}{1-Pi}$

= Pi = $\frac{a}{n}$

= $(\frac{a}{n})/(1-a/n)$

Log (Pi) = a: n-a in order to show the ratio.

In other words, the logit becomes negative and increasingly large in magnitude as the odds ratio decreases from 1 to 0 Becomes increasingly large and positive as the odds ratio increases from 1 to infinity. Thus an estimation of the logit Model is shown as;

$$L_i = \ln \frac{P_i}{1-P_i} = \beta_1 + \beta_2 X_i + \mu i$$

Where $X_i$ = Value of regressand

$\mu_i$ = Term error

With individual data a logit Pi=1 if a women has good performance

$P_i$= 0 if a women has poor performance or (otherwise)

Although, one may have included only a single X variable or regressor, one can add as many regressors as may be dictated by the underlying theory, this is one of the features of a logit model (Gujarat, 2003).

It should also be borne in mind that logit model usually takes two forms, it can be expressed either in terms of logit (as it is expressed as ratios; log [p (y=1)/1-p(y=1)] $=\sum^{k}_{k=1} \beta kXk$ or can be expressed as an event of probability because now it assumes the probability that the event A occurs, or Prob (Y=1 ), μ becomes the expected probability that Y=1). For example, Prob (y=1)=1-F $(-\sum_{k=1}^{k} \beta kXk)$ (Liao; 1994).

We should also think about the logit, which is symmetrically distributed around a central value. When P=0.50, its reciprocal value is also 1-0.5, hence the natural log of this ratio is Li=Log (0.5/0.5)= log1=0.

### 3.8.4.1 Performance indicator in AELPs

In this study, measures to assess the level of performance in AELPs obtained by developing performance index of individuals in AELPs. The performance index considered a number of factors that in their totality could explain the level of performance in AELPs. The factors were, type of subjects studied (agricultural related = 1, otherwise = 0), respondent main occupation (agriculture = 1, otherwise = 0), If activities performed prevented one from attending AELPs, (Yes =0 otherwise =1), Objective of attending AELPs (Gain 3Rs = 0, gain skills related to activities = 1), Duration in AELPs programme (More than a year = 1, less than a year = 0), Do you regularly attend? (Yes = 1, otherwise= o), Number of days per week (as set = 1, otherwise = 0) and motivation to join the AELPs (To gain knowledge and skills = 1, otherwise = 0). Then, the total score for the factors was obtained by considering presence and absence of an element and lastly, those who scored below average were assumed not perform well compared to those who scored above average. The performance index was then regressed with decision, choice, and relevance, related to activities, age, marital status, guardian/husband education level, and family size of the respondents as factors influencing the overall performance in AELPs.

# CHAPTER FOUR

## 4.0 RESULTS AND DISCUSSION

### 4.1 Socio-economic characteristics of participants of AELPs

#### 4.1.1 Age of respondents

Table 1 show that majority of respondents (38.3%) were age between 37 and 45 years old. These are the females involved in AELPs. The table further shows that AELPs attended with few (15.8%) old female learners and (19.2%) young female learners.

### 4.1.2 Educational level of respondents

The majority (51.7%) of the respondents presented in Table 2 had no formal education prior to joining literacy classes. The (47.5%) of respondents had primary education prior to join literacy classes. These however, according to interview during the study, majority of them had only attended Std. I – III and then dropped out of school due to various reasons which included failure to meet school requirements and parents need for assistance in household chores. The table further shows that AELPs composed with both learners i.e. with or without education prior to joining AELPs. Swai (1993) find that every class in the literacy centres there was a mixture of female participants with or without formal educational background.

### 4.1.3 Marital status of respondents

Table 7 shows majority (80.8%) of respondents were married. These were the women participating AELPs. Information through personal interview during the study revealed that this had an effect in performance because married women were restricted by their husbands to attend classes regularly. Studies done in Mozambique by Linden and Rungo (2006) revealed that, Men did not allow their wives to attend classes. There were many husbands who perceived their wives' literacy as a threat to their own power position (Kweka, 1987).Thus, women interest and aspiration to learn has been discouraged and to some extent destroyed.

### 4.1.4 Family size of female participants in AELPs

Table 8 shows that majority (82.5%) of household members ranging between five and ten. Most of members are the children and old people who depend much on their family for parental care. Women learners as parents used a lot of time and at other times were not ready to leave their homes to make sure that these members of family were attended very well. This view support some studies like that done by Mbilinyi (1983) who has been discovered that sometimes women refuse to sacrifice their children and their homes to work and classes.

**Table 1: Socio-economic characteristics of participants in AELPs**

| Variables | Frequency | % | Cumulative % |
|---|---|---|---|
| **Age of respondents** | | | |
| 18 - 24 | 23 | 19.2 | 19.2 |
| 25 - 36 | 32 | 26.7 | 45.8 |
| 37 - 45 | 46 | 38.3 | 84.2 |
| 46 - 55 | 19 | 15.8 | 100.0 |
| Total | 120 | 100.0 | |
| **Educational level** | | | |
| No formal education at all | 62 | 51.7 | 51.7 |
| Primary education | 57 | 47.5 | 99.2 |
| Secondary education | 1 | .8 | 100.0 |
| Total | 120 | 1 | |
| | | 00.0 | |
| **Marital status** | | | |
| Single | 7 | 5.8 | 5.8 |
| Married | 97 | 80.8 | 86.7 |
| Divorced | 5 | 4.2 | 90.8 |
| Widowed | 7 | 5.8 | 96.7 |
| Separated | 4 | 3.3 | 100.0 |
| Total | 120 | 100.0 | |
| **Family size** | | | |
| Less than 5 | 17 | 14.2 | 14.2 |
| 5 | 1 | 0.8 | 15.0 |
| 5 - 10 | 99 | 82.5 | 97.5 |
| 10 and above | 3 | 2.5 | 100.0 |
| Total | 120 | 100.0 | |

### 4.1.5 Educational level of the guardians/husbands of the female participants in AELPs

The majority (70.8%) of husbands/guardians of women learners had reached primary school level (Table 3). Although majority of them attained primary school education, information obtained from interview during the study revealed that, there were men who

strongly felt that education was of no importance to women, they discourage them from attending classes as to them learning is meant for children. One woman argued that “at times even sharing a reading book in the class with men was discouraged by some men”.

