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# Students' Dropout in Continuing Education: A Namibian Case Study

Vekaama Heroldt Murangi  
*University of Massachusetts Amherst*

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**STUDENTS' DROPOUT IN CONTINUING EDUCATION:  
A NAMIBIAN CASE STUDY**

A Research Project Presented  
by  
***VEKAAMA HEROLDT MURANGI***

Submitted to the Graduate School of the  
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## **ABSTRACT**

This study was undertaken in Namibia, to determine causes for student dropouts in continuing education face-to-face centers. The utilized sample in the study consisted of one hundred and seventy learners (including both current & non-continuing learners), and sixty tutors. In this context, dropout refers to those students enrolling for a course (Grade 10, Standard 10) at face-to-face centers and discontinuing their studies before completing the entire course. It is required from all learners to attend classes regularly before they can sit for the final external examination taking place annually in October or November.

Chapter 1 of the study gives a general overview of the dropout problem as it occurs in many nonformal educational settings, and specifically to the context in Namibia. In addition, the chapter includes the research questions which guided the study, and defines a few terms consistently used in the study.

Chapter 2 of the study gives a synopsis of the historical background of programs aimed at improving or supplementing the educational qualifications of students during the period pre- and post-independence, 1990. In dealing with the historical background literature specifically on the activities of the Namibian Extension Unit, the Council of Churches in Namibia, and the former and current government education systems is reviewed. Furthermore, the study reviews literature on the theoretical models on student attrition developed by other researchers.

Chapter 3 of the study outlines the research process, emphasizing the data gathering instruments used in the study. Interviews, observation, and questionnaires were used in collecting data.

Chapter 4 investigates reasons for persisting or discontinuing studies. The section reveals the differences and similarities reported by current and non-continuing students. Tutors' perceptions of the program and why learners discontinue their studies also form major part of the chapter.

The final chapter attempts to recommend practical intervention strategies which might respond to the needs of the students. As there are many reasons for dropping out, multiple prevention strategies are suggested.

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## **CHAPTER 1**

### **Problem Statement**

#### **A General Overview**

In general, quantitatively, dropout rates in many adult education settings is extremely high. However, maintaining a reasonable number of learners in nonformal education programs always remains the challenging task. Of course, lack of time and finances cannot be exaggerated, they remain the significant obstacles to participation in adult education programs. Other obstacles such as transport, child care, busy schedules, job responsibilities, etc., are time or cost-related.

Student dropout in adult education programs is peculiar because adult learner participation is voluntary rather than compulsory, and they have full freedom to remain or drop out of programs. Adult learners view themselves as mature adults knowing exactly what is good for them, and if the educational experience is not perceived as practical, relevant, or worthwhile, they are not forced to participate, hence they can discontinue the program anytime they wish.

Unlike the situation in formal education, whereby participation and attendance is mandatory, the situation with adult learners' participation is problematic for administrators. Administrators, and instructors have little or no control because some reasons for discontinuing studies are personal, and of relatively lesser significance. Furthermore, the children's decision to withdraw from educational programs have negative results in terms of social and occupational status in the future. Students' role for adults is secondary; they are not very much attached to their educational programs, and therefore dropping out for most adults generally poses no threats

to their social status or occupational mobility. Simply because the consequences for adults to drop out of the program are less serious, unlike the case with pre-adults or children.

### **Specific to the Namibian Context**

Approaching the problem of dropouts from the Namibian perspective, with specific reference to the continuing education programs, this problem cannot be taken for granted as some readers might assume.

Purposefully, the study is not based on any empirical or statistical data (e.g. daily attendance registers, monthly summary, etc.), but was guided by the researcher's<sup>1</sup> practical experience and knowledge. The unreliability and invalidity of the existing statistical data, and other descriptive information (e.g. centers' monthly registers) convinced the researcher to ignore the existing data in defining the problem. The information provided by the heads of centers to the regional office appeared to be inconsistent, and contaminated with personal biases. The biases contaminated and inconsistent information is then channeled to the head-office; however conclusions are being made on the basis of this information. This can be illustrated with a couple of examples pulled out from the regional-office trimesters reports. For instance, the regional office 1st trimester report covering the period January to May '95 omitted statistical data of the grade 12 learners taking Economics at various centers, across the region. However, there were almost seven centers offering the subject. Secondly, the same report revealed also the following

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<sup>1</sup> The researcher is a Student Support Officer in the Ministry of Basic Education and Culture, responsible for Continuing Education Programs in the Windhoek Region. Currently, the researcher is on sabbatical leave at the University of Massachusetts (Amherst) pursuing a Master's degree in Education.

information: six centers were reported as offering Life Science for grade 12 learners. In contradiction, Life Science as a subject is only taken by the grade 10 learners. Finally, an inflation of students in some subjects in the second trimester came forward. For example, the Physical Science students at A. Shipena center inflated from thirty-six (36) in the first trimester to thirty-eight (38) in the second trimester. Additional information on the unreliability of these data can be traced from appendices V and VI, attached on pages 86 - 89 in the study. Hence, the researcher's personal experience, gained through observation and informal conversations with tutors, heads of centers, and learners in two different educational regions<sup>2</sup> (Windhoek and Khorixas) where he worked, convinced him about the seriousness of this problem. Without exaggerating, to my knowledge, a dropout problem is universal in our Continuing Education programs. Further support to this problem was given by Continuing Education regional staff at the departmental annual review meeting which took place in November, 1995. In addressing the same concern, one representative from the Keetmanshoop region revealed that tutors' absenteeism caused more than 56 percent of learners dropping out of the program (Review meeting, 1993, pp. 10). In spite of such evidence revealed by the people from the field, serious caution should be taken in generalizing the results of this study across the other six educational regions.

This study is complex because no literature on dropout in Namibia will be reviewed, simply because so far no attempts were made to address this problem. Ever since the appearance of these programs, before and after independence, no single study was conducted determining the

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<sup>2</sup>As a form of decentralization, the Ministry of Basic Education and Culture's structure makes provision for 7 directorates implement educational programs in different parts of the country. Appendix VII attached gives a clear picture on how the country is divided in seven educational regions.

causes of dropouts in these programs. But still, it hurts a lot to see many adults join the program with curiosity, but then decide to discontinue the goal they have chosen.

Dropout in this study is seen in negative terms because students discontinue the educational program before achieving their goals. Dropout is positive when persons enroll to acquire certain skills or knowledge and discontinue the program after achieving their goals. It means, departing after personal or academic satisfaction is justifiable. In the context of this study, departing from the institution is not justifiable because it encourages academic failure.

### **Purpose of Study**

The question on student dropout in continuing education programs is familiar, but is only being ignored by administrators. What can be done to turn this problem of dropout around? The question is not rhetorical, it must be answered. We can only answer this question satisfactorily primarily by looking into the causes of dropout. “Ignorance” cannot be excluded when determining causes for dropping out. I assume this is a justifiable statement.

In fact, prior to, and after independence, nothing has been done in terms of determining the causes for high dropout rates, and in exploring practical alternatives to enhance student retention. Although the study does not cover the entire country or programs it is to some extent a true reflection of the situation in the Windhoek Region. In short, the purpose of the study is to identify factors affecting student drop-outs in Windhoek Region face-to-face centers. Importantly, the study does not only attempt to address the reasons why students are dropping out. Adult learners want to be successful in the goal they have chosen, therefore, they need to know the

effective and ineffective things which will help or hinder them in attaining goals they have chosen. Therefore, in addition, the study intends to recommend some practical intervention strategies to reduce the current high dropout rate. In another study that focused on the same problem, Pantages indicated that from the institutional point of view the goal of attrition research is first to obtain as complete an understanding as possible, and then to apply this knowledge to designing programs aimed at lowering attrition (Brindley, 1987, pp. 15) Therefore, the two questions of why adult learners drop out of programs, and what can be done to remedy the situation are of equal importance.

Although the issue of dropout is crucial for “dropouts” (non-continuing learners), the study will not exclude adult learners who persist in the program. The study wants to reveal the experiences in terms of differences and similarities as reported by both current and non-continuing students. Maybe the “persisters” of today will be the dropouts of tomorrow. Also, tutors facilitating tuition play an important role in the retention of adult learners. Likewise, the study intends to generate information from tutors regarding this problem.

Indeed, the study will be guided by the following research questions:

I. What factors identified by both current and non-continuing students facilitated or inhibited their full attendance in continuing education face-to-face centers? In particular, the study will look at factors which are attributed to contributing to the high dropout rate.

What seem to be the major causes of drop-out?

II. What similarities and differences in perceptions emerged from the study between current and non-continuing students?

III. What qualities of tutors contribute to student's retention or dropout?

IV. What practical prevention strategies are employable in reducing the current dropout rate?

Sincerely speaking, total elimination of this problem is beyond control .

## **Definitions of Terms**

The study is not exclusively for the researcher, or for those familiar with the Namibian situation, hence, some terms might cause confusion to some readers. To avoid confusion and wrong interpretations, I will devote some time in defining a few terms which will be used constantly in this study.

### **Non-Continuing Students or “Dropouts”**

Dropout means different things to certain individuals depending on the context. For instance, Darkenwald and Gordon in their study titled "Retaining Adult Students" refer to dropouts as;

persons who, having enrolled in an adult education course or other learning activity, and having completed at least one class or comparable activity, cease attendance before having satisfied their objective for participation (1981, p. 1).

Furthermore, in another study, Sherman (1991) defined dropping out as a discrete action (an event) that occurs at a particular point in time. An individual who leaves school before graduating or receiving a diploma is considered a dropout (Sherman, 1991, 7).

In this study, the term refers to those students enrolling for a course (Grade 10, Grade 12) at face-to-face centers and discontinuing before completing the entire course. It is expected from students to attend face-to-face classes regularly before they can sit for the final external examination taking place annually in October and November. The above mentioned examination

enables students either to obtain their Junior Secondary Certificate<sup>3</sup> or their final Matriculation Certificate<sup>4</sup>.

### **Current Students or “Persisters”**

The term is the opposite of the earlier mentioned one. The term refers to those students enrolling in the course at face-to-face centers while maintaining a high level of persistence. These students attend classes up to the last day. The assumption is that they are well prepared for the examination.

### **Continuing Education Programs**

Generally, continuing education refers to a lifelong learning process, and means education is a process which continues in one form or another throughout life. Education never ends. It starts from "womb to tomb" and no-one is ever too old to learn.

In this context, these programs intend to assist adults and out-of-school youths who want to improve educational qualifications at Grade 10/12 level either through distance education or face-to-face mode. These programs are being offered by the directorate, called the Namibian College of Open Learning (NAMCOL)<sup>5</sup>, which falls under the jurisdiction of the Ministry of Basic Education and Culture.

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<sup>3</sup>Junior Secondary Certificate is equivalent to a Grade 10 or Standard 8 Certificate.

<sup>4</sup>A Matriculation Certificate is equivalent to a Grade 12 or Standard 10 Certificate.

<sup>5</sup>The Namibian College of Open Learning (NAMCOL) is a directorate in the Ministry of Basic Education and Culture, responsible for Continuing Education Programs in all seven educational regions. The Continuing Education Programs refer to distance education, and face-to-face tuition.



## **CHAPTER II**

### **Part A          Literature Review**

#### **Introduction**

The outsider's understanding of the study will not be easy in the absence of the historical background of the program. So, an historical synopsis of the programs with particular reference to events before and after independence will be reviewed. This means, literature reviewed in the study will be divided into two categories;

- (a) General overview of the program pre- and post-independence.
- (b) Theoretical models of student attrition.

#### **Continuing Education Programs Prior to Independence**

##### ***The Government Perspective***

Namibia is characterized by several systems of education, starting from the Missionaries in 1805. German's period lasted from 1884 to 1915, followed by the South African education rule of 1915 to 1969, and ended with the Western "white" education of the 1970's until 1990's (Brandt, 1990, pp. 5). After independence in 1990, Namibia entered a new phase of restructuring all levels of education. In contrast to the indigenous informal education which took place spontaneously in pre-colonial Namibia, structured education started as early as 1805 with the establishment of schools in various parts of the country by the Missionary societies. It should be noted that the

foreigners had their own covert agendas with the education offered to the indigenous people. A prime example can be taken from the missionaries aimed at converting the Namibian nation to Christianity by imposing literacy in order for them to read the Bible, hymns books, and other Evangelical literature. During the German rule, structured education was introduced in 1903 exclusively for the German settlers; on the other hand, education for the native people was carried out by the missionaries with little support from the government.

The appearance of the Afrikaner Nationalists Party in the 1940's came up with the establishment of commissions and looked into the education of the indigenous people. Firstly, the Commission on Native Education, known as the Eiselen Commission<sup>6</sup>, was established. Although the transmission of African cultural heritage was valued, other facets essential for human growth and development were not part of the curriculum. The latter was followed by the Commission of Enquiry into Non-European education of 1958 headed by Dr. H. J. van Zyl. Ironically, as if the African education was important to them, the Commission revealed that 70% of the black children of school-going age were not in school. Once again, the Odendaal Commission<sup>7</sup> of 1962 revealed the illiteracy rate of the black population as 68% (Cohen, 1994, 108). Provision was made by the government for white adults in languages, commercial subjects and handicrafts. Against this background, it is self-explanatory that the need for adult education programs in Namibia which could be either at a elementary or advanced level existed, and former education structures were alert of that. However, in all these years adults and out-of-school youths suffered "education hangover" which means there were no programs available to cater to their needs. By then, only

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<sup>6</sup> The Eiselen Commission aimed at transferring the African education from the Missionaries to the Department of Bantu Education" (Tjitendero, 1976, pp. 37).