**Table 2: Distribution of female participants in AELPs according to husband’s or guardian’s level of education**

| Educational level | Frequency | % | Cumulative % |
|---|---|---|---|
| No formal education at all | 10 | 8.3 | 8.3 |
| Adult education | 20 | 16.7 | 25.0 |
| Primary education | 85 | 70.8 | 95.8 |
| Secondary education | 5 | 4.2 | 100.0 |
| Total | 120 | 100.0 | |

### 4.1.6 Occupation and income of respondents

Table 4 shows that, the majority (91.7%) of female learners engaged in crop production, where they spent much of their time on agricultural activities. While she participates in production she also performs other domestic duties, Mbilinyi and Mascarenhas (1983) cited by Swai (1993).These duties are supplying house-hold with food, water, fuel and housing and frequently generate cash income to satisfy basic household needs (Gabriel, 1989) .With all these duties to perform, at the end of the day she finds herself left with very little time for learning. Income wise the majority (68.3%) of respondent’s household average income range between TAS 150,000 and 200,000 per annum. The table further shows that, respondents who engaged in agriculture production earn less income compared with those engaged in business and employee in public and private organisation. The table reveal that the income of respondents engaged in crop production was too small to enabling them to meet same of the costs of basic needs. Therefore the meagre income of women learners put them at position whereby they engage themselves in many other activities to supplement their income. Because of being responsible with many duties, women’s participation and performance in AELPs are adversely affected

because they cannot participate fully in learning due to little time they have. Time spent on learning is the key to mastering learning (Carroll, 1963).Thus, for any learner to perform well and in this case for any female learner to expected to perform well she will need some amount of time because education is a process that takes time (Proser, 1967).

**Table 3: Distribution of female respondents according to occupation and income**

| Occupation | Income | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 50.00 to100.000 TAS | | 100.000 to150.000 TAS | | 150.000to200.000 TAS | | 200.000and above TAS | | Total | |
| | F | % | F | % | F | % | F | % | F | % |
| Crop production | 0 | 0.0 | 25 | 20.8 | 82.0 | 68.3 | 3 | 2.5 | 110 | 91.7 |
| Livestock production | 1 | 0.8 | 1 | 0.8 | 0.0 | 0.0 | 0 | 0.0 | 2 | 1.7 |
| employee | 0 | 0.0 | 0 | 0.0 | 1 | 0.8 | 5 | 4.2 | 6 | 5.0 |
| Business | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 1.7 | 2 | 1.7 |
| Total | 1 | 0.8 | 26 | 21.7 | 83 | 69.2 | 10 | 8.3 | 120 | 100.0 |

F = Frequency

### 4.1.7 Distribution of women participants of AELPs according to their objectives /Goals of joining AELPs

Table 5 shows that majority (67.5%) of women learners joined AELPs to gain agricultural skills. This implies that it was the goal which motivates women to join AELPs. Therefore, for relevant programme for female learners which meets their intended goals, it has to focus on individual learner's interests (Houle, 1972). It is when the individual has to take responsibility for deciding what goals must be achieved and the extent to which she has achieved those goals, that she truly learns to take responsibility for herself and her direction (Rogers, 1983).It has been found out that women AELPs have despaired because the primers used do not address women issues (Kweka, 1992; Kadege, 1992). If the programmes are irrelevant to women's goals and interests, the learners' attendance is likely to be affected and finally the whole performance is defeated.

**Table 4: Distribution of women participants of AELPs according to their objectives/ Goals for joining AELPs**

| Goals/Objectives | Frequency | % | Cumulative % |
|---|---|---|---|
| Gain3Rs(read, write, numeracy) | 26 | 21.7 | 21.7 |
| Gain agriculture skills | 81 | 67.5 | 89.2 |
| Gain entrepreneurship skills | 7 | 5.8 | 95.0 |
| Gain income generating skills | 4 | 3.3 | 98.3 |
| Gain new friends | 2 | 7.1 | 100.0 |
| Total | 120 | 100.0 | |

### 4.2 Educational Background

Table 5 shows majority (59.2%) of women learners had no formal education before joining AELPs. The table further shows that (40.8%) had formal education prior to joining AELPs. Lack of formal education prior to jonahing literacy classes could contribute to some extent on poor performance in AELPs.

**Table 5: Formal education of women learners prior to joining AELPs**

| Responses | Frequency | % | Cumulative % |
|---|---|---|---|
| Not attended formal education | 71 | 59.2 | 59.2 |
| Attended formal education. | 49 | 40.8 | 100.0 |
| Total | 120 | 100.0 | |

Table 6 indicates that majority of women learners who had formal education prior to joining AELPs had only attended Std. I – II (14.2%), II – IV (20.8%) and then dropped out of school for various reason. The reasons included failure to meet school requirements, the parents' need for assistance in house hold chores and poverty. The table further shows only (5.8%) of those women learners completed STD VII. Generally the finding revel that literacy centres had a mixture of female participants with or without formal educational background. When one of the facilitator was interviewed on what happened to those categories of learners she said:

*"Learners who lacked formal education prior to joining literacy classes were more difficult to teach them than those who at least had undergone at least a certain level of formal education at primary school. Lack of formal education contributed to poorer performance compared to those who had formal education already and whose performance was good".*

From that information, it was interpreted that, Lack of formal education prior to joining AELPs could contribute to some extent on poor performance in AELPs among women in Morogoro Rural District. This is because formal education enriches those who happened to go through it.

**Table 6: Women learner's level of education prior to joining AELP**

| Education level | Frequency | % | Cumulative % |
|---|---|---|---|
| 0 years in school | 71 | 59.2 | 59.2 |
| 2 years in school | 17 | 14.2 | 73.3 |
| 4 years in school | 25 | 20.8 | 94.2 |
| 7 years in school | 7 | 5.8 | 100.0 |
| Total | 120 | 100.0 | |

**4.3 Relevance of the Programmes**

Table 7 shows majority 67.5% of respondents join AELPs to gain agricultural skills. The table further shows that women joined AELPs with different goals or objectives to fulfill. Through interviews, two women learners had these in their minds when they were asked on what their goals for joining AELP were and if they had achieved what they aimed at. First woman learner said:

*"I joined AELP in order to eradiate ignorance in my head by learning how to write, read and numeric"*

The second woman learner said:

*"The main reason for me to join AELP was to liberate myself economically especially to learn how to run pet business"*

These had to be achieved through relevant programmes.

**Table 7: Goals/objectives of women participants to join AELPs**

| Goals/objectives | Frequency | **%** | Cumulative % |
|---|---|---|---|
| Gain 3Rs (read, write and numeracy) | 26 | 21.7 | 21.7 |
| Gain agriculture skills | 81 | 67.5 | 89.2 |
| Gain entrepreneurship skills | 7 | 5.8 | 95.0 |
| Gain income generating skills | 4 | 3.3 | 98.3 |
| Gain new friends | 2 | 1.7 | 100.0 |
| Total | 120 | 100.0 | |

Further respondents were asked to mention the subjects they learnt in literacy classes. The subjects mentioned were: reading, writing and numeracy skills, house keeping, and weaving skills, pottery and basketry skills, home economics skills, HIV/AIDS, environmental skills and agriculture skills. When they were asked whether these programmes were relevant to their goals and socio-economic activities, the respondents had different feelings as shown in table 8. The table reveals that majority (67.5) accepted that programmes were relevant to their goals and socio – economic activities. They felt that the programmes were meaningful to their daily activities. They further maintained that the acquisition of 3rs helped them to read and write letters or other documents without other people's assistance. In addition to that, the skills enabled them to read agricultural instructions in different text books and other information in posts along the roads. However, (32.5%) were of the opinion that the subjects were irrelevant to their daily activities. The reasons advanced were that some of the subjects which they pursued such as weaving, HIV and environment were already familiar to them.

**Table 8: Relevance of the programmes as indicated by female participants**

| **Responses** | Frequency | **%** | Cumulative Percent |
|---|---|---|---|
| Not relevant | 39 | 32.5 | 32.5 |
| Relevant | 81 | 67.5 | 100.0 |
| Total | 120 | 100.0 | |

Programmes mentioned by most women as relevant to their socio-economic activities included reading, writing and numeracy skills, home economics skills, agriculture skills and Tie and dye Table 9.

**Table 9: Subjects/programmes preference as indicated by female participants**

| **Subjects** | Frequency | **%** | Cumulative Percent |
|---|---|---|---|
| 3rs skills | 22 | 18.3 | 18.3 |
| House keeping | 9 | 7.5 | 25.8 |
| Hand craft | 10 | 8.3 | 34.2 |
| Tie and dye | 16 | 13.3 | 47.5 |
| HIV/IDS | 11 | 9.2 | 56.7 |
| Environmental skills | 14 | 11.7 | 68.3 |
| Agriculture skills | 22 | 18.3 | 86.7 |
| Home economics | 16 | 13.3 | 100.0 |
| Total | 120 | 100.0 | |

Further investigation was done by use of questionnaire schedule where literacy teachers and adult education coordinators were asked to comment on the relevance of the programmes offered in their respective areas. Three teachers and two adult education

coordinators maintained the opinion that the programmes were relevant to women's socio-economic activities. However, one teacher and one ward adult education coordinators felt that the programmes were irrelevant to socio-economic activities of women, for they did not advance them socially and economically. Generally findings reveals that in some extent programmes offered in AELPs are relevant, they had minimal effect to women's low performance in AELPs

### 4.4 Community Attitudes towards Women Education

In order to measure community attitudes towards women and their education several statements related to positive attributes of women and their education as perceived by people in community were developed. Negative attributes of women and their education as perceived by community were also included. Respondents were required to respond to show how the community perceives women education by agree with the statements or not as described in section 3.8.2, chapter III. The first results before recording the responses into three groups indicated that community had negative attitudes towards women education. The frequency of attitudes represented in table 10.

**Table 10: Respondents responses about community attitudes towards women education**

| No | Attitudinal statements | SAG | AG | UD | DG | SDG | Total |
|---|---|---|---|---|---|---|---|
| 1 | Women are supposed to remain home and take care of families | 29 | 37 | 1 | 32 | 21 | 120 |
| 2 | Naturally women academic ability is low | 37 | 42 | 3 | 19 | 19 | 120 |
| 3 | Women should be motivated to perform well in literacy classes | 25 | 28 | 0 | 33 | 34 | 120 |
| 4 | Education for women is unnecessary especially for married one | 39 | 50 | 0 | 19 | 12 | 120 |
| 5 | Women should study in the same class with men | 33 | 33 | 0 | 39 | 15 | 120 |
| 6 | Education has more important for men than women | 46 | 47 | 0 | 15 | 12 | 120 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | Government should never deny women right to education | 26 | 29 | 2 | 37 | 26 | 120 |
| 8 | Education has more important for both men and women | 24 | 39 | 0 | 32 | 25 | 120 |

NB: SAG=strongly agree; AG=agree; UD=undecided; DG=disagree; SGD=strongly disagree

The 8 statements likert scale were used to determine attitude of community towards women education, the average total scores from individual respondents were compared with points for negative, indifferent and positive attitudes. For this case; the most negative attitude was represented by 1x8=8; the indifferent attitude was represented by 3x8=24; and the most positive attitude was represented by 5x8=40. Therefore negative attitude was denoted by 8 to 23; positive attitude was denoted by 25 to 40 and indifferent attitude was denoted by 24. Table 11 shows majority (67.5%) of respondents were on the view that community had negative attitudes towards women education. This to some extent demoralizing women's efforts to achieve positive performance in AELPs, this finding supports the findings by Swai (1993) who indicated that community attitude towards women, hindered women's participation and performance in literacy classes.

**Table 11: Three categories of respondent's overall score shows attitudes towards women education**

| Attitudes | Frequency | % | Cumulative % |
|---|---|---|---|
| negative attitude | 81 | 67.5 | 67.5 |
| indifferent | 16 | 13.3 | 80.8 |
| positive attitude | 23 | 19.2 | 100.0 |
| Total | 120 | 100.0 | |

The view was further substantiated by the majority of literacy instructors (100%) who accepted that, such attitudes made women believe that according to African customs and some religious beliefs they are not supposed to share a class with men; or share reading materials with male participants. Some men did not allow their wives to attend literacy classes for fearing of exposing them to other men. This made women lack confidence on

their academic ability, and prevented them from participating fully in decision making and in community development. The women feared of discussing issues with their male counterparts for the same reason. This to some extent contributed to low performance among women in AELPs.

When one man was interviewed for that matter he said:

> *"Actually, there matters which the government force. Educating women lead to cause conflicts in the family. Mafahari wawili hawakai zizi moja, meaning that the two bulls cannot stay in one shed. It is impossible for the educated woman to stay with the educated man without quarrelling everyday. Educate a girl and not a woman. A woman is only supposed to deal with domestic chores and take care of her husband*."

Another husband said:

> *"Taking a wife to adult education classes is to expose her to other men who can seduce and play sex. Moreover, according to our religion, women ere not allowed to stay with men closely. So, this is to violate our customs and beliefs. I just allow my wife to go there just because of what you call modernity but in my heart I m quite negative with women to attend classes with men together."*

The data above shows that men have negative attitude toward women learners to extent that they cannot support them morally or materially. This supports the study by Rungo and Linden (2006) in Mozambique who founds that men did not allow their wives to attend literacy classes. Bias worry, inheritagical culture are purely traditional barrier.