<sup>7</sup>The Odendal Commission aimed at establishing "homelands" for Africans based on tribal lines.

the Augustineum College offered a few technical courses for blacks in carpentry, tailoring, etc. As a result, the Odendaal Commission recommended the establishment of a Vocational Training Center in Ovamboland<sup>8</sup>. The center catered to higher and senior primary school graduates and adult employees. Courses for adult employees were not beyond the elementary practical training for the efficiency of practical performance of their day-to-day activities run and supervised by the Europeans. In general terms, the education systems in colonial Namibia were characterized by a dehumanizing policy of Apartheid, a policy characterized by segregating people on tribal lines, by underdevelopment, by shortage of resources, and by the unequal distribution of the limited resources. As a matter of fact, several changes aimed at improving the educational opportunities for blacks in colonial Namibia were superficial.

Significant changes in terms of education for adults came in the 1970's with the appearance of mining industries such as the Rossing Uranium, Tsumeb Corporation Limited (TCL) and the Consolidated Diamond Mines (CDM). Adult education programs became significant due to the lack of skilled black artisans in the mining industries. The training programs in the mining industries focused on blacks simply because they were easy to recruit and inexpensive compared to the white skilled workers. Hence, blacks were trained in semi-skilled jobs which were later extended to upgrading courses. To address the issue of providing education to the adults, the Consolidated Diamond Mines in 1979 erected a technical institute for full-time and part-time courses (Cohen, pp. 143). Non-governmental organization (NGO's) such as the Council of Churches in Namibia (CCN), Rossing Foundation and trade unions were also powerful

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<sup>8</sup>Ovamboland was the former neglected area in northern Namibia inhabited by almost one-third of the population.

sectors in taking education to the people through adult education programs. In strengthening the idea of starting programs for adults, a non-profit organization known as the Bureau of Literacy and Literature (BOLL) encouraged other organizations to start similar projects, through the training of literacy teachers and supervisors and providing materials to literacy classes.

Although not enough, changes in terms of education for Africans came into effect with the appearance of the National Education Act, No 30 of 1980 under which the Department of National Education (DNE) was established. The Department of National Education was under the central government and controlled all forms of education which was not under the ethnic based representatives authorities. The department consisted of four (4) directorates with the directorate educational control responsible for promoting formal and nonformal educational activities. Since 1805, with the appearance of Europeans in Namibia, nonformal education programs were officially included in the central government structure. As a policy matter nonformal education was recognized, but ironically, the Department of National Education annual reports of 1980 to 1982 failed to report on the activities carried out by the division. In reality, nonformal education programs were non-existent. On the same issue, it was admitted in the Department of National Education annual report of 1983 that although adult education was an established concept, its practical implementation was fraught with problems (DNE report, 1983; 28).

In 1983, the centers for improving or supplementing educational qualifications and literacy classes were established. The centers for improving or supplementing educational qualifications were later known as the continuing education centers, and currently they are better known as the face-to-face centers. In the same year, eleven centers offering five (5) different courses operated at the following places; Tsumeb, Otjiwarongo, two centers in Katutura, Khomasdal, Gobabis,

Aminius, Mariental, Opuwo, Omega in Caprivi and Aroab. Surprisingly, no centers catered to the inhabitants of the former Ovamboland, where more than one-third (1/3) of the total population established themselves. The centers offered five different courses with levels one to five which were equivalent to formal education standard four, five (senior primary level), six, eight (junior secondary level) and ten (senior secondary level) in that order. Eight hundred and eighteen (818) adult learners enrolled for the 1983 academic year and the enrollment for each course is indicated in table 1. 1. below:

**Table 1. 1.**

Courses	Number of Learners
Course I	288
Course II	56
Course III	138
Course IV	251
Course V	85

Learners at all levels except level 1 were externally evaluated by the Department of National Education. Course level II was done over a period of one academic year with Afrikaans, English and Mathematics as core subjects. Course level III was offered over a period of two years with Afrikaans, English, and Mathematics as mandatory subjects together with two other elective subjects. Each student was obliged to take up to three subjects per academic year. This requirement of splitting the course over a period of two years was relaxed in the late eighties. The duration of the course was determined by the pace a candidate could complete the course.

Afrikaans and English for both course level IV and V were compulsory taken with other four elective subjects split over a period of two years. Seventy eight (78) recruited part time teachers presented these courses and were remunerated by the government on an hourly basis. In the same year, in addition to the eleven centers operated in the Namibian territories as demarcated by the former South African regime, another center with 129 and 17 learners for courses IV and V respectively, was founded in Walvis Bay under the South African Department of Education and Training. This center was placed under the supervision of the Department of National Education in accordance with the agreement signed by both parties. It is observable from the enrollment figures that only a very small proportion of the entire Namibian population was served through this program.

In 1984, these centers of improving or supplementing educational qualifications have been expanded to fourteen (14) with the enrollment of 1, 347 in total. The enrollment figures included one hundred and seventy seven (177), three hundred and fifteen (315), five hundred and eighty five (585), and two hundred and seventy (270) respectively for the first five course levels (DNE Annual Report, 1984; 51). The expansion of centers attributed to the hiring of more part-time teachers. The number of the recruited staff doubled from seventy eight (78) in 1983 to one hundred and sixty one (161) in 1984. The number of candidates enrolled for course level II to V was recorded 863 in 1985, with 156 tutors. The demand for nonformal education programs became extremely high in 1988 when 75 centers catered for both literacy and post-literacy learners registered with the Department of National Education. Almost five thousand candidates attended classes at the 75 different centers. The tuition fees for course levels II to V ranged from R 6,00 to R 10,00 per subject per annum. It should be noted that although the department annual

reports revealed the numbers of newly established centers each year, the reports failed to report on the locations of those centers. Hence, it is still difficult to figure out who gained from the centers.

Similarly, the Council of Churches in Namibia, and the Namibia Extension Unit played a prominent role in reaching out to the adult community through the continuing education programs. Again, in addition to the historical background from the government perspective, the literature on the activities of these organizations will now also be reviewed.

### ***The Council of Churches in Namibia (CCN)***

The Adult and Nonformal Education programs, in particular, the continuing education programs which operated under the jurisdiction of the Council of Churches in Namibia, started in 1976 as a correspondence club. The program of improving educational qualifications was getting lectures from the Commercial Correspondence College in South Africa. This innovation resulted out of the inefficiency of the South African Bantu regime in terms of inadequate facilities, irrelevant curriculum, lack of trained black teachers in formal education schools and the negligence of the Bantu education to cater for the needs of the black population. A statement issued by the Council in 1976 states:

the continuation of the apartheid and discriminatory education in Namibia under South Africa colonial rule has forced many young Namibians to be without schools or any place where they can further their education alternatively and the Nonformal Education Unit of the Council of Churches in Namibia cannot keep deaf to the cries of the young Namibians for education, hence, with its limited help due to financial problems the unit however decided to render alternative education to full-time day school students in collaboration with the Botswana Department of Nonformal Education (CCN, Letter of Introduction and Financial Assistance, 1976, pp. 2).

Student activists were victimized by the South African authorities and that forced them to leave school before completion. Most students were moving from the North to the Central part of the country due to the unsafe situation in that region. The Council of Churches in Namibia realized the needs of helping these students either privately or through distance education. In 1976 the council organized 17 candidates which later joined the nonformal education unit of the Council of Churches. The Council of Churches in Namibia aimed at the following:

- provision of instructions and necessary materials helpful to forthcoming generation and to all those who are in dire need of improving their technical vocational or managerial performances whether in government or industry,
- provision of Junior and Senior Education for adults who did not complete their education and would like to acquire a certain level of education,
- provision of secondary education to young formal school dropouts who are not able to re-enter a conventional secondary school,
- enabling employed people to continue with employment and continue their studies on a part-time basis (CCN half year report, January - June 1990, 1).

Before the establishment of the department of adult and nonformal education of the Ministry of Education, Culture, Youth and Sport in 1990 the Council operated five major centers meant for adults and formal education school dropouts who wanted to improve their junior and secondary educational qualifications at the following places: Katutura (Windhoek), Ongwediva (Northern Region), Katima Mulilo (North East), Okombahe (Western Region) and Otjinene (Eastern Region). Other sub-centers attached to the five major centers were also in operation. The centers were community based, students in each community organized themselves, and identified the coordinator (head of center) who acted as liaison officer between the center and CCN head-office in Windhoek. A registration of N\$10-00 was expected from each student, and they were



not allowed to take up to more than three subjects because the majority of them were from the working class and would not be able to cope with six subjects along with their work. Up to fifteen subjects were offered at the various nonformal education centers. The subjects at centers ranged from standard 6 to standard 10. The examination for the Junior Secondary Certificate (Standard 8) was hosted by the Swaziland Examination Council while the General Certificate of Education was hosted by Cambridge University. The examinations for the other two levels (standard 9 & 11) were set up internally.

This program got resistance from the former South African government because it was linked to "Communism" and "Politics". English, rather than Afrikaans, used in government schools was used as the medium of instruction. Also, political connotations were attached to English used in centers. One of the materials used was titled, "Learn and Teach" a magazine from South Africa which covered articles which were political in nature. As a result, students in several classes visited by the South African soldiers were intimidated.

### ***The Namibian Extension Unit (NEU)***

During the South African rule in the mid-seventies thousands of Namibians fled the country to neighboring countries such as Angola, Zambia and Botswana. Only a few Namibians who fled the country managed to complete inadequate poor quality primary education offered by the South African Regime. Refugees' exposure and participation in adult education programs started with the launching of the Namibian Extension Unit (NEU) in November, the 15th, 1981. Initially, the unit started as a literacy course to teach adults to read and write, and was later

extended to those adults who wanted to improve their educational qualifications. The program followed a distance education mode as an alternative and suitable program for adults. Factors such as the lack of trained teachers, venues and other educational facilities made the application of the distance education mode possible. Briefly, the Namibian Extension Unit aimed at the following:

- provision of educational services to adult Namibian refugees through printed materials augmented by audio cassettes and simple visual aids,
- organization of courses in refugee centers for tutors, field supervisors and group leaders on the skills of group leadership, group dynamics and distance teaching methodology,
- broadening the scope, magnitude and depth of its courses so as to include relevant courses in practical and vocational skills, and
- upgrading the existing courses by buying courses from other recognized distance teaching institutions so as to cater for the more advanced learners (NEU, 1987, 2).

Study guides for distance education students were self-instructional, written in such a way to act in the absence of the teacher. Everything the teacher had to say was included in the guide. Students were studying in groups under the supervision of the group leader. Group leaders were not trained as teachers but were more advanced than others, one or more classes ahead of the groups they were leading in order to enable them to explain the subject content easily. Group tutors monitored and supervised group leaders, and each tutor was responsible for 3 to 4 groups. They acted as teachers by marking assignments and work sheets. They were approached by group leaders if they experienced difficulties in explaining some subject content. Group tutors convened meetings with their group leaders either to review previous lessons or plan for further lessons and to discuss some students' problems. In the absence of group leaders tutors visited all groups so as to find out whether they were experiencing any problem. The overall administration of centers was under the supervision of Field Supervisors responsible for the distribution of learning

materials to study centers and the assistance of tutors in their tutorial services. Field Supervisors acted as liaison officers between Namibian Extension Unit headquarters and study centers.

Although group leaders were not teachers their training included issues such as group leadership, group dynamics and distance education methodology. By 1986, three hundred and thirty six (336) group leaders, 130 tutors and a few trainees from the Council of Churches in Namibia received training under the auspices of the Namibia Extension Unit. At the same time, 12 members of the staff completed their training abroad. Other training included four months distance education teaching courses organized by the International Extension College (Cambridge) and the Department of Education in Developing Countries at the Institute of Education, University of London (Cohen, 1994, 294).

Students at secondary education level got their learning materials from the Correspondence College of London and completed external examinations set up by the same institution. The curriculum for primary education included English, Mathematics, Basic Agriculture and Primary Health Care Course. Provision was made for the graduates to further their studies through scholarships offered by many commonwealth countries.

The Namibia Extension Unit ceased all activities in 1989 with the repatriation of all refugees back to their home country, Namibia. As a result, all materials and resources were handed over to the newly established Ministry of Education, Culture, Youth and Sport.

## **The Continuing Education Programs After Independence**

### ***The Government Perspective***

Shortly after independence, in his introductory remarks, the former Minister of Education, Culture, Youth and Sport submitted a document on July, 23, 1990 to the National Assembly, titled, "**Pedagogy in Transition: The Imperatives of Educational Development in the Republic of Namibia**" which outlined the provision of life long learning experience as one of the broader goals of the Ministry. The urgent need for adults and out-of-school youths either to become literate or to improve their educational qualification through the completion of Grade 10 & 12 necessitated the expansion and the broadening of adult and nonformal education programs in Namibia. The programs aimed at helping adults and out-of school youths who missed their educational opportunities in their childhood. In my view, the factors inhibited adults and out-of-school youths to attend school were both internal and external. External factors were those factors which were beyond the control of students. To illustrate this by example, former education administrators denied totally adults' and out-of-school youths' rights to education.

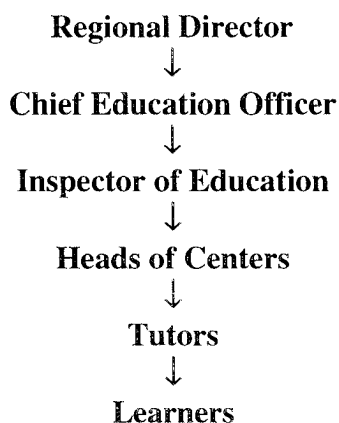
To address this concern, the Department of Adult and Nonformal Education consisting of five directorates was established shortly after independence;

- Adult Continuing Education,
- Literacy and Numeracy Programs,

- Adult Skills Development, and the directorate
- Distance Education and Educational Broadcasting.