**4.5 Activities Performed by Female Learners**

Table 12: indicates that main activities performed by female learners are agricultural activities, household chores, petty trading and employment. The table further shows that majority (50.8%) of female learners engaged in agricultural production. This is the area which consumes more female learner's time and energy especially when it is traditionally operated. This supports the findings by Swai (1993) who argue that women learners spent much of their time on agricultural activities. These activities influenced women's performance in literacy classes some times they went to classes late and at other times the situation forced them to miss classes for several days. Even at home they occupied with many household chores which made majority of them lack time to revise what they learnt in the previous lesson. This justified with findings by Lind (1992) who argue that although many women often want to become literate, very few manage to satisfy this wish because of time consuming duties. When they were asked during the interview as to why they not performed well in AELP, they said:

1st woman leaner:

> *"We have so many domestic activities to do to the extent that we find no time to practice what we are taught at the class. Men depend on us to prepare them food, water for bathing and washing clothes, children are depending on us for food, cleanliness, when they are sick, and still even ourselves we have so many activities such as cleanliness, house keeping and making hairs. That is why we do not perform well in our examinations"*

The second woman Learner:

> *"A woman in this village always goes to bed very tired. A woman works from 5.00 A.M to 9.00 P.M restless. The activities she does are uncountable. It is different from men whose activities are countable and they have time to*

*rest or remind what they learn in AELP. Sometimes they conduct discussions at the clubs where they drink alcohol. They discuss much on what we learn at AELP and when they come at home they want all the services they need from us. The women have not time to discuss and practice what they have been taught. It is really difficult for us to perform well in these programmes.''*

From the responses above, no one can argue against women's activities as a determinant that led them to perform poorly in AELP. Ample time for learning and practicing is paramount especially for an adult learner whose memory capacity is being interfered by so many matters as the respondents have revealed.

**Table 12: Activities performed by female learners**

| Activities | Frequency | % | Cumulative % |
|---|---|---|---|
| Household chores | 43 | 35.8 | 35.8 |
| Petty trading | 10 | 8.3 | 44.2 |
| Agricultural activities | 61 | 50.8 | 95.0 |
| Employee | 6 | 5.0 | 100.0 |
| Total | 120 | 100.0 | |

To be certain female learners were asked whether activities interfere and prevent them attending literacy classes. Table 13 show that majority (95%) of female learners admitted that activities interfere and at other times prevent them attending literacy classes. The table implies that women's poor performance in AELPs caused by irregular attendances rooted from the activities they perform. This finding supports the study by Swai (1993) who view that a combination of their occupation and family responsibilities has led to literacy attendance being a third activity within the same time. When the teachers were interviewed on the attendance for their learners especially women they said:

First teacher:

> *"Women's attendance is very fluctuating because they have so many excuses. Sometimes they say that their children are sick so they can't come for class, or they are themselves sick. Sometimes they say when they see they are late they also do not come for learning because of shy."*

Second teacher:

> *"Women's attendance at our classes can not be compared to that of men because women have so many complications especially the nature of their domestic chores. Even the frequency of suffering from diseases is higher for women than men. Other women learners do claim that they forget that there was a class that day. They also do not come to class when they quarrel with their husbands or neighbors. Actually, they have so many complications."*

From the responses above, one can realize that the nature of women activities and psychosocial problems are the determinants that led to poor performance. For the adult learner to come at the class late is shy for her. For the adult person to come to class while beaten or abused with her husband is also impossible because she cannot concentrate fully in learning.

**Table 13: Female learner's opinions on the activities, interference and attendance in AELPs**

| Response | Frequency | % | Cumulative % |
|---|---|---|---|
| Do not interfere | 6 | 5.0 | 5.0 |
| Do interfere | 114 | 95.0 | 100.0 |
| Total | 120 | 100.0 | |

As finding shows, activities performed by women involves physical and mental practices that caused their physical and mental were out. In such a situation the female learners entered classes with no energy and mood or eagerness to learn i.e. they become inactive in the learning exercise. Therefore it is obvious that as they struggle to fulfill their responsibilities and learning activities at the same time they end up with poor performance in AELPs.

### 4.6 Factors Influencing Women Performance in AELPs

The factors influencing women performance in AELPs were regressed against the developed performance index of individuals in AELPs. The performance index considered a number of factors that in their totality could explain the level of performance in AELPs. The factors were, type of subjects studied (agricultural related = 1, otherwise = 0), respondent main occupation (agriculture = 1, otherwise = 0), If activities performed prevented one from attending AELPs, (Yes =0 otherwise =1), Objective of attending AELPs (Gain 3Rs = 0, gain skills related to activities = 1), Duration in AELPs programme (More than a year = 1, less than a year = 0), Do you regularly attend? (Yes= 1, otherwise= o), Number of days per week (as set = 1, otherwise = 0) and motivation to join the AELPs (To gain knowledge and skills = 1, otherwise = 0). Then, the total score for the factors was obtained by considering presence and absence of an element and lastly, those who scored below average were assumed not perform well compared to those who scored above average. The performance index was then regressed with decision, choice, and relevance, related to activities, age, marital status, guardian/husband education level, and family size of the respondents as factors influencing the overall performance in AELPs.

In spite of several constraints to good performance in AELPs, several women joined literacy programmes. This study therefore, made efforts to identify and examine the factors that influenced women's performance in AELPs. The examination of factors was undertaken by using logistic regression model as described in section 3.8.3, chapter III. Empirical results of the Logistic regression model are presented in table 14. The model was statistically significant (p = 0.000) as suggested by omnibus tests of model coefficients and (p=0.005) as suggested by Hosmer and lemeshow test. The omnibus test follows a Chi-square distribution with 9 degree of freedom while Hosmer and Lemeshow test follows a Chi-squire distribution with 8 degree of freedom.

**Table 14: Results of the Logistic regression model**

| Variables | | | | | | | 95% C.I.for EXP(B) | |
|---|---|---|---|---|---|---|---|---|
| | B | S.E | Wald | df | Sig. | Exp(B) | Lower | Upper |
| AGE | -0.460 | 0.363 | 1.605 | 1 | 0.205 | 0.631 | 0.310 | 1.286 |
| MSTATUS | -0.526 | 0.812 | 0.419 | 1 | 0.517 | 0.591 | 0.120 | 2.904 |
| FSIZE | -1.225 | 0.946 | 1.677 | 1 | 0.195 | 0.294 | 0.046 | 1.875 |
| GUARDEDU | 1.592 | 0.757 | 4.421 | 1 | 0.036 | 4.913 | 1.114 | 21.671 |
| RELATED | 2.419 | 0.787 | 9.458 | 1 | 0.002 | 11.240 | 2.405 | 52.534 |
| ASSIST | 1.527 | 1.082 | 1.991 | 1 | 0.158 | 4.604 | .552 | 38.391 |
| CHOICE | 4.864 | 0.938 | 26.907 | 1 | 0.000 | 129.560 | 20.620 | 814.065 |
| DECISION | 3.119 | 0.776 | 16.137 | 1 | 0.000 | 22.623 | 4.939 | 103.621 |
| Constant | -6.045 | 1.993 | 9.196 | 1 | 0.002 | 0.002 | | |
| **Performance of Logistic regression model** | | | | | | | | |
| Omnibus $Chi^2$ | 94.091 | | | | | | | |
| P> $Chi^2$ | 0.05 | | | | | | | |
| -2log likelihood | 71.96 | | | | | | | |
| Cox & Snell $R^2$ | 0.543 | | | | | | | |
| Nangelkerke $R^2$ | 0.725 | | | | | | | |
| HosmerandLemeshow $Chi^2$ | 21.928 | | | | | | | |
| P>$Chi^2$ | 0.005 | | | | | | | |

Source: Logistic model results from SPSS – Soft ware

Age of respondents (AGE) negatively influenced performance of women in AELPs and its coefficient was not statistically significant at (P>0.05).This implied that, as the age increase women tend to loose the eagerness or interest to attend and learn in AELPs. Probably this happened due to the fact that, they are responsible to handle most of the household activities (duties) and therefore, they could not have enough time set to attend AELPs. Given good plans, like planning AELPs to be conducted during off seasons for most activities, including farming, could enhance participation in AELPs by varying age categories in the community.

Family size (FSIZE) was found to have negative relationship with performance in AELPs and its coefficient was not significant (P>0.05).This suggest that women with larger household members have a high probability of not attending AELPs regularly. This was expected that, women in larger households are highly loaded with household chores than those with small households. This was further expected that due to patriarchal and division of responsibilities relationships exists between members of households, men rarely participate in household chores. This affect negatively women performance as explained early that they cannot attend AELPs regularly and use most of their time for fulfilling house hold tasks rather than learning.

Marital status (MSTATUS) was found to have negative relationship with performance of women in AELPs as expected and its coefficient was not significant (P>0.05).This suggest that married women have a higher probability to perform poorly in AELPs. This was expected that, married women are likely to get resistance and negative supports from their husbands in attending and learning in AELPs as compared to women who are not married. This finding supports study by Linden and Rungo (2006) in Mozambique who founds that, men did not allow their wives to attend classes. Similarly, married women

are bound to accomplish other household duties and could not get enough time to attend AELPs.

The coefficient of guardians education (GUARDEDUC) was statistically significant ($P<0.05$) with a positive relationship with performance in AELPs. This implies that guardians (husband) with higher education i.e. who are educated are likely to allow their women to attend AELPs and give them supports to make sure that they perform well. This is perhaps due to the benefits they got from being educated; they know well the importance of education and its contributions to the household standard of life. To them educating a woman is equally to educate the whole family.

The coefficient of related programmes to the socio – economic activities of women (RELATED) was found to have positive relationship with performance in AELPs and its coefficient was statistically significant ($P<0.05$).This implies that Adult Education Literacy programmes providing knowledge and skills that can solve household immediate socio-economic problems have a higher probability of attracting more participants to join in and thus influencing positively the participants performance in AELPs. Women could willingly tend to struggle to acquire knowledge that can solve their practical problems and such arrangement could improve attendance in AELPs classes regularly. Here to them they viewed AELPs as a liberating tool to their socio-economic development.

Adult education literacy programmes that assisted (ASSIST) women in their daily activities, though not statistically significant, had positive correlation to their performance as shown by the coefficient. This implied that good selection of subjects to be included in AELPs should target the important subjects assisting them in running their activities like farming and other household chores. The idea that, programmes/subjects women learn in

AELPs assist (ASSIST) in their day-to-day socio-economic activities are found to have a complementary effect and bared positive relationship with performance in AELPs and therefore, AELPs efforts should target addressing the immediate needs of the target population.

The coefficient on choice (CHOICE) was statistically significant ($P<0.05$) and in agreement with the hypothesized positive relationship of performance in AELPs. This implies that given time to decide and involve them from initial plan of the AELPs women who willingly choose the programmes to join and learn are likely to have improved performance in AELPs. Women of this kind have higher willingness and commitment to learn because they were involved in selection of what to learn and hence expecting to fulfill their needs, goals and aspirations. The expectation of higher achievement willingly motivates them to put more effort to learn and lead to good performance in AELPs.

The coefficient of decision (DECISION) was statistically significant ($P<0.05$) and agree with the prior expectations that individual decision to join AELPs positively influenced performance in AELPs. Women, who willingly decide and choose to join particular programmes with specific reasons and needs to fulfill through them, are likely to have better performance in such programmes. They join and commit themselves to learn to meet their expectations. Women who join programmes without their own prior decision lack motivation to learn and have low morale in attending to such programmes. Therefore, individual decision and willingness to join the programme lead to higher likelihood in improving overall performance in AELPs than the individuals who did not decide willingly to join the programme.

### 4.7 Instructional Resources

Instructional resources are so crucial in adult teaching and learning as provide the learners with more than one sense of learning. Instructional resources can be divided into five main groups. The first group is of the instructional materials that the learners can see by using eyes. The second group is of the instructional materials that the learners can touch by using hands. The third one is the group of the instructional materials that the learners can smell by using the nose. The fourth one is the group of the instructional materials that the learners can taste by using the tongue. The last one is that group of instructional materials that the learners can hear by using ears. Therefore, the study assessed the availability and usefulness of instructional resources and further sought to determine their influence to women's performance in literacy classes. Using the check list, the literacy teachers were asked to respond to an item which required them to comment on the availability of instructional resources and their influence on female learners' performance in literacy classes. Table 19: shows the Instructional Resources available at the sampled Centers as they were observed by the researcher.

**Table 19: Instructional Resources Available in the sampled centers**

| Instructional resources | Response | |
|---|---|---|
| | Adequate | Inadequate |
| Real Objects | | √ |
| Wall Pictures | | √ |
| Word Cards | | √ |
| Picture Cards | | √ |
| Text Books | | √ |
| Maps | | √ |
| Flannel Boards | | √ |
| Chalk Boards | | √ |
| Chalks | √ | |
| Instructors Guide | | √ |
| Primers | | √ |

N = 16
N = Number of centers.