No proper organizational structure existed before 1990 which facilitated all nonformal educational activities. Late in 1990, a Director assisted by a Chief Inspector was appointed at the head-office to carry out the directorate activities. Later, in each educational region, one Chief Education Officer and an Inspector were appointed to ensure the smooth running and the implementation of the program in the field. In the field, heads of centers supervise on a daily basis the activities of centers while tutors do the actual work of teaching.

The former structure of the directorate at the regional level before the ministry's rationalization process looked as follows:



Rapid growth in terms of registered centers and enrolled learners was inevitable soon after independence with the restructuring of the directorate. For instance, the number of registered centers increased from twenty four in 1991 to 40 in 1992. As a result of the great demand, the Public Service Commission in October 1992 approved the establishment of new centers additional to the existing ones. In total, sixty-six (66) continuing education centers throughout the entire

country were recommended. A tuition fee of N\$10:00 per subject as introduced by the Department of National Education in the middle and late eighties was required until the end of 1992. The tuition fee was increased from N\$10:00 to N\$100:00 per subject and became effective in January, 1993. Although the introduction of N\$ 100 covers only 20% of the actual cost, it attributed mostly to the large number of dropouts, and the closure of many centers. Dropout remains a concern, as reported in different ministerial annual reports.

For instance, on the dropout issue, the Ministry's annual report of 1994 revealed that:

The introduction of the N\$ 100 charge per subject in the face-to-face mode (which had previously only applied to distance education) resulted in an approximate halving of the number of participants compared to 1993, and the closure of twenty centers. Many complaints were received from the regions on this issue, which were also aired on the NBC's chat shows.

### *The Council of Churches in Namibia (CCN)*

Shortly after independence, the centers under the Council in Ongwediva, Katima Mulilo and Okombahe ceased all activities due to the lack of financial assistance from the donor agencies. Only two centers remained functional, viz. the Katutura center and the Otjiwaneho Nonformal Education center in the Otjinene constituency. The latter came into existence in 1991 with the assistance of the Canadian High Commission by erecting prefabricated classrooms. The Katutura center remained the only center using the General Certificate of Education (GCE) and hosted the Cambridge University program, with the Junior Certificate hosted by the Swaziland Examination board. On the other hand, the Otjiwaneho NFE center used the syllabi from the Department of Cape Province in South Africa.

Enrollment recorded in 1992 for both centers are:

**Table 1. 2.**

Grades	Katutura Center	Otjiwaneho Center
8	37	24
9	68	24
10	93	12
11	35	X
12	41	X

The high failure rate was one of the major problems occurring at these centers. For example, the results for 1992 external examinations were very much unsatisfactory. Out of the 68 students registered for the Swaziland Junior Certificate Examination, 35 students failed, while the vast majority of them were marked with the Symbol X, which means a student didn't show up for given subject and in some cases for all subjects. Of the 51 students registered for the University of Cambridge Local Examinations most were marked "U" for ungraded courses and "X" for not turning up. The same symbols for ungraded and not turning up were also applicable to the 38 students who sat for the 1993 provisional examination of the University of Cambridge. Out of the twenty eight (28) students from the Otjiwaneho NFE center who sat for the Junior Secondary external examination of the Ministry of Education and Culture only 8 passed and 20 failed. An extremely high number of unqualified teachers characterized these centers, e.g. out of the thirteen

teachers at Ojiwaneho NFE center, only one quarter completed their Matriculation certificate (CCN Annual Report, 1994, pp. 3).

The poor performance of students at all levels made it difficult for the Council of Churches in Namibia to secure funds for the remaining Nonformal Education Centers. By the end of 1993 the Council of Churches Executive Committee took a final decision to cease all nonformal education activities which were carried out by the Katutura center in Windhoek. In a statement, CCN General Secretary Mr. Ngeno Nakamhela said; “students numbering about 300, would have to find their way into government institutions to complete their studies”. He further said that “program offered Cambridge 'O' levels and Swaziland Junior Certificate, but would now be replaced by a basic literacy course”. Furthermore, the CCN General Secretary outlined the following as reasons which coerced the closing of some nonformal education units:

- the poor performance of learners,
- the shortage of textbooks and qualified teachers, and,
- the absence of a well equipped library.

The local Afrikaans’ daily newspaper reports the following as far as the poor performance of students was concerned:

Hulle word die geleentheid gegun, maar hulle verbeter hulleself nie. Party probeer, maar oor die algemeen is die uitslae uiters teleurstellend. Hoe moet ons dus ons saak motiveer wanneer ons skenkers om donasies nader? Watter resultate het ons om aan hulle voor te le? ( Die Republikein, November 9, 1993)

“In short, the extract from the paper reveals that students were given the opportunities, but could not prove themselves. In general, the results were very poor. How should we motivate our case to the donor agencies? What results should we produce to them?”



At the same time the CCN Education Program Coordinator was retrenched. At present, only the Otjiwanchi Nonformal Education Centers operates under the auspices of the Council of Churches in Namibia. Additionally to this program the Council equips adults with communicating skills by offering various English courses; beginners' course, elementary course, intermediate course, pre-advanced course and an advanced course. However, the future of all these centers is bleak if no proper funding will be secured.

Immediately after the discontinuation of the program by the Council, the students, teaching staff and the retrenched Program Coordinator organized themselves and unanimously made a decision to strengthen the continuation of the program. In December 1993, the Namibia Church Community and Adult Education Program, also known as NACCAEP, was established to serve the formal school dropouts and adults with the aim of offering face-to-face tuition from grade level 8 to 12. Currently, NACCAEP is operating from one of the Ministry of Basic Education and Culture primary school's buildings in Windhoek. For the 1994/95 academic year NACCAEP was sponsored by the Evangelische Zentralstelle für Entwicklungshilfe (EZE) of Bonn, Germany. The future of NACCAEP is bleak if funds are not secured for this year (1996). NACCAEP enrolled in total up to 400 adult learners in 1995.

Student enrollment at NACCAEP was extremely high compared to most government centers because to my interpretation the center was affordable. A tuition fee of N\$ 50-00 per annum was required from each student, unlike the N\$ 100-00 per subject required for government centers. The Program Coordinator at NACCAEP reported that the dropout rate at the center seemed to be very low. However, he reported the reasons depicted below as the main reasons caused dropout at the center:

- the security of female students to attend classes at night,
- students cannot afford to buy materials and decide to vanish out of frustration, and
- students' pregnancy.

## **Part B - Literature Review**

### **Theories of Student Attrition**

#### ***Introduction***

Up to now, I have not come across conceptual models of dropout from the program I studied in this research. It is unreasonable however to claim that these models do not exist. Secondly, I have to acknowledge that little research has been done to address the dropout problem in Namibia. As a result, much literature reviewed related to dropout is foreign, and related to conventional post-secondary or higher education. The models reviewed are based on full-time students in higher education institutions. However, the scenario of the program studied is different, characterized by part-time adult learners, some with previous bad experiences. Although some variables related to dropout are similar, caution should be taken in applying these models directly to the continuing education setting in Namibia. For example, the employment situation as a background characteristic of learners is not discussed in Tinto's model.

I will review below a comprehensive study done by Vincent Tinto, John P. Bean and Metzner B. S., Kember D., and Erenst T. Pascarella on post-secondary institutions. Other literature I will review includes the Expectancy-Valence model by Rubenson and Hoghielm, and the Reinforcement of Attendance model by Irish. The models for students leaving educational institutions were based on psychological, sociological, economic and organizational theory. Psychological models refer to a student's personal and intellectual characteristics which determine his/her ability to interact with social and academic challenges. Sociological and economic models

to student withdrawal's behavior refer to forces external to both student and the institution, and organizational models are related to the institutional characteristics.

In fact, the models treat attrition as a longitudinal process in which individual background information influence the way individuals interact with the institution, which in turn influences educational and attitudinal outcomes, which eventually culminates in a decision on dropout (Kember D. 1989, pp. 282.). Some readers may view these models as abstract theories, and not really applicable to real life situations. Bean J. P. (1970) argues that “a model of student attrition is a representation of the factors presumed to influence decisions to drop out of an institution” (Pascarella E. T. 1982, pp. 18). Briefly, theories of student dropout can be used to predict which students are most likely to withdraw from the educational institutions. The study of dropout is extremely complex because of the different types of student behavior. The fact that students are leaving institutions for various reasons makes the universal definition of dropout difficult.

### ***Theoretical Models of Student Attrition***

According to Tinto's longitudinal model, dropout is defined as the “outcome of a multidimensional process involving the interaction between the individual and the institution influenced by the individual demographic characteristics, his family background, and his prior experience in schooling” (Vincent, 1975, pp. 111). Therefore, Tinto developed an institutional-oriented model which addresses the relationship or interaction between the individual and the institution. Peer groups, student-faculty interaction and other institutional support services enhance student retention. Tinto's model argues that the individual enters the educational

institution with a wide range of attributes, such as background characteristics, initial goals, institutional commitments, expectations concerning future educational attainments, and prior educational experiences. According to the Tinto's model, background characteristics (family background, ability, sex, etc.) interact with each other and influence either goal commitment or institutional commitment. The factors which influence a student to withdraw or persist can either be direct or indirect. The higher the degree an individual interacts with the institution, and the greater his commitment to the institution, the greater likelihood the student will remain in the institution. Individual commitment to the goal, and his/her commitment to the institution determine whether the individual withdraws from the educational experience or not. Tinto argues that the individuals with high goal commitment interact easily with peer groups and faculty members, and this social integration increases institutional commitment. Furthermore, the model argues that either low goal commitment or low institutional commitment can lead to student dropout. Referring to the family background, the theory sees the relationship between the family's socio-economic status and student attrition. Individuals from lower status families exhibit higher rates of dropouts than individuals from higher status families.

In addressing the same concern, Bean J. P. and Metzner B. S. (1985) critiqued Tinto's model as one emphasizing social integration while ignoring external environmental variables. Therefore, they presented a conceptual model which indicating that dropout decisions are based on four variables, namely, the academic variables (study habits, course availability, academic advising, and absenteeism), psychological outcomes (stress, utility, satisfaction, and goal commitment), background and defining variables (age, enrollment status, residence, educational goals, prior performance, ethnicity and gender), and finally, the environmental variables such as

finance, employment, family responsibilities and outside encouragement. The model argues that environmental variables are more related to student dropout than academic variables. Bean and Metzner argue that if both variables are positive/good it is likely that students remain in school and vice versa. If academic variables are good but environmental variables are poor, students will leave school, and the positive effects of the academic variables will be hidden. If environmental support is positive but academic support is poor, the assumption is that students would remain enrolled. The bottom line here is, regardless of students' good academic support, if they cannot adjust their daily schedules to attend classes, make proper arrangements for their children, or fail to pay their tuition fees, the possibility for them to discontinue their studies is high. On the relationship between academic outcome and the psychological outcome, the model reveals that despite a student's high academic performance, they may drop out of the institution if they perceive low level of goal commitment or have high levels of stress, anxiety etc. So, psychological outcome is graded higher than academic outcomes. Although some background and defining variables do not have direct effects on student attrition they intend to interact with other variables which directly contribute to student attrition. E.g. student past performance is possible to predict future behavior.

Pascarella's (1982) conceptual theory emphasizes students informal contact with the faculty members or teachers. Pascarella argues that individual background characteristics interact with the institution factors such as policies, size, academic standard, etc. The institutional factors influence individual contact with the faculty member, other peer groups, and educational outcomes. If educational outcome is affected students are likely to withdraw (Pascarella, 1985, pp. 23).

The cost-benefit analysis is another facet involved in student dropout. Woodhall (1970) defines cost-benefit analysis as a systematic comparison of the magnitude of the cost and benefits of some form of investment, in order to assess its economic profitability. Present investment in any form involves sacrifice in order to secure future benefits in the form of high levels of output or income (1970, pp. 12). Adult learners' participation in programs can be analyzed in terms of the perceived costs and benefits of the program. The cost-benefit analysis theory states that individuals will invest energies toward programs/activities that are perceived to maximize the ratio of benefits to costs. Applying the theory to student decision to departure from college, Tinto states; "a person will tend to withdraw from the institution when he perceives that an alternative form of investment of time, energies, and resources will yield greater benefits, relative to cost, over time than will staying in college" (Tinto, 1973, pp. 39).

Other models developed, to predict dropout from adult education, are the Expectancy-Valence model by Rubenson and Hoghielm from Sweden (1978), and the Reinforcement of Attendance model by Irish (1978). The former theory argues that learners will persist if they perceive a specific course or program as satisfying their needs (positive valence) and if they expect to be able to complete or cope with the course (positive expectancy). If both are low, dropout will be predicted. The strengths of these two forces influence student decision to withdraw or persist (Darkenwald G. G. 1981, pp. 10). The latter identifies potential reinforcements of attendance, their importance, and their actual or estimated frequency of occurrence. The theory identifies three types of reinforcements; reinforcements taking place inside the classroom, secondly, those taking place outside the class but still at the institution, and lastly, those that may take place at the workplace as a result of skills acquired in class. The theory argues

that learners with positive reinforcements tend to persist, and that in-class reinforcements are good predictors of dropout and persistence than the out-of-class or anticipated reinforcements.