The Findings showed that instructional resources available in the sampled AELP centers included real objects, wall pictures, word cards, chalks and instructors guides as shown in table 19. However, it appeared that although some resources were said to be available in the sampled centers, they were hardly seen in use. It then showed clearly that, the majority of literacy teachers in sampled centers in Morogoro rural district used inadequate teaching resources.

When the teachers were asked why they did not have enough and varied instructional resources, all of them indicated that the materials were unavailable. The teachers claimed that the Ministry of Education and Vocational Training through Morogoro Rural district and ward-coordinators were supposed to supply the instructional resources like word-cards, wall pictures, picture-cards, tape-recorders, flannel cloth and kitchen utensils. Those instructional materials were supposed to be kept at the centers to be used in literacy classes.

Other items used in literacy classes that were considered as instructional materials included primers, exercise books, and pencils which were found to be in short supply. In some instances, the learners were asked to buy these items, but the majority of the female participants could not afford to buy them. This implied that the lack of adequate learning materials, to some extent affected the learners' performance in literacy classes.

The findings of this study also showed that, real objects and pieces of chalk were used by some teachers. Resources such as word cards were used by only one teacher and wall picture also by one teacher. In some instances, adult learners were required to purchase

some of the materials of which only a few women could afford. Lack of these resources might also have contributed to the women's low performance in literacy classes.

When one of the women learners was asked on the availability and use of instructional materials she responded as follows:

> "*Instructional materials are very scarce and not affordable for us learners as well as teachers to purchase them. It only when the topic touches the real objects around the classes, the teachers uses that opportunity to use for teaching us.*"

The explanations above certify that the instructional materials were inadequate to make the learners learn well and perform well in the examinations especially the women who had so many barriers for learning.

# CHAPTER FIVE

## 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the study.

### 5.1 Summary

The purpose of this study was to examine the factors which contributed to performance in AELPs among women in Morogoro Rural District. The district was purposively selected due to the reason that the illiteracy rate for women is high compared with other five districts in Morogoro region.

Five specific research objectives were derived from the purpose of the study to guide the investigation. These included; to find out whether formal education prior to joining literacy programmes influenced women's performance in literacy programmes; to examine, whether the literacy programmes were relevant to women's socio-economic pursuits; to Investigate the community attitudes towards women's participation in literacy programmes; to Find out activities performed by female literacy participants and to examine the factors influencing women performance in literacy programmes.The population sample was composed of 198 respondents; 120 female literacy learners, 24 literacy teachers, 12 hamlet leaders, 12 adult education officers/coordinators and 30 husbands of the women participants in AELPs. The methods used to collect data included; survey, key informants and observation. The main tools employed to collect data were interview schedules, questionnaires schedules and observing.

Review of literature covered the situation of illiteracy among women at global level, and Tanzania in particular; activities performed by women; the need for literacy among women and factors which influence women's performance in literacy classes. Studies conducted in Tanzania and elsewhere related to the study were also reviewed in that context. The review of literature revealed that women had many problems which ranged from much work-load to frustrations. Presumably, these affected their performance in learning process.

## 5.2 Summary of the Findings and Conclusions

The study revealed a number of factors which were reported in accordance with research objectives that guided the investigation.

### 5.2.1 Educational background

The findings of the study indicated that the majority of female literacy learners (59.2%) in the sample had no formal education prior to joining literacy classes with exception of the few (40.8%) who had formal education which ranged from standard one to seven. The majority of literacy instructors admitted that lack of formal education prior to joining literacy classes impeded women's performance in literacy classes. It would therefore concluded that, lack of formal education prior to joining literacy classes was a contributing factor to low performance among women in literacy programmes.

### 5.2.2 The Relevance of the programmes

The finding of the study indicated that, subject offered in literacy classes were relevant to women's socio-economic pursuits in Morogoro rural district. This was confirmed by most of female participants (67.5%) who pursued such programmes. Only few women could

fulfill their goals of just knowing to read, write and numeric. It appeared therefore that, irrelevant content was not one of the contributing factors to low performance in AELPs in Morogoro rural district.

### 5.2.3 Attitudes towards women and their education

The findings on this study indicated that community attitude toward women's education was negative and it hindered women's performance in literacy classes. This was substantiated by the majority (67.5%) of women participants in AELPs. Such attitudes made women believe that according to African customs and some religious beliefs they are not supposed to share a class with men; or share reading materials with male participants. Some men did not allow their wives to attend literacy classes for fearing of exposing them to other men. This made women lack confidence on their academic ability, and prevented them from participating fully in decision making and in community development. The women also feared of discussing issues with their male counterparts for the same reasons. This to some extent contributed to low performance among women in literacy classes.

### 5.2.4 Women activities

The study confirmed that women had many responsibilities which influenced their performance in literacy classes. These activities included; household chores, agriculture and petty – trading. Such activities impeded women from attending classes regularly, the factor which adversely influenced their performance in AELPs.

### 5.2.5 Factors influencing women performance

The finding of this study indicated that age of respondent, marriage and family size had negative correlation with women performance in AELPs. Therefore they had negative

influence to women performance. Factors like guardians level of education, relevance of the programme to women socio-economic activities, individual willingness to choose programme and individual decision to join a programme had positive correlation with women performance in AELPs and their coefficient significant were ($P<0.05$).Therefore they had positive influence to women performance in AELPs.

### 5.2.6 Instructional resources

The finding of this study showed that, real objects and chalk were used by some teachers. Resources such as word cards were used by only one teacher and wall picture also by one teacher. In some instances, adult learners were required to purchase some of the materials of which only a few women could afford. Lack of these resources might also have contributed to the women's low performance in literacy classes.

## 5.3 Recommendations

On the basis of the research findings, and analysis advanced in this study, the following recommendations are put forward:

1. Although documented reviews have indicated that the literacy programmes were revised by Ministry of Education and Vocational Training in the recent years (2000/2002), the researcher feels that there is need to modify the curriculum so that its contents are made more responsive to women's needs and interests; the curriculum should address issues which govern women's welfare.

2. The party and government leaders should educate people on the attitudes which make women seem inferior and which in turn impede them from performing better in educational and community activities.

3. In order to reduce women's work- load which contributes to their low performance in literacy classes, the regional and district authorities should think of how to produce low cost tools which will ease their household and agricultural activities.

**5.4 Further Research**

The study has found out that women's needs and aspirations in relation to literacy skills have not been adequately addressed. Therefore:

1. There is need for further research to establish Programmes which addresses the basic learning needs for women in AELPs.

2. Another research could be done on how self-help projects could be utilized to provide learning – instructional resources which facilitate effective learning for women.