(Darkenwald G. G. 1981, pp. 10)

As stated earlier, most of the models developed are based on full-time students in conventional higher education institutions. The limitations of these models on part-time students coerced David Kember, a program development officer at the Hong Kong Polytechnic, to develop a model of student dropout from the distance education courses. In fact, Tinto's model was used as a foundation, but Kember took into account factors related to part-time students. Firstly, Kember's distance education model deals with learners' demographic data, namely, sex, age, previous educational qualifications, occupation, and the region of residence. As an example, the model reveals that mature adults can do and succeed in tertiary studies. The model suggests also that education background should be included because this variable can influence other facets in the model. The employment status of these part-time students made the inclusion of this facet inevitable. The second category of the model addresses goal commitment and its relationship to student attrition. Goal commitment includes both extrinsic and intrinsic motivation. Intrinsic motivation refers to the student interest in the subject matter for its own sake: on the other hand, extrinsic motivation is concerned with a student's commitment to obtain a qualification. Students with unrealistic goals are likely to discontinue studies, in particular, those with little intrinsic interest. Intrinsic motivation is an attitudinal aspect, and influences and is influenced by the academic integration component. Intrinsically motivated students are likely to complete the course. Thirdly, the model includes components related to the integration of the student into the academic environment, and social or work environment. The integration component makes the



model longitudinal. It recognizes the impact of institutional and social environment on a student's life. An employer's positive attitude towards the study of the employee reinforces the student's goal commitment. E.g. the employer makes clear that successful completion of the course will lead to promotion or salary increase. The final facet of the model which leads to dropout is the cost/benefit analysis of the student. As the course proceeds, a student will weigh the relative benefits of continuing study against the cost accrued. Are there any benefits which would result from the completion of the course? Financial costs include tuition fees, traveling to tutorials, textbooks, and stationary while non-financial costs refer to the time spent on students. Students spend less time on family and social activities (Kember D. 1989. pp. 278 - 301).

Finally, most of the theories discussed were developed around particular settings, and predominantly to the settings in conventional higher education. For instance, no one seems to recognize the role of culture in determining causes for attrition. However, not all models presented can be directly applied to the dropout problem in the context of this study.

## **CHAPTER III**

### **The Study**

#### **The Research Design**

Observation, interviews and questionnaires were the main data gathering techniques used in the study. The study applied both qualitative and quantitative research techniques. On the one hand, the study is characterized by personal interaction between the researcher and the researched because of interviews, listening and the observation of activities at centers. Secondly, data was also gathered through questionnaires and analyzed through a computerized data analysis system.

#### ***Planning Phase***

In the planning phase of this study I clarified the following factors before moving to the second phase of gathering data:

- What is the exact purpose of this study?
- What is the population on which the study is to focus?
- Are there resources available?

The original idea with the study was to focus on student dropouts in continuing education programs, including both face-to-face (evening classes) and distance education. In addition, the study was meant for all seven educational regions. Considering time and the financial implications,

it was convincing enough to swerve from the original idea. With all these factors in mind the study was then narrowed down to students and tutors only at face-to-face centers in the central region, also known as Windhoek region.

In 1995 when the study was conducted, the region which was the focus point, consisted of thirteen face-to-face centers, one rural, and twelve urban centers. The centers served a population of approximately nine-hundred (900) students and one hundred and three (103) tutors across the region. Every person from the total population was entitled to participate or be selected. The targeted population was sampled down to a manageable size of one hundred and seventy (170) students (current and non-continuing) and sixty (60) tutors. The sample included everybody who participated either in the interview or questionnaires processes. This exercise of selecting a sample was quite complex, thinking in terms of what should be the size for generalizations. I should acknowledge that I lacked the necessary skills in sampling.

After I decided on the sample, heads of centers were approached to send detailed lists of their centers' dropouts including their addresses and telephone numbers obtainable from the centers' enrollment forms. Some heads of centers were not prompt on this request, and through phone calls and some writings, I retrieved the information from them. Basically, the address lists served as a directory for contacting students. On the basis of this information, randomly, I called some students (drop-outs) verifying their addresses and telephone numbers. This enabled me to contact some of the students directly rather than contacting them through heads of centers or using their peers.

The entire process was an experiential learning process. The experience gained through this exercise is to be patient, and keep on reminding people politely of any information needed and

by avoiding any demanding language. Here, it should be noted, that sometimes the research process is for the researcher's advantage for academic purposes. Participants sacrifice their time to provide information needed.

### ***Observation***

Informal observation was applied to record information relevant for the execution of this study. The observation process was more descriptive, and less focused. This means, the observation was more general in scope, observing different behaviors as they occurred in the observed setting. Information that was of great interest to the study was later pulled out. The researcher's notebook rather than pre-designed observation instrument was used to record information. Exclusively center-based activities in and outside the classroom were observed and recorded. Students and tutors were the prominent figures during the observation process. Apart from collecting data by watching, listening and documenting the information, the observation process was later dominated by a question-answer approach where the observer and the audience end up in an informal discussion. The researcher's role was more of participant-observer; the researcher observed and interacted with the observed group. Information gathered was dual used for the research and for the Ministry's official report required after each visit.

### *Interviews*

Interviewing was one of the main data collection techniques used. Interviewees included heads of centers, tutors, and both current and non-continuing students. Other prominent interviewees included Mr. November Mthoko (former Director, Continuing Education Programs and also former Executive Head of the Namibian Extension Unit), Mr. Zachariah Goliath, (Director, Training and Upgrading at the Council of Churches in Namibia), and Mr. Andreas Shimwandi (Program Coordinator of the Namibian Church Community and Adult Education Program). As stated in the historical background of the study, non-governmental organizations played an active role in promoting nonformal education programs, therefore their contributions to the continuing education programs justified their involvement in this study.

Interviews were unstructured, allowing greater flexibility and freedom. The interviewing process was completely informal although the researcher had some guiding questions in mind to lead the discussion. Two types of interviews were conducted: group and individual interviews. Non-continuing learners were interviewed individually while interviews for current learners included both individual and group interviews. Group interviews were conducted at the time adult learners came to attend classes. Interviews began with the introduction of the interviewer, a review of the purpose of the study and the assurance about the confidentiality of all information collected during the study. After getting permission from the interviewee to use a tape recorder, interviews were audiotaped to ensure accuracy. Additionally, the most important information was recorded in writing by the interviewer while the discussion continued. The informal interviews

served as a guide (pilot) to the later designed questionnaires distributed to the students. Out of more than ten languages spoken in Namibia only three, viz. English, Afrikaans and Otjiherero, were used during the interview process. The interviewer speaks and understands the three. Although English is the official language most interviewees were not fluent in it. Almost two-third of the sample speaks Afrikaans; they expressed themselves freely in releasing most valuable information. In addition to listening and summarizing the interviews much time was invested in the translation of these interviews to English. The completion of the interview phase leads to the formulation of written questionnaires.

The interviewing process was quite exhausting. Some interviewees could not show up, and as a result, I had to re-arrange appointments for those not being available at the time and venue agreed upon.

### *Questionnaires*

Three sets of written questionnaires were prepared for tutors/heads of centers, current students, and non-continuing students. As indicated earlier, the information obtained from the interviews guided the formulation of questionnaires. The questionnaires for learners were developed from the following three main categories:

- Personal information gives details of age, gender, prior educational background, etc.
- Academic information concentrates on issues such as the reason for enrolling in the program, subjects availability, tutors performance, etc. and,
- External factors, such as, illness, family responsibilities, employment, finance, etc.

The tutor's survey aimed at exploring tutors' teaching experiences, the support they get from the Namibian College of Open Learning (NAMCOL) at the head, and regional office in terms of suppliers and subject content, and most importantly, the qualities of tutors which contribute mostly to adult learners' retention.

Questionnaires were accompanied by a covering letter stipulating the purpose of the survey, indicating the position of the researcher, assuring confidentiality and encouraging respondents' replies. In preparing questionnaires for non-continuing students the term "drop-outs" was never used because of the assumption that some people will feel insulted, and that will influence their responses. Questionnaires for both current and non-continuing students were titled, "Survey on Continuing Education Students" but different computer fonts were used to differentiate. In addition, different codes were indicated on each questionnaire, CS indicating current, and NS indicating non-continuing students. The difference was clearly explained to the heads of centers who helped with the distributing of questionnaires to students. These questionnaires were prepared and distributed without any trial.

Sixty eight (68), ninety three (93) and fifty seven (57) questionnaires were distributed to current students, non-continuing students and tutors respectively. Apart from the questionnaires sent to the thirteen continuing education centers of the Ministry of Basic Education and Culture, some were also distributed to other non-governmental Adult Education Centers, namely, the Madume Adult Education Center and the Otjiwaneho Nonformal Education Center. In total, fifteen centers participated in the survey. From the ninety three (93) questionnaires prepared for non-continuing students, sixty eight (68) were distributed via the heads of centers. Twenty five were mailed to non-continuing students on the basis of addresses provided by heads of centers.

To encourage quicker response and also bearing in mind the financial positions of many students, an addressed stamped envelope was enclosed.

On questionnaires sent to non-continuing students through the heads of centers, the researcher worked on the following assumption: Although these students left the centers, they may have some friends/relatives attending classes which can be used as contact persons. On the basis of this assumption, I channeled the questionnaires through heads of centers who then forwarded them to some reliable students who were still attending classes. The students who attending forwarded the questionnaires to their peers. I should say, heads of centers and current students were used as informants to identify non-continuing students. So, a snowball sampling technique was used in this process. The return of these questionnaires started from the non-continuing students to the current students who then forwarded them to the heads of centers. The latter forwarded the completed questionnaires to the researcher.

The return process was quite slow. It took at least one month or more to get the completed questionnaires. It was frustrating after spending so much time and effort in preparing and distributing these questionnaires to the target population. Later, the outcome was worth the time and effort. The coding and scoring of data collected was the next step. Coding of questions was done after the completion of questionnaires because of some open-ended questions. The data collected were analyzed using the Statistical Package for the Social Science (SPSS) at the University of Namibia.



## **CHAPTER IV**

### **The Understandings**

#### **Observation of Center-based activities**

The visit attempted to cover center-based activities in and outside the classroom situation. The observed issues include the starting time of the class, subject taught, age distribution of students, courses, lesson plan, punctuality of tutors and students, methods of teaching, students' attendance, stationary and textbooks, teaching aids etc. I have to admit that not all classes were observed but in the absence of that I convened meetings with tutors and learners at some centers discussing issues of concern.

The first observation period for all centers covered the period June 25 to July 20, 1995, followed by a second one concentrating on two centers only, Auas and Goreangab center. The whole observation process ended up in a question-answer session whereby I found myself in an informal conversation either with the tutors or learners. Issues that were of great concern to most tutors and heads of centers included:

- decrease of learners in numbers in winter time
- discrepancy in the starting time of classes
- failure of some students to register for the examination
- fear in learners for tests and assignments

- lack of textbooks and stationary among learners
- the reluctance of students to pay the required tuition fees

Heads of centers explicitly stated that these issues frustrate learners and forced them to withdraw from face-to-face centers. Generally speaking, the number of learners for those class groups observed were very low compared to the first enrollment. For example, the first enrollment (February) for grade 12 Biology and Business Economics at Auas center showed 23 and 15 respectively. The numbers recorded during the first visit (June, 19) at the same center was 12 and 10 for Biology and Business Economics in that order. These numbers decreased drastically to five and four for Biology and Business Economics respectively, during the second visit (October 10).

At Goreangab center the enrollment number of learners recorded for English at the beginning were 33, which decreased to 15 in the second trimester (second visit - July, 22), and finally to 7 learners in the last trimester, October 9. On October 10, six learners were recorded for the English class at Goreangab center.

At the same center I recorded the time tutors and learners were showing up for classes. Again, the English class was used as an example. The initial starting time for the English class was eighteen hours (18:00), and the duration was two hours. On October 9, by 18:30 only one student was recorded present, three by 18:45 and seven by 19:00 out the total of fifteen. On October 10, six learners were recorded by 18:30.

It was also observable that most learners attended lessons without either textbooks or writing pads for taking notes. For example, at Auas center out of 5 students present only one

possessed her Biology textbook, and two from the four taking Business Economics were in possession of their textbooks during time of visit.

I have to acknowledge that the age distribution of learners was not recorded because no proper attendance register indicating date of birth was kept by the large number of tutors. If learner's attendance was recorded, a piece of paper was circulated among the learners. Some tutors did not record their learners' attendance at all.

### **Interviews**

In addition to the key informants in the Ministry of Basic Education and Culture and Non-Governmental Organizations (NGO's), thirteen learners were interviewed including current students and non-continuing students. The non-continuing students included four females and three males, the six current students interviewed included an equal number of three. The age grouping of all thirteen interviewees varied from twenty-one and forty-three while the background of schooling ranged between grade 8 and 12. One interviewee, aged 43, working for the Ministry of Health and Social Services, indicated last year of attending school as 1968, and was taking one subject at a grade 10 level, English. By taking English, he aimed at improving his communication and writing skills and then enrolling for other subjects the following year. Key issues guiding this informal conversation included some demographic characteristics with issues such as age, sex, education background, employment, reasons for joining programs etc. and academic variables such as tutors' performance, subjects offered and reasons either facilitated their retention or dropping out.

The seven non-continuing students interviewed gave their positive attitude towards programs but revealed the following as main reasons which urged them not to return to the evening classes:

- unemployed, and it is harsh for them to pay the tuition fees and buy textbooks,
- work obligations - transfer,
- the reluctance of tutors either by turning up late for classes or not at all,
- family responsibilities,
- studying other courses and cannot cope financially, and that
- the learners failed to register for the final external examination

On the issue of not returning to the evening classes, a 33 year old Assistant Nurse from Otjiwarongo (small town in northern Namibia), Angelika Pienaar stated;

I couldn't return because of financial problem. Together with the Grade 12 subjects I am taking some nursing courses which I also have to pay for. My father and mother got pensioned, which means each getting N\$120-00 monthly. I am the oldest, and have to take care of my son, and three other children of my jobless sister. Furthermore, Angelika concluded by saying; If as a working civil servant cannot afford what about the others getting nothing.