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# APPENDICES

## Appendix 1: Operational definition of key variables used in the study

| No. | Variable | Operational definition | Level of measurements | Unit of measurement |
|---|---|---|---|---|
| **Background variables** | | | | |
| 1 | Age | Absolute years since one was born | ratio | 1=18-24<br>2=25-36<br>3=37-45<br>4=46-55<br>5=56-64 |
| 2 | Sex | Being male or female | Nominal dichotomous | 1=male<br>2=female |
| 3 | Marital status | Married (those in legal/wedded marriage partnership or living together);Unmarried(single, widows/widowers, separated, divorced) | nominal | 1=single<br>2=married<br>3=divorced<br>4=widowed<br>5=separated |
| 4 | Family size | Total number of Members of the family | ratio | 1=less than 5<br>2=5<br>3=5-10<br>4=10 and above |
| 5 | Level of education | Level of schooling respondent attained | nominal | 1=no education at all<br>2=primary education<br>3=secondary education<br>4=others(specify) |
| 6 | Occupation | Respondents' career employment has. | nominal | 1=farmer<br>2=business<br>3=employee<br>4=others |
| **Independent variables** | | | | |
| 7 | Income | Monetary value of earning of house hold annually | ratio | 1=below TAS 50000/=<br><br>2=TAS50000 to TAS100000/=<br><br>3=TAS100000/= to TAS150000/=<br><br>4=TAS150000/= to TAS200000/=<br><br>5=TAS200000/= and above |
| 8 | Attitude | Respondents beliefs towards women education | nominal | 1=strongly agree<br>2=agree<br>3=neutral<br>4=disagree<br>5=strongly disagree |
| 9 | Relevance | Literacy programmes conformity to respondents' daily life activities. | nominal | 1=yes<br>2=no |
| 10 | Motivation | The motives or things drive respondents to join literacy | nominal | 1=learners<br>2=to be educated |

| | | | | |
|---|---|---|---|---|
| | | programmes | | 3=increase knowledge |
| 11 | Attendance | Respondent participation in literacy classes/programmes. | *nominal* | 1=yes<br>2=no |
| 12 | Activity | Number of socio-economic activities done by women participants in literacy programmes | nominal | 1=yes<br>2=no |
| 13 | Mobilizatio n | Effort made to convince respondents willingly join literacy programmes | nominal | 1=yes<br>2=no |
| 14 | Decision | Respondent willingly choice to join literacy programmes | nominal | 1=yes<br>2=no |
| 15 | Choice | Respondents willingly select the subjects to learn in literacy programmes | nominal | 1=yes<br>2=no |
| 16 | Time | A moment which interfere/hinder women attendance in literacy programme | nominal | 1=farming time<br>2=family care<br>3=raining season |
| 17 | days | Timetable of class meetings in a week/number of days class held in a week | nominal | 1=1<br>2=2<br>3=3<br>4=4 |
| 18 | Relation | The extent to which subjects learned in literacy programmes relate/match to respondents socio-economic pursuits | nominal | 1=instruction on agricultural activities<br>2=day to day activities<br>3=knowledge of 3rs |
| 19 | Objectives | Learning needs motivated respondents join literacy programmes | nominal | 1=3rs<br>2=agriculture skills<br>3=entrepreneur skills<br>4=income generation<br>5=socialization |
| 20 | subject | Refers to the area under discussion or focus the respondent have to cover in literacy programmes | nominal | 1=math, Kiswahili, home economics,environme nt,3rs<br><br>2=hand craft<br><br>3=Kiswahili, math, home economics, environment |

**Appendix 2: Interview schedule for literacy learners**

1. What is your age group?

   [1] 15-25 years

   [2] 25-35 years

   [3] 35 years and above

2. Did you decide yourself to join literacy classes?

   [1] Yes

   [2] No

3. If the question two above is yes, what motivated you?

4. If the question two above is no, who forced or convinced you to join?

5. How long have you been in this class?

6. Which level of primary education did you get before joining literacy classes?

7. What subjects do you study in your class?

8. Did you choose the subjects which you are learning?

   [1] Yes

   [2] No

9. If it was not your choice, who choose them for you?

10. If it was your own choice, what motivated you to choose the subject?

11. Do the subjects help you to do your social and economic activities effectively?

   [1] Yes

   [2] No

12. If the question eleven above is yes, how do they help you?

13. If the question eleven above is no, explain why?

14. Do male and female learn in one class?

   [1] Yes

   [2] No

15. If the question fourteen above is no why?

16. When do you think men and women benefit more?

    [1] When they study together with men

    [2] When they study separately from men

17. Give reasons for your response above

18. What are your day to day activities?

19. Are your activities related to the subjects whom you are taking?

    [1] Yes

    [2] No

20. If the question nineteen above is yes, state how are they related?

21. Is there time when your activities prevent you from attending literacy classes?

    [1] Yes

    [2] No

22. If the question twenty one above is yes, say when it is

23. How many times in a week does your class meet?

24. Does irregular attendance affect your performance in literacy classes?

    [1] Yes

    [2] No

25 If the question twenty four above is yes, explain how

26. The following are some of the attitude women have towards the relevance of subjects taught in literacy programmes to their socio-economic activities. Please pick a number from the scale to show how you agree or disagree with each of the following statements: 1=strongly agree; 2=agree; 3=undecided; 4=disagree; 5=strongly disagree.

| No | Attitudinal statements | Score |
|---|---|---|
| 1 | 3Rs subject adds nothing to women socio-economic activities. | |
| 2 | Agriculture subject is unnecessary in literacy programmes because women are farmers they know a lot about agriculture. | |
| 3 | Naturally house keeping is the better subject for women in literacy programmes. | |
| 4 | Hand craft subject oppose to women individual needs in rural areas. | |
| 5 | 'Tie and die' enhance income generating for women. | |
| 6 | HIV/IDS subject increase knowledge of women towards voluntary HIV/IDS testing. | |
| 7 | Environmental subject reflect to women individual needs in literacy programmes. | |
| 8 | Home economic subject provide knowledge and skills to women hygienic improvement and control. | |

27. The following are some of the attitudes people have towards women's Education. Please pick a number from the scale to show how you agree or disagree with each of the following statements in your area: 1=strongly agree; 2=agree; 3=undecided; 4=disagree; 5=strongly disagree.

| No | Attitudinal statements | Score |
|---|---|---|
| 1 | Women are supposed to remain home and take care of families. | |
| 2 | Naturally women's academic ability is low. | |
| 3 | Women should be motivated to perform well in literacy programmes. | |
| 4 | Education for women is unnecessary especially for married ones. | |
| 5 | Women should study in the same class with men. | |
| 6 | Education has more importance to men than women. | |
| 7 | Government should never deny women right to education. | |
| 8 | Education is more important for men and women. | |