In fact, all interviewees stated clearly that obtaining a grade 10/12 which will enable them for further studies or promotion was the main aim for enrolling in this program. On this issue, one respondent working as a switchboard operator at a Building Society stated the following; "I want to complete my Grade 12 because if you do not possess it, they won't promote or transfer you to other divisions".

## Questionnaires

### *Current Students*

The return rate from the members in the sample was 21 males (52, 5 percent) and 19 females (47, 5 percent). The representation in terms of courses was eleven for grade 10 and twenty nine for grade 12. Overall, the enrollment of learners for grade 10 is lower than for grade 12. The ages of learners ranged from mid-teens (16) to mid-forties (44). Almost two-third (68, 5 percent) of the respondents ranged between twenty and thirty and only one individual was forty four (44) years old. The education background of the respondents ranged from Grade 6 to 12: Table 1. 3. below illustrates the respondents' levels of education:

**Table 1. 3.**

Grade Level	Frequency	Percentages
6	1	2. 5%
7	2	5. 0%
8	3	7. 5%
9	7	17. 5%
10	13	32. 5%
11	7	17. 5%
12	6	15. 0%

Surprisingly, it became very clear through the survey that students lacking education background of grade 10 managed to enroll for grade 12. Are students being enrolled to inflate numbers at centers? What is the purpose for enrolling if a student cannot fulfill the entry requirement? Sincerely speaking, I do not have an answer to this question. One respondent with

the level background of grade 6 (standard 4) enrolled for grade 12 while other three (7, 5%) with the background of grade 8 enrolled for the same grade. The National Examination Board requires students sitting for both grade 10 and 12 external examination to have a level background of grade 8 (standard 6) and grade 10 (old standard 8), respectively.

Half of the respondents (50 percent) are unemployed with only 10 percent of the respondents doing a part-time job. Only fourteen respondents (35 percent) indicated that they are employed on a full time basis. Regardless of students' financial status, a tuition fee of N\$100-00 per subject paid in two installments is required.

In the survey, adult learners reported a variety of reasons for joining the face-to-face centers, which included:

- obtain grade 10 & grade 12 certificate
- salary increase at work
- most people are studying
- further studies
- acquiring knowledge
- no place in formal education
- improve grades and for better living standard

Almost 65, 5% of the respondents reported the obtaining of the grade 10 or 12 certificates which allow them to take further studies as the main reason for joining the program. Although the sampled group reported a variety of reasons for joining the program, some reasons were clear indications that some were not explicit about the goal they have chosen. For example, almost 5%

of the respondents indicated acquiring knowledge as the main reason for joining the program or studying because most people are studying.

Due to work obligations and other commitments, students at centers are only allowed to take a maximum of three subjects or less. But as seen from the survey it looks like some students go to the extent of taking more than three subjects. At all centers, the tuition schedule makes provision for a maximum of three hours per evening, and tuition hours per subject do not exceed four hours per week. How do these students manage to attend all classes? It appears unexplainable.

Generally speaking, tutors' performance is rated by most respondents as good with few complaints such as tutors' absenteeism, lack of equipment for practical subjects hinders their performance, lateness, negative attitude towards learners, etc.

Almost 55 percent (22 learners) of the respondents missed some classes since they joined the program, with the following factors inhibiting their regular attendance:

- work obligation
- funerals
- transportation problem
- health problem
- finance
- child caring
- family responsibilities

Among issues restricting student's regular attendance, health is indicated by almost 20 percent of the respondents. Other issues of concern raised by students include:

(i) students appealed to the administrators to reduce the enrollment fees of N\$ 100-00 per subject, and to provide them with textbooks and other necessary equipment. (ii) Students pleaded for a course equivalent to grade 8. (iii) Mid-year examination like in formal schools should be introduced to urge learners to study throughout the year. (vi) Finally, NAMCOL staff at head office, and in the region should regularly visit centers to acquaint themselves with the situation.



### *Non-continuing students*

From the sixty eight questionnaires sent, the return rate was thirty-seven, twelve males and twenty five females. The age groups of the respondents ranged from eighteen to thirty eight. Almost two-third (67, 5%) of the respondents ranged below thirty. Six (16, 2%) respondents declined this information.

The respondents' levels of prior education background ranged from grade 7 (standard 5) to grade 12 (standard 10). Two respondents did not report their educational background.

Table 1. 4. below shows the education background of the respondents:

**Table 1. 4.**

Grade Level	Frequency	Percentages
7	2	5.4%
8	4	10.8%
9	12	32.4%
10	8	21.6%
11	7	18.9%
12	2	5.4%

Again, learners with a level background of grade 7 (5, 4%), and 8 (6, 75%) enrolled for grade 12.

Unemployment remains the most critical issue to the learners. Most learners (45, 9%) reported they were unemployed, 7 learners (18, 9%) did casual jobs with only 29, 7% or eleven learners fully employed. Two respondents declined their employment status.

In addition to reasons indicated by current students for joining the program, non-continuing students reported the following additional reasons:

- to get work
- to have better future for my children
- my wife is more educated than me
- because of poor results or low grades/to improve my grades
- because I failed some subjects

From the aforementioned information it is obvious that adult learners reported a variety of reasons for entering continuing education face-to-face centers. However, almost two-third (67, 6%) of the respondents showed interest in getting a grade 10 or 12 certificate, and 48, 6% or eighteen learners anticipated that the certificate is an effective tool towards further studies. Once again, like the case with learners still attending classes, not all learners have clear-cut objectives of what they pursued at face-to-face centers. E.g. 13, 5 percent of the respondents indicated that they are being motivated by other people who are studying.

The requirement of taking up to a maximum of three subjects has been ignored by a few learners. Approximately one fourth (24, 3%) of the respondents took more than three subjects. As stated earlier, the centers' schedules make provision only for a maximum of three hours per night in four days period. How learners get it easy to attend four or more classes is unexplainable. So, one doubts the reliability and validity of such information.

The availability of subjects is rated as good to excellent although some respondents experienced some problems in comprehending the subject matter. Also, the general response in terms of tutors' performance is desirable with some few complaints such as teachers' absenteeism or turning up late for classes, the lack of science kits, and other equipment for practical subjects such as Biology, Life Science, Physical Science etc. The learners argued that the shortage of facilities complicates the understanding of subject content.

Students' decision to withdraw from the centers was based on the variety of variables. Not a single one can be underestimated, all influenced directly or indirectly each student's decision to withdraw from educational experiences. Environmental factors included issues such as health, distance, finance, work obligations, transport, weather, family responsibilities, and time. The institutional factors included the complex learning materials, late for examination registration, and language problem while motivation seems to be more psychological. The degree of the seriousness of these factors is indicated in table 5 below:

**Table 1. 5.**

Reasons <sup>9</sup>	Major Problem	Minor Problem	Not a Problem at all
Health Problem	21. 6%	2. 7%	24. 3%
Center is too far	27. 0%	8. 1%	27. 0%
Work Obligation	16. 2%	2. 7%	16. 2%
Financial problem	37. 8%	10. 8%	10. 8%
Transportation	27. 0%	10. 8%	24. 3%
Bad Weather	5. 4%	13. 5%	24. 3%
Time Factor	21. 6%	5. 4%	13. 5%
Language	-	10. 8%	24. 3%
Family Responsibilities	13. 5%	5. 4%	18. 9%
Difficult Subjects	10. 8%	2. 7%	27. 0%
Lack of Motivation	2. 7%	5. 4%	24. 3%
No Examination Registration	10. 8%	5. 4%	-

Dropouts in this survey are predominantly related to the economic situation of the respondents. Finance is rated (37, 8%) highest by the respondents, and 27, 0% each for transport and distances to centers. Once again, transport and distance are cost-related, therefore finance remains the significant obstacle to adult learners' participation. Regarding the issue of transport, one respondent mentioned that she is forced to hire a taxi daily which is beyond her financial means. The time factor and health each rated 21, 6%, so it appears to also be main causes to adult

<sup>9</sup> Here it should be noted that some respondents gave more than one response. Each category represents 100%, and any missing percentage means the respondents declined information.

learners' attrition. Although separately indicated, work obligations (16, 2%) and family responsibilities (13, 5%) are time-related.

As far as the complexities of the learning material is concerned, one respondent mentioned the following: "I cannot cope because I left school long ago, and the subjects are too advanced for me". Although not listed, safety is reported especially by female respondents. According to some female learners, the classes end late in the evening and they are anxious walking in darkness back home.

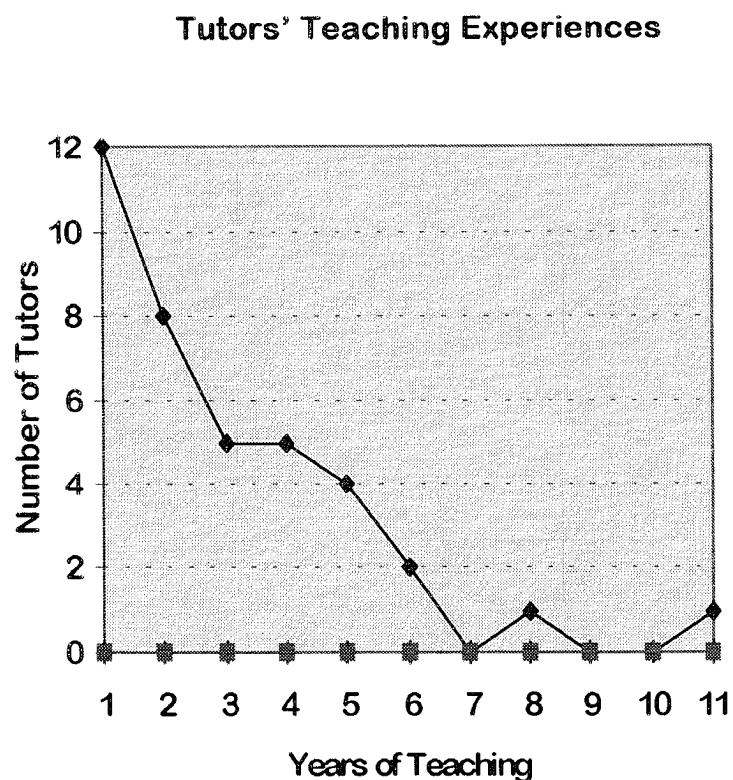
As reported by ten respondents (27, 0%), this tendency of discontinuing studies was not strange to them. Some quit the program twice or three times.

### ***Tutors***

The return rate of the completed questionnaires was beyond expectation. Out of the fifty eight (58) distributed to tutors at different centers thirty eight (63,8%) were returned.

Although experienced formal education teachers are being recruited to teach adult learners, not all have sufficient experience in teaching adult learners. Of course, adult learners differ completely from children, and there are differences between teaching adults and teaching children. Although these hired tutors, like in formal school, are concerned with the transmitting of knowledge, skills, values and attitudes, knowing and understanding adult learners differentiate the two settings completely from each other. Although the program made its appearance before independence in 1990, a small percentage of tutors proved to be experienced in teaching adult learners. Almost one-third (31,6 percent) indicated one year of teaching adult learners followed by eight tutors (21,1 percent) with two years of experience. Five tutors (13,2%), and another five taught for three and four years respectively. Only eight tutors experienced adult learners settings for more than five years. What hindered most experienced tutors not to return to adult learners' classes is still unknown to me. In general terms, most tutors' experience of teaching adults is limited. Figure 1.1. below illustrates the teaching experience of tutors in face-to-face centers.

Figure 1. 1.



All respondents respond positively towards the importance of these types of programs to adult learners and out-of school youths. Nevertheless, the supply of materials to centers remain the problem as noted from their responses. Thirty eight (52, 6 %) viewed their dissatisfaction towards supplies at centers. Tutors reported the following materials and equipment as bare necessities vital for the effectiveness of the face-to-face centers:

- tutors textbooks, and workbooks,
- stationary,
- duplicating facilities (paper, toner etc.),
- previous years' old question papers,

- syllabi, and
- audio-visual materials.

One tutor responded to this issue by saying:

We need more audio-visual materials and literature that have an African content to stimulate students' interest in English. The prescribed books for 1995 (Grade 10) are too basic for many learners (most of them over 25 years age), the books would be better with fourteen year old learners.

Another respondent said:

Teaching Biology and Life Science needs aids such as posters, prepared transparencies and sometimes also practical equipment and these things are not available for classes which can sometimes make the lesson difficult for the tutor to explain and for students to understand.

The question on academic support from NAMCOL Head Office regarding subject matters was negatively answered by almost 61 percent of the respondents. To give a background, the Namibian College of Open Learning (NAMCOL) structure at the Head Office makes provision for Program Coordinators to be responsible for different subjects by compiling study guides, and setting and marking assignments. In addressing this concern, it was very much clear that the directorate of NAMCOL has done little to support teachers in various fields. On the same issue, one tutor responded by saying: "The past two years things have deteriorated in the Afrikaans department, there is no one available to assist you with problems when calling or visiting the Subject Coordinator".



To strengthen communication channels, tutors are demanding workshops and regular meetings between tutors and subject coordinators. They viewed circulars as an effective way of enhancing communication.

Almost 94, 7% of the respondents acknowledged that an effective tutor plays an important role in the retention of adult learners. Some of the adults and out-of-school youths were not fortunate enough to complete their formal primary education due to many reasons; as a result, it is difficult for them to cope on their own. According to them, an ineffective tutor frustrates learners easily, and that discourages them from attending classes. An exemplary tutor with a positive approach is an inspiration to all learners. In this vein, tutors outlined the following characters as qualities of tutors that contribute highly to students' retention:

- dedicated, motivated tutors
- show sympathy towards the type of disadvantaged learners/caring attitude /personal interest in students
- tutors who attend classes regularly
- tutors must love and cherish their subject
- tutors with a thorough knowledge of the subject
- tutors must plan a work scheme well in advance and work towards goals set
- tutors must tell the students why they are in his class/her for a certain subject
- use learner-centered approach
- working together with students as part of the group

- he must be patient, always bearing in mind that his/she is the one who has to create a favorable and harmonious atmosphere so that students feel motivated to tackle the task of studying.
- a well disciplined tutor is an asset to every institution, assuring his students of his presence to each and every lesson which is always punctually started.
- simplify the subject content and taking their level of understanding into consideration.
- respect adults and treat them like adults.
- committed - making extra time to help the ones who capture slowly.
- shows confidence in what they are doing.

The problem of dropouts was not foreign to the tutors because of their involvement with the learners in classrooms settings. They got the first-hand information, as it is expected from them to keep attendance registers of students on a daily basis. Finance is reported by almost 40 percent of the respondents as a major cause of student dropouts. Tutors appeal to the Ministry either to subsidize students on the N\$100-00 tuition fee or to increase the installments of payments. Other issues mentioned hindering students full attendance include:

- Communication problem, students find it difficult to comprehend the content because of English, and,
- The lack of job-oriented subjects as well as the limited subject choice.

To offer a certain subject a minimum of 15 learners per class group is required; if the number is below the required number then learners are forced to take other subjects not of their choice.

A veteran in the field of education, the 60 year old Mr. Francois Hay, is a tutor at Otjiwarongo center. Mr. Hay drives 120 kilometers from Outjo to Otjiwarongo twice a week to present his lessons. Mr. Hay outlined the following when referring to the causes of dropouts:

“During my five (5) years experience of evening classes I became aware of the following:

- The majority of the students are jobless,
- Many of my students encounter financial problems,
- Most of my English students do not get enough practical experience in speaking the language,
- They find it difficult to buy the bare necessities such as books, pens and writing material,
- To my mind the fees for all the subjects are too high, students should be exempted from paying any fees,
- These students are the disadvantaged from the previous dispensation.
- Students must have Aims in Life - this will encourage them to work towards them”.

What is also noted from the survey is the high level of reluctance of the Grade 12 learners because there nothing formal in a form of a test, assignments or work sheets is expected from them as a pre-requisite for the examination entry. According to the experiences of some tutors, grade 10 learners attend classes far better than the grade 12 because of the continuous assessment mark added to their final examination mark. Although no statistical data can be proved, it came

very clear from the respondents' responses that high dropout rate is experienced with the Grade 12 learners.

One tutor also mentioned the following as far as the reluctance of learners is concerned:

In my time of observing these studies I have found out that some of the students really take chances e.g., never done or passed standard 6 and enroll for Grade 10. As a language teacher (English), it is very difficult to help such a student, where you have to start from the basis of sentence construction. In fact, time allocation does not allow it. It hurts to see that after being with a student for two - three months, you do not see any improvement or progress. Money, time and energy becomes wasted. Students do not buy books - textbooks and exercise books for writing. This really discourages tutors. How would you be successful in a class of 30 - 35 students where only 2 - 3 students have books. There is no possibility of giving homework which is important as they have a very limited time with tutors. I really think very strict measures have to be applied in this regard.

In corroborating this view, tutors appealed to NAMCOL to revise the entry requirements for both grades. This is also applicable to the subject choices. The respondents reported that only students with the background knowledge in that subject should be admitted to take the subject.

## Summary

Students' decision to withdraw from face-to-face centers was based on demographic, environmental, psychological, and institutional factors. Although sex and age as background information are reported in the study, they cannot be considered as significant factors contributed to the students' decision to withdraw from centers. Very few female respondents reported that they felt insecure at the end of the evening classes when returning home.

Predominantly, the results of the study indicates that the large numbers of student dropped out the program do so because of some personal reasons rather than reasons based on the institution or tutors. In addition, students who were attending classes reported also personal reasons as those inhibited their regular attendance. Although most of these variables are unpredictable, and beyond the control of tutors and administrators, they should not be overlooked. The general overview of respondents on this issue appeared to be more environmental. In general, time and cost appeared to be the dominant attributes which hindered learners' persistence in face-to-face-centers. In addition to the personal reasons mentioned, few respondents reported the problem of language and difficult learning materials as the main institutional-related problems. In this study, the external or environmental factors ignored in Tinto attrition model appeared to be the dominant factors. Therefore, Tinto's theoretical model of student attrition cannot be directly applied in this study simply because Tinto defines dropout in terms of the relationship between the individual and the institution. Bean and Metzner conceptual

model based on academic, psychological, environmental, and background and defining variables is more relevant to this study.

Another paramount factor determining students' decision to withdraw or remain in the program is goal commitment. Three types of students as differentiated by Houle (1961) in terms of the goals they are pursuing, are reported in the study. Firstly, there were those students who were explicit with the goals they have chosen. In terms of the goal-oriented students, the study showed some similarities between current and non-continuing students. For instance, the obtaining of the grade 10 & 12 certificate seems to be the dominant motivating factor reported by current students, and non-continuing students. Students assumed that the certificate will open their doors for further studies. Secondly, Houle differentiates the learning-oriented learners, namely those pursued knowledge for its own sake. Learning-oriented goals reported in the study include the acquiring of knowledge for its own sake, most people are studying, etc. Finally, the activity-oriented learners refer to those who pursue learning with no necessary connection to the stated purpose of the activity. Furthermore, extrinsic motivating factors encouraged these students to enroll at face-to-face centers. The influence of goal commitment on students' decision to withdraw from the institution is argued in Kember's distance education model which says that student with unrealistic goals are likely to discontinue studies, in particular, those with little intrinsic interest withdraw from the institution.

In many nonformal education programs, the assumption is that adult learners enter the institutions with clearly defined goals and intentions. However, the case in this study is different. A portion of learners in this study entered centers with little knowledge and understanding of why

they are there. Therefore, the lack of clear defined goals can lead to individual withdrawal from the centers.

Unemployment seems to be the phenomenon affecting both types of students. Maybe, the hope for these students was that education will open different doors in terms of employment, improving standard of living, and also satisfying their personal development.

In general, both current and non-continuing students showed positive attitudes toward the program, and rated tutors' performances as good. However, they reported tutors' absenteeism, and showing up late for classes as the negative reinforcements that inhibited their regular attendance.

In conclusion, another important facet emerged from the study is the education background of the respondents. The education backgrounds of student ranged from grade 5 to grade 12. The surprising information reported by both current and non-continuing students is that students who did not fulfill the entry requirement for a course managed to enroll. According to the distance education model of Kember, the education background of the participants should be included in attrition model because it can influence other facets directly responsible for student attrition. In this study, the education background played a significant role in learners' decision to withdraw from centers. For instance, some respondents reported that they couldn't cope with the complex learning materials.

## **CHAPTER V**

### **Recommendations**

#### **Introduction**

Given the fact that the utilized sample does not reflect all educational regions, I am quite cautious in generalizing the results to the other regions not covered by the study. However, this does not prevent the researcher to recommend alternatives based on the findings of the study. The study is incomplete if the researcher fail to address the following question. What can be done to prevent dropouts or to enhance retention? This part of the study is important because dropout from an educational institution entails costs either from the individual or from the organization. For the individual, dropping out means failure to achieve an educational goal, and other costs to the individual involve wasted time and energy. For the institution, costs involve the payment of tutors' and administrators' salaries, the supply of educational equipment, transport, the consumption of water and electricity, and of course, wasted time and energy.

Learners' reasons for discontinuing studies should be considered when developing dropout prevention programs. Of course, a dropout prevention strategy is futile if it does not respond to the real needs of the students. Hence, considering students' characteristics when developing prevention strategies is important. - For example, knowing the participants' financial position.



A limitation noticeable from other studies is the researcher's decision to place the learner as the central-point. Of course, the notion is that learners are the ones who fail to fulfill requirements as set by the institution. Irrespective of what, learners are being victimized. Researchers fail to acknowledge that dimensions which cause dropout can be learner, tutor, program, context, or policy-based. Intervention strategies suggested in this study attempted to address the problem of dropout from those five different dimensions. Therefore, the dropout problem should be regarded as a system problem. This means, different parts have a relationship toward each other, and the way the different parts in the system interact affect either the learners' decision to remain or withdraw from educational institutions. Mostly, parts in educational institutions are "tightly linked". A single effort of changing one part will definitely influence the other parts. For instance, a policy made from above has a significant influence on other parts in the system, and these can be learners, tutors, heads of centers, and the society at large. Changes occur only through restructuring these different parts within the system. Three different ways of changing systems include:

- by adding or deleting some parts,
- altering the relationship; weakening or strengthening the relationship among parts, and,
- by changing the sizes of some parts.

For example, sometimes learners leave the educational institutions because the proposed curriculum does not prepare them for future employment. In this case, an irrelevant curriculum is a restraining force or part, and there is a need to weaken this part, and strengthen another, for example by implementing a vocational oriented curriculum. Factors contributing to the students' decision to withdraw from the continuing education centers are the "negative reinforcements" or

restraining forces, and by weakening these forces, and increasing the “positive reinforcements” or driving forces, maybe we can increase the persistence level in educational institutions.

Furthermore, although the reasons for discontinuing studies are more personal, and unpredictable they are not less important, and should not be underestimated. Definitely, they are not less important than the academic indicators which are controllable by the administrators and tutors. All factors contribute directly or indirectly to the students’ decision either to retain or withdraw from educational institutions. Possibly, a frustrated learner who withdraws because of personal reasons will put the blame on the tutors for not doing the work. Also, dissatisfied dropouts will create poor publicity for the program that can result in lower enrollments. Darkenwald and Gordon (1981) argue that a high dropout rate can threaten not only individual jobs and feelings of efficacy but an agency’s existence as well.

Against this background, all stakeholders should seriously work together to counteract the negative environmental reinforcements. Following now are some recommendations which can be helpful in decreasing the dropout rate of learners specifically in the continuing education programs in Namibia. Because of most personal reasons reported by the learners, the recommendations will be based on those factors susceptible to program reform.

## **Know and Understand the Characteristics of Learners**

Knowing and understanding the characteristics of adult learners can help tutors and administrators to organize the learning activities around their background. Understanding adult learners' roles in communities, their level of intelligence, learning styles, personalities, ages, previous background in education, and other specialized experiences will enable us to offer educational programs responsive to their needs. Apart from adjusting the learning activities to the responsive needs of the learners, knowing adult learners' characteristics will enhance their opportunities to share their experiences and insights with others with similar concerns. Information on learners' background and characteristics are obtainable through informal conversations, enrollments forms, and during the orientation session with first enrollment. Further support for the notion was given by heads of centers, at the workshop which took place in Windhoek, on the 6 - 7th of December 1995. Heads of centers argued that personal contact with students will enhance their participation, and reduce the tendency of staying away. According to one participant, Mr. Strong, the motto should be "Know your Students".

Furthermore, knowing more about their reasons for participating and the reasons for dropping out is important. In particular, what seems to be the major influences on their participation? Knox (1986) argues that proper understanding of influences for participation or discontinuing studies is important because they suggest how to encourage learners to participate more and persist. In many cases adult learners engage in educational activities for various reasons.

In general, one reason can be paramount and others maybe influential. Knowing the reasons why learners are participating will enlighten our understanding, therefore we can plan or adjust our programs accordingly.

### **Assess and Address the Real Needs of Learners**

Education is a catalyst for social change. It can help to improve the adult learners' way of living. Adult learners join educational institutions with the hope that the program will meet their needs or satisfy them in specific ways. Their goals motivate them either to continue or to withdraw from the educational experience. Hence, educational experience must be perceived as practical, relevant and worthwhile. The challenging task for practitioners and administrators is to decide which adult needs are normative both to the immediate learning situation, and for the future benefits after graduating from the institution.

Secondly, like in other adult education programs, the expansion of the continuing education program in Namibia has financial implications. The financial burden is becoming heavy to the taxpayers, participants, and the public at large, and as a result, that is forcing them to react in different ways. Questions are being asked by these people: What are the goals and the objectives of the program? What immediate benefit does the continuing education program have for the beneficiaries? What methodologies are used to meet the real needs and interests of the targeted group? These questions can be answered satisfactorily only if we can show that the program is meeting the essential needs of the clients and the entire community. More often, adult

educators assume that the needs of the beneficiaries are being met because the program experiences maybe rapid growth. For sure, these assumptions attributed to the unsustainability of many adult education programs. For example, students' attrition becomes higher.

Assessing people's needs and interests should be inevitable in any program implementation. A needs assessment process should be a cooperative and continuing joint effort, whereby administrators assess with the clients rather than planning for them. Further support for this notion was given by former President of Tanzania (President Julius Nyerere) when he said: "Only when we are clear about the kind of society we are trying to build can we design our educational service to serve our goals" (Duggan, 1976,). In a similar study meant for retaining adult learners, Darkenwald suggests that, "there must be congruence between what the program provides and what adult learners need and want" (1981, pp. 15).