**Appendix 3: Interview schedule for hamlet leaders and husbands of women participants in the sample**

**Ward…….Village…….**

1. Sex

   [1] Female

   [2] Male

2. How long have you been a hamlet leader in this area?

3. Do you participate in mobilizing people to join literacy classes?

   [1] Yes

   [2] No

4. If the question three above is yes, which methods do you use?

5 Did women have any primary education before joining literacy classes?

   [1] Yes

   [2] No

6. Do you think there is any importance for women to attend literacy classes

   [1] Yes

   [2] No

7. If the question six above is yes, what importance is it?

8. Do women have problems of attendance in literacy classes?

   [1] Yes

   [2] No

9. If the question eight above is yes, do the problem emanate from women themselves or from their husband?

10. Are there people in your area who are against women attendance to literacy classes?

    [1] Yes

    [2] No

11. If the question ten above is yes, what reasons do they give?

12. Do you think such behaviors prevent women from attending literacy classes?

    [1] Yes

    [2] No

13. If the question twelve above is yes, explain how.

14. Do you think the poor performance of women is caused by socio-economic activities they perform?

    [1] Yes

    [2] No

15. If the question fourteen above is yes, how do you think activities affect their performance?

**Appendix 4: Questionnaire for literacy teachers**

Ward……..

Centre…… Class…….

This questionnaire is intended to collect information on the factors affecting women performance in literacy classes in Morogoro Rural District. The information will not be used for any other purpose.

Kindly put a tick [ ] in front of your choice of answer or fill in your answers in the spaces provided.

1. Sex

   [1] Female [ ]

   [2] Male [ ]

2. Age

   [1] Less than 20 years [ ]

   [2] 20-25 years [ ]

   [3] 35 years and above [ ]

3. How long have you been teaching in literacy classes?

   ……
   ……

4. How long have you been teaching the present class?

   ……
   ……

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

6. Are the subjects which you teach related to the day to day activities of women?

   [1] Yes [ ]

   [2] No [ ]

7. If the question six above is yes, explain how
   ……
   ……

8. Do you think the relationship influence women learners' performance in literacy classes?

[1] Yes [ ]

[2] No [ ]

9. If the question eight above is yes, explain how
……
……

10. Are you satisfied with women learners' attendance in your class?

[1] Yes [ ]

[2] No [ ]

11 In case the attendance is poor, do you think this affects women's performance in literacy classes?

[1] Yes [ ]

[2] No [ ]

12. If the question eleven above is yes, explain how
……
……

13. Do male and female learn in one class?

[1] Yes [ ]

[2] No [ ]

14. If the question thirteen above is no, why
……
……

15. What resources do you use in teaching your class?
……
……

16. Who supplies the resources?
……
……

17. Are the resources adequate?

[1] Yes [ ]
[2] No [ ]

18. If the question seventeen above is yes, do the women learners afford to buy them?

[1] Yes [ ]
[2] No [ ]

19. If the resources are inadequate, do you think this adversely affects women learners' performance in literacy classes?

[1] Yes [ ]
[2] No [ ]

20. If the question twenty above is yes, explain how?
……
……

12. Do you think the above attitudes affect women performance in literacy Classes?

[1]Yes
[2] No

13. If the question twelve above is yes, explain how
……
……

14. Do you think socio-economic activities performed by women influence their performance in literacy classes?

[1] Yes [ ]
[2] No [ ]

15. If the question fourteen above is yes, explain how
……
……

17. What do you think are the reasons for poor performance of women in your class?
……
……

**Appendix 5: Questionnaire for district and ward adult education coordinators**

District/Ward…….. Position…….

The aim of this questionnaire is to get information on the factors contributing to low performance of male literacy learners in literacy classes in Morogoro Rural District. The information will not be used in any other way.

Kindly put a tick [v] against the response of your choice, or fill in empty spaces wherever necessary.

1. sex

   Female [ ]
   Male [ ]

2. For how long have you been in the position you hold? [Years/months]
   ……
   …….

3. What programme(s) do you coordinate?
   ……
   ……

4. Is the programme you are coordinating relevant to women learners socio-economic activities in your area?

   [1] Yes [ ]
   [2] No [ ]

5. If the question four above is yes, explain how.
   ……
   ……

6. Before joining literacy programmes, were the female learners highlighted on the objectives of the programme?

   [1] Yes [ ]
   [2] No [ ]

7. If the question six above is yes, what was it explained to them?

   ……
   ……

8. What method/technique was used to put the objectives across the learners?
   ……
   ……

9. In your opinion do you think the objectives were clear to the majority of women learners?

   [1] Yes [ ]
   [2] No [ ]

10. If the question nine above is yes, what indicates/shows that they understood programmers' objectives?
    ……
    ……

11. In your opinion do you think if the objectives were not clear would affect women's performance in literacy programmes?

    [1] Yes [ ]
    [2] No [ ]

12. If the question eleven above is yes, explain how
    ……
    ……

13. In your opinion, do you think there are men in your area who do not like their wives to attend literacy classes?

    [1] Yes [ ]
    [2] No [ ]

14. If the question thirteen above is yes, what opinions or beliefs do they have on women attending literacy classes?

    ……
    ……

15. Do you think such attitudes have any influence on women learners' progress in literacy classes?

    [1] Yes [ ]
    [2] No [ ]

16. If the question fifteen above is yes, explain how?

    ……
    ……

17. Is there any socio-economic activities do women in your area engage in?

    [1] Yes [ ]
    [2] No [ ]

18. If the question seventeen above is yes, what are they?

……
……

19. Do these activities interfere with their attendance in literacy classes?

[1] Yes [ ]
[2] No [ ]

20. If the question nineteen above is yes, explain how?

……
……

21. Does this situation adversely influence their performance in literacy classes?

[1] Yes [ ]
[2] No [ ]

22. Are there adequate learning-instructional resources in your area?

[1] Yes [ ]
[2] No [ ]

23. If the question twenty two above is yes, are they distributed equally among men and women?

[1] Yes [ ]
[2] No [ ]

24. If the question twenty-three above is no, explain why?
……
……

25. If the resources are inadequate do you think, this contributes to women's low performance in literacy classes?

[1] Yes [ ]
[2] No [ ]

26. Give suggestions on how women's progress in literacy classes could be improved.
……
……

**Appendix 6: Checklist**

**Availability of Instructional Resources**

| Resources | Available | Not available |
|---|---|---|
| Real objects<br>Wall pictures<br>Word cards<br>Picture cards<br>Textbooks<br>Maps<br>Flannel boards<br>Chalk boards<br>Instructor's guide<br>Primers | | |