### **Consider the Institutional Role in Student Retention**

Institutions tend to relate dropout to academic failure, because it is associated with the individual failure to fulfill institutional requirements regardless of the institution's failure in terms of content and character. Frequently, people tend to believe that learners' departure from the institution is because they fail to meet the social and academic demands of the institution. The reflection is more on the individual rather than the institutional failure. If the departed learner never sees her/his departure as a form of failure, neither should the institution contradict the individual reason of departing. In some cases, learners are moving away from institutions after

assessing the institution, and realizing that it does not serve their interest. Learners weigh the cost invested in the institution in terms of energy, time, and other resources against the benefit from the institution. Of course, they tend to withdraw if they become alert that staying longer school is time consuming, and realized that there are other alternative forms of investment. In this regard, students' reasons for departure should be associated with the institution failures in various areas. Therefore, before pointing our fingers at the departing students, institutions must convincingly know that what they are offering serves the best interests of the targeted population. Another institutional failure is in not helping learners to achieve the goals they have chosen.

Therefore, regardless of individual personal reasons to withdraw from educational experiences, institutions have a significant role to play in retaining students. Institutions are supposed to be educational, shaping the development of individuals, and transmitting values which make individuals acceptable to others , rather than blaming individuals for not meeting institutional demands. Additional support for this notion is offered by Tinto Vincent in his writing titled **“Leaving College: Rethinking the Causes and Cures of Student Attrition”**. Tinto (1987) outlined six principle actions institutions can take which govern successful retention programs:

1. Institutions should ensure that new students enter with or have the opportunity to acquire the skills and knowledge needed for academic success.
2. Institutions should reach out to make personal contact with students beyond the formal domains of academic life.
3. Institutional retention actions should address the full range of student experiences in the social and intellectual communities of the institution.

4. The primary commitment of institutions should be to their students.
5. Education, not retention, should be the goal of institutional retention programs
6. Institutions should start as early as possible to retain students. Address students' problems as early as possible so that potential problems should not become actual problem (Tinto, 1987, pp. 138 - 140).

### **Use Attendance Policy to Help Learners' Retention**

Frequently, learners are leaving programs without any explanations. Irregular attendance is a good symptom that a learner is experiencing problems. It is a justifiable assumption that poorly-attending students are more likely to drop out than those attending well. I anticipate that an attendance policy will be helpful in identifying students who are likely to drop out because of personal reasons. The attendance policy entails the development of a proper system for recording and monitoring attendance and dropout data. This will help tutors and heads of centers to contact the potential dropouts directly, and deal with the problem as quickly as possible. Secondly, the attendance policy will encourage the tutors to keep proper records of their students. Other students in class can also be used to serve as communication channels between the absentees and the tutor.

## **Use and Improve Staff Development Programs**

The study reported a large number of tutors with limited experiences in teaching adult learners. As reported earlier in the study, there is a great difference between teaching adults and teaching young people. Effective teachers in formal education may not be effective in transmitting skills and attitudes to adult learners. Therefore, hired well-qualified formal education teachers should be subjected to in-service training in order for them to understand the philosophy of adult education, the methodologies relevant in teaching adult learners, and the adult learners themselves as participants. Additional to the acquisition of new knowledge, the development of new skills and the formation of new attitudes toward adult learners is of paramount importance. Apart from formal and comprehensive training programs for instructors, informal platforms should be created for tutors to share creative ideas and successful activities with others. Learner-related issues can also be addressed during this gathering. In addressing the nature of staff development programs in adult basic education, Bowes and Conti (1990) argue that the field of adult education has moved from independent model where each program operated in isolation. Programs are based on a cooperative model which is built upon sharing, and joint responsibility. Also, regular visits by head-office and regional office staff can be effective in sharing new ideas concerning subject matter, methodologies, and the program in general.



## **Evaluate programs**

The need exists to evaluate the appropriateness of our programs. Program implementation is futile in the absence of proper evaluation. Evaluation of the program is necessary to identify and correct problems. Observing the activities at centers, and chatting with tutors and students are simple ways of evaluating the program. In determining whether dropout is universal in other educational regions, a more formal and comprehensive evaluation is necessary. Overall evaluation of the program will help us to address the following simple questions: What is wrong in the program? What can we do to turn the wrongs around? Is our continuing education program based on the adult education principle of andragogy? Is the program learner-centered? Are the materials used adult sensitive? The answers to these questions can help us to find out why students are “disappearing” from the centers. For example, overall evaluation of the program will enable us to determine the following:

- the relevance of education to the needs of the dropouts and those graduates entering the work force,
- whether trained teachers are better than untrained teachers and whether dropout rates are affected by adult education teacher training,
- re-examining the current policies and practices within the system, etc.

### **Consider Vocational Education as an Alternative**

Ideally, education should be a dynamic process, a changing process change as a result of economic, political, and social changes. Hence, the curriculum as an educational tool should be adjusted gradually to fit the current economic, political, and social changes of the country. Good education system depends on an effective support system based on the country's economy. On the other side, economic development depends on productive human resources contributing to the national economy. Hence, the educational system and the economic development are two support systems which cannot be isolated, and should be addressed simultaneously.

The curriculum in colonial Namibia was rigid, replicated what existed in the colonizers' countries, and was forced on Africans without an attempt to relate the curriculum to the needs of Africans. The question remains: Is there any difference between the curriculum in colonial Namibia, and the curriculum today? If no, colonialism cannot be blamed alone on this matter. Of course, an educational system based on the country's economy is necessary to break through poverty and improve the quality of living for the people. To eliminate poverty in developing countries education should also equip individuals with survival skills.

In my opinion, the replicated current continuing education program does not guarantee future employment or improve the quality of living of the majority. The primary emphasis is on theoretical transmission and knowledge (academic education), and students still lack the necessary skills (vocational education) which will enable them to satisfy their basic needs. The study reports

that almost 50% of the participants were totally unemployed, and finances was reported by 37, 8% as the predominant factor which forced them to withdraw from the centers. I anticipate a vocational-oriented curriculum as an effective tool to resist poverty, and secure self-employment. It is easy to say, and very challenging. The challenging task in implementing a vocational education curriculum is to convince students about the benefits of this type of curriculum. Without any doubt, the vast majority of the people still believe that only academic education can liberate a person from poverty, illiteracy, and dependency. Confusion is also caused by those preaching to the learners that they are the leaders of tomorrow. Literally learners believe that the education they get prepares them for leadership and office jobs. As a result, students, and the society at large developed a negative attitudes toward “manual work”, and do not want to get involved in vocational education.

Simultaneously with the implementation of the vocational-oriented curriculum, another task right from the beginning is the transmission of information and positive attitudes which will convince students that also through job-oriented education they can earn money and enjoy a reasonable standard of living. In implementing vocational educational programs, a continuous dialogue should take place between the institutions and industries. Lack of science equipment and other supplies seemed to be a concern for tutors and learners. Today, science and technology are the two fields competing, and dominating the entire globe. Therefore, proper equipment is necessary in promoting these two fields.

### **Provide Information to Learners about the Reality of the Program**

One way of reducing dropout is to communicate directly to the students the reality about the program. Of course, we should never promise what we cannot offer. In addition, it should be well explained to the students that the obtaining of the grade 10 & 12 certificate does not necessarily guarantee employment or success in life. A well planned information campaign should provide relevant information about the courses, subjects, centers, financial implications, and also the shortcomings within the program in order to allow students to take sound decisions before joining the program. Overpromoting can be misleading, and can attract unprepared students, and also those who are unable to benefit from the program

### **Create a Conducive Learning Environment**

“First impressions are important”. What the program (tutors, heads of centers, administrators, etc.) do with the initial contact affects how the students will behave in future. Positive first impression will increase learners’ motivation for future involvement in a subject. On the other hand, learners’ first negative experience will discourage them from getting involved in other learning activities. Some learners had bad past experiences, and if they perceive the learning environment as threatening, and time consuming, they can quickly decide to withdraw. Adult learners’ time is a scarce and a valuable resource, therefore it should be respected at all cost.

Tutors' absenteeism, lateness or being reluctant to perform their tasks to the satisfaction of the learners may have a negative impact on adult learners' participation. Students in class are heterogeneous, in terms of their academic background, learning styles, abilities, and demographic characteristics; therefore, learning material and instruction should be adapted accordingly to accommodate students' particular needs, goals and abilities. A variety of learning activities such as group discussions, practice, and study circles should be advocated instead of conventional passive lecture methods. Tutors should be aware that he is not the authentic holder of knowledge but an equal participant, also learning from the rich experiences of the learners.

### **Consider Distance Education as an Alternative**

The study reported time and cost as barriers which inhibited adult learners to participate in continuing education face-to-face centers. As stated earlier, other factors such as distance, work obligation, transfer at work, transportation, family responsibilities can either be cost or time related. Although weather is an unpredictable natural phenomenon it affects adult learners in the sense that they spent some time in disgusting weather to reach the learning centers. Because of conflicting schedules, and the cost involved in traveling to centers, distance education can be more viable to some adult learners. Distance education allows learners to study at their own pace at home, and to avoid unnecessary travels. However, distance education is complex, and may not work with all adult learners. For example, in distance education some learners experience problems in using the time efficiently, putting their ideas on paper, and in developing adequate

reading and comprehensive skills. Irrespective of these problems, the distance education teachers in the regions should be equipped with necessary skills to assist distance education adult learners in overcoming these barriers. Of course, regular contacts between the adult learners and NAMCOL is important. Contacts with distance education learners involve:

- tutorials at existing local face-to-face centers,
- encourage study circles among learners,
- regular workshops for learners during school holidays, and weekends,
- radio tutorials,
- circulars, and individual telephone contact, etc.

Furthermore, education is an effective tool for social change. It is an empowerment tool which helps the individual's self-actualization. Distance education helps individuals to discover his/her potentials, critically analyze issues, make sound judgments, and to liberate an individual from dependency. In adopting an education system based on the policy of "self-reliance", former President of Tanzania, President Mwalimu Julius Nyerere emphasized that:

. . . a man can only liberate himself. He cannot be liberated or developed by another. For man makes himself. It is his ability to act deliberately for a self-determined purpose which distinguishes him from the other animals. The expansion of his own consciousness, and therefore of his power over himself, his environment, and his society, must therefore ultimately be what we mean by development. So development is for man, by man, and of man . . . Education has to increase men's physical and mental freedom to increase their control over themselves, their own lives, and the environment in which they live (Neil, 1983, pp. 12).

## Appendices

### Appendix I

#### Cover Letter

June 15, 1995

#### Survey on Continuing Education Programs

To: Heads of Centers  
Continuing Education Tutors  
Continuing Education Students

As you have noticed, our continuing education face-to-face centers are characterized by a large number of students who join the program with curiosity, and decide to leave the program before reaching the goal they have chosen. Therefore, the purpose of the study is to find out factors affecting students who stay away, and to identify prevention alternatives in order to retain as many students as possible.

The survey will be conducted by Heroldt V. Murangi, an Education Officer responsible for the Continuing Education Programs in the Windhoek Region, and currently a Master's student at the University of Massachusetts, USA. Apart from the survey being used for obtaining academic credits, the results of the study can be utilized to improve the current programs offered to our students. Hence, your support in participating is very important because you are/were in the program and possess first-hand information.

Please help me by answering the questionnaire enclosed and return the survey by July 15. Confidentiality on all information provided is secured. Used stamped envelope enclosed to return the survey.

I look forward to hearing from you.

Sincerely Yours,

Heroldt Vekaama Murangi  
Private Bag 13236  
Windhoek  
Tel: 061 - 238006 (H)  
220802 (W)

A Survey on Continuing Education Students

Instructions: Read all questions carefully before answering them. Do not hesitate to release any information because all information provided will be kept confidential. Please do not write your if you do not feel comfortable enough. Use stamped enveloped enclosed to return the survey before or on July 15.

PERSONAL INFORMATION

Name of Center -----

Name -----  
Surname Middle Name First Name

Sex: Male  
Female

Age:

Education Background: Indicate the highest grade completed.

1 2 3 4 5 6 7 8 9 10 11 12

Employment: Cross (X) in the appropriate box.

full-time part-time Unemployed

ACADEMIC INFORMATION

What is your current grade? Grade 10 Grade 12

Indicate the number of subjects you registered for. 1 2 3 More

What was your reason/s for enrolling in this program?

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-----  
-----  
-----  
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How do you rate the subjects offered at your center?

1	2	3	4	5
Excellent	Good	Satisfactory	Poor	Very Poor

If you are not satisfied with the courses offered at the center, what suggestions can you make?

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Overall, how do you rate the tutors' performance in the subjects you enrolled for?

1	2	3	4	5
Excellent	Good	Average	Poor	Very Poor

If you are not satisfied with some tutors' performance, what do you suggest?

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Did you ever miss any class since you joined the program?    Yes                      No

If yes, what were the main reasons?

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Please use the space below for any additional information you want to share concerning the program.

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**Thank you for participating in the survey.**

A Survey on Continuing Education Students

Instructions: Read all questions carefully before answering them. Do not hesitate to release any information because all information provided will be kept confidential. Please do not write your if you do not feel comfortable enough. Use stamped enveloped enclosed to return the survey before or on July 15.

PERSONAL INFORMATION

Name of Center -----

Name -----  
Surname Middle Name First Name

Sex: Male  
Female

Age:

Education Background: Indicate the highest grade completed.

1 2 3 4 5 6 7 8 9 10 11 12

Employment: Cross (X) in the appropriate box.

FULL-TIME PART-TIME Unemployed

ACADEMIC INFORMATION

What grade did you registered for? Grade 10 Grade 12

Indicate the number of subjects you registered for. 1 2 3 More

What was your reason/s for enrolling in this program?

-----  
-----  
-----  
-----  
-----

How do you rate the subjects offered at your center?

1	2	3	4	5
Excellent	Good	Satisfactory	Poor	Very Poor

If you are not satisfied with the courses offered at the center, what suggestions can you make?

-----

-----

-----

Overall, how do you rate the tutors' performance in the subjects you enrolled for?

1	2	3	4	5
Excellent	Good	Average	Poor	Very Poor

If you are not satisfied with some tutors' performance, what do you suggest?

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Indicate the reasons which affected you for not returning to the evening classes: Put a cross (x) in boxes as appropriate.

<i>Reasons</i>	<i>Major Problem</i>	<i>Minor Problem</i>	<i>Not a Problem at all</i>
<b>1. Health Problem</b>			
<b>2. Center is too far</b>			
<b>3. Work obligation</b>			
<b>4. Financial Problem</b>			
<b>5. Transport</b>			
<b>6. Bad weather</b>			
<b>7. Conflicting time</b>			
<b>8. Language problem</b>			
<b>9. Family responsibilities</b>			
<b>10. Difficult subjects</b>			
<b>11. Lack of motivation</b>			

Was this your first time to quit the program?      Yes      No

If No, how many times did you quit the program? -----

Please use the space below for any additional information you want to share concerning the program.

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**Thank you for participating in the survey.**

Survey on Continuing Education Tutors

Indicate the years you taught in this program. -----

Do you think it is worthwhile to have these types of programs for adults and out-of-school youths?      Yes              No

If not, what are the other alternatives?

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-----

Are you satisfied with the textbooks and other supplies available to your subject?

Yes              No

If not, what would you need most?

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Are you satisfied with the academic support you receive from Namcol Subject Coordinator concerning your subject?

Yes              No

If not, what would you suggest?

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What do you think are the main causes for student dropout?

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In your opinion, what qualities of tutors, contribute most to students retention?

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Please use space below for any additional information you want to share concerning the program

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**Thank you for participating in the survey.**

Figure<sup>10</sup> 1. 2. Grade 10 - 1st Trimester Statistics (February - April, '95)Number of Learners per Subject<sup>11</sup>

	Center	BM	His	Geo	Math	Typ	Eng	B.Ec	P.Sc	L.Sc	Acc	Total
1	Gammams	x	x	x	22	x	27	17	16	25	x	107
2	Augustineum	x	x	x	6	6	5	13	x	6	5	41
3	N. English P.S.	x	x	18	7	x	27	34	x	25	x	111
4	Okahandja	12	16	x	8	x	26	27	x	23	x	112
5	Goreangab	x	x	x	26	x	33	x	x	31	x	90
6	Otjinene	29	24	x	x	x	8	x	x	20	x	81
7	A. Shipena	65	41	x	35	x	52	x	36	33	x	262
8	Suiderhof	x	11	9	x	x	9	x	11	x	x	40
9	Auas	14	20	x	x	x	33	x	x	27	6	100
	TOTAL	120	112	27	104	6	220	91	63	190	11	944

<sup>10</sup> Remarks: Figure 1. 1. should be compared to Figure 1. 2. to see the inconsistency in the data as recorded from the Windhoek Region centers during the 1st and the 2nd Trimester of 1995.

<sup>11</sup> NB: Abbreviations used in the table represent the following subjects;

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. BM - Business Management | 6. Eng - English              |
| 2. His - History            | 7. B. Ec - Business Economics |
| 3. Geo - Geography          | 8. P.Sc - Physical Science    |
| 4. Math - Mathematics       | 9. L.Sc - Life Science        |
| 5. Typ - Typing             | 10. Acc - Accounting          |

Figure<sup>12</sup> 1. 3. Grade 10 - 2nd Trimester Statistics (May - August, 95)Number of Learners per Subject<sup>13</sup>

	Center	BM	His	Geo	Math	Typ	Eng	B.Ec	P.Sc	L.Sc	Acc	Total
1	Gammams	x	x	x	10	x	10	10	10	13	5	58
2	Augustinem	x	x	x	5	6	5	9	x	6	5	36
3	N. English P.S.	19	x	10	2	x	14	34	x	12	x	91
4	Okahandja	12	10	x	x	x	13	x	x	12	x	47
5	Goreangab	x	x	x	21	x	15	x	16	16	x	68
6	Otjinene	10	15	x	x	x	4	x	x	13	x	42
7	A. Shipena	65	42	x	36	x	42	x	38	34	x	257
8	Suiderhof	x	8	5	x	x	5	x	6	x	x	24
9	Auas	15	15	x	x	x	14	x	x	9	6	59
	<b>TOTAL</b>	<b>121</b>	<b>90</b>	<b>15</b>	<b>74</b>	<b>6</b>	<b>122</b>	<b>53</b>	<b>70</b>	<b>115</b>	<b>16</b>	<b>682</b>

<sup>12</sup>Remarks: Figure 1. 2. should be compared to Figure 1. 1. to see the inconsistency in the data as recorded from the Windhoek Region centers during the 1st and the 2nd Trimester of 1995.

<sup>13</sup> NB: Abbreviations used in the table represent the following subjects;

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. BM - Business Management | 6. Eng - English              |
| 2. His - History            | 7. B. Ec - Business Economics |
| 3. Geo - Geography          | 8. P.Sc - Physical Science    |
| 4. Math - Mathematics       | 9. L.Sc - Life Science        |
| 5. Typ - Typing             | 10. Acc - Accounting          |

Figure<sup>14</sup> 1. 4. Grade 12 - 1st Trimester Statistics (February - April, '95)Numbers of Learners per Subject<sup>15</sup>

	Center	Eco	His	Math	Typ	Afr	Eng	Bio	BEc	PSc	Acc	LSc	Tot
1	Otjiwarongo	x	x	x	x	x	15	16	15	x	x	x	46
2	Gammams	x	x	24	x	41	64	24	5	x	x	x	158
3	Augustineum	x	x	x	17	x	10	7	14	x	x	x	48
4	N. English PS	x	x	7	x	x	27	21	28	11	x	7	101
5	Goreangab	x	x	x	x	24	27	24	21	x	28	20	144
6	Grootfontein	x	x	15	21	15	44	x	31	x	37	x	163
7	A. Shipena	x	34	x	25	x	x	54	23	31	14	16	197
8	Tucson	x	x	7	x	x	34	30	32	x	17	23	143
9	Auas	x	20	x	x	x	35	23	x	x	19	17	114
10	Suiderhof	x	17	x	x	x	13	x	20	x	x	16	66
	<b>TOTAL</b>	<b>x</b>	<b>71</b>	<b>53</b>	<b>63</b>	<b>80</b>	<b>269</b>	<b>199</b>	<b>189</b>	<b>42</b>	<b>115</b>	<b>99</b>	<b>1180</b>

<sup>14</sup>Remarks: Figure 1. 3. should be read with Figure 1. 4. to see the inconsistency in the data as recorded from the Windhoek region centers during the 1st and the 2nd trimester of 1995.

<sup>15</sup> NB: Abbreviations used in the table represent the following subjects;

- |         |   |              |         |   |                    |
|---------|---|--------------|---------|---|--------------------|
| 1. Econ | - | Economics    | 6. Eng  | - | English            |
| 2. His  | - | History      | 7. Bio  | - | Biology            |
| 3. Math | - | Mathematics  | 8. B.Ec | - | Business Economics |
| 4. Typ  | - | Typing       | 9. P.Sc | - | Physical Science   |
| 5. Afr  | - | Afrikaans    | 10. Acc | - | Accounting         |
| 11. LSc | - | Life Science |         |   |                    |



Figure<sup>16</sup> 1. 5. Grade 12 - 2nd Trimester Statistics (May - August, '95)Numbers of Learners per Subject<sup>17</sup>

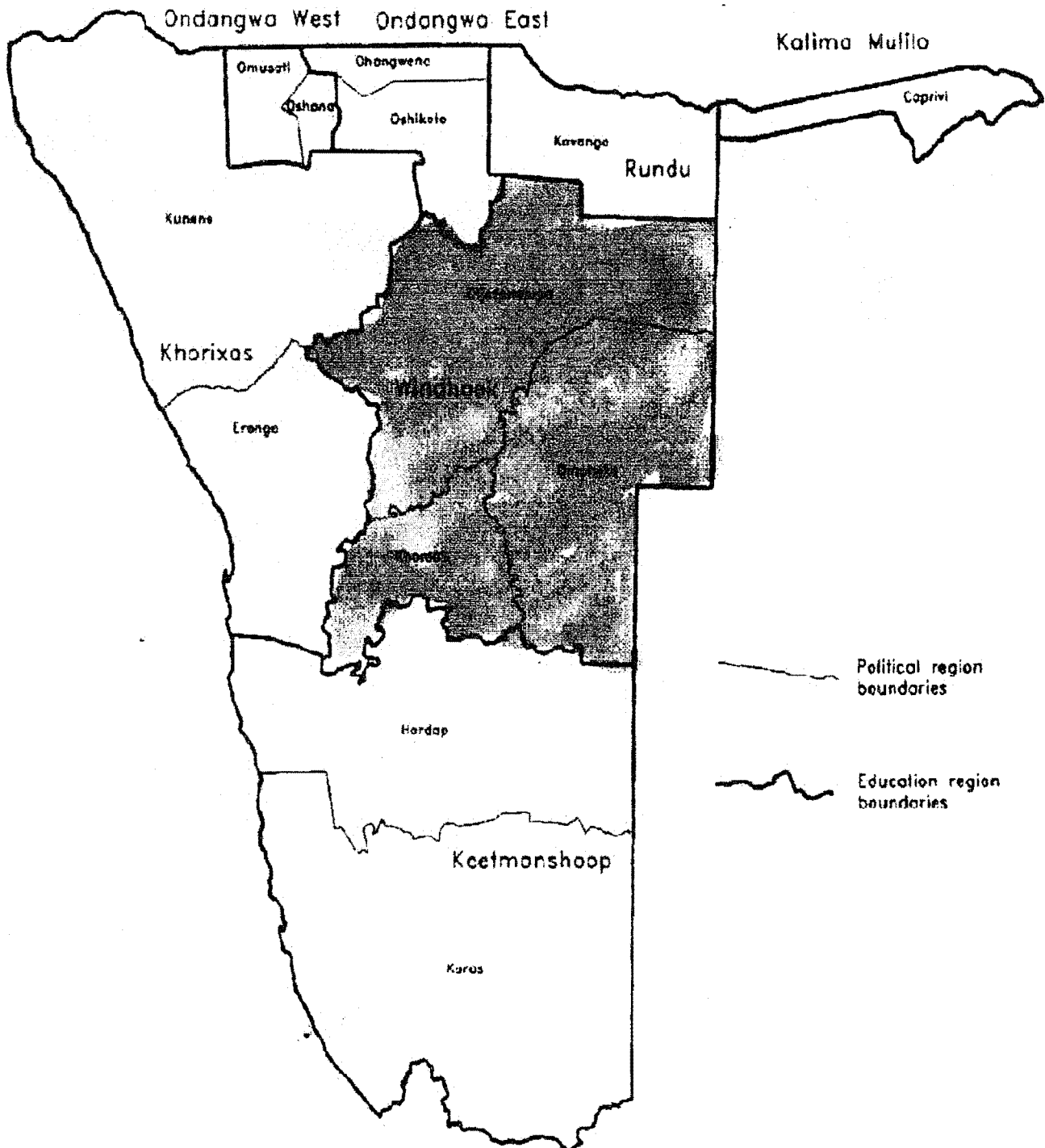
	Center	Eco	His	Math	Typ	Afr	Eng	Bio	B.Ec	P.Sc	Acc	LSc	Tot.
	Otjiwarongo	x	x	x	x	x	11	13	12	x	x	x	36
2	Gammams	14	x	10	x	29	27	12	26	11	14	x	143
3	Augustineum	6	x	x	13	x	6	4	6	x	3	x	38
4	N. English PS	x	x	8	x	x	14	9	14	6	x	x	51
5	Goreangab	14	x	x	x	11	11	13	13	x	13	x	75
6	Grootfontein	x	x	10	20	x	16	x	15	x	15	x	76
7	A. Shipena	12	35	x	22	x	x	59	15	18	12	x	173
8	Tucsin	15	x	6	x	x	21	18	22	x	12	x	94
9	Auas	13	16	x	x	x	19	14	15	x	x	x	77
10	Suiderhof	13	16	x	x	x	12	x	17	x	x	x	58
	<b>TOTAL</b>	<b>87</b>	<b>67</b>	<b>34</b>	<b>55</b>	<b>40</b>	<b>137</b>	<b>142</b>	<b>155</b>	<b>35</b>	<b>69</b>	<b>x</b>	<b>821</b>

<sup>16</sup> Remarks: Figure 1. 4. should be compared with Figure 1. 3. to see the inconsistency in the data as recorded from the Windhoek region centers during the 1st and the 2nd trimester of 1995.

<sup>17</sup> NB: Abbreviations used in the table represent the following subjects;

- |         |   |              |         |   |                    |
|---------|---|--------------|---------|---|--------------------|
| 1. Econ | - | Economics    | 6. Eng  | - | English            |
| 2. His  | - | History      | 7. Bio  | - | Biology            |
| 3. Math | - | Mathematics  | 8. B.Ec | - | Business Economics |
| 4. Typ  | - | Typing       | 9. P.Sc | - | Physical Science   |
| 5. Afr  | - | Afrikaans    | 10. Acc | - | Accounting         |
| 11. LSc | - | Life Science |         |   |                    |

## Appendix VII



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