WORKERS' EDUCATION AND THE CHALLENGES OF IMPLEMENTING IT AMONG SUPPORT STAFF AT THE UNIVERSITY OF ZAMBIA

BY

ANOCK SAISHI

DISSERTATION SUBMITED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE RESEARCH REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION IN ADULT EDUCATION DEGREE

UNZA   **2014**

STUDY TITLE:

WORKERS' EDUCATION AND THE CHALLENGES OF IMPLEMENTING IT AMONG SUPPORT STAFF AT THE UNIVERSITY OF ZAMBIA

BY

ANOCK SAISHI

COMPUTER NUMBER: 512801682

DISSERTATION SUBMITED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE RESEARCH REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION IN ADULT EDUCATION DEGREE

THE UNIVERSITY OF ZAMBIA

LUSAKA

2014

DEDICATION

I would like to dedicate this work to my dear wife (Velika S. Saishi) and our four children, namely Sande Saishi, Chisenga Clara Saishi, Enala Mable Saishi and Munshya Rita Saishi. I would also like to dedicate this piece of work to my late father, Mr. Dickson Saishi and late mother, Enala Saishi for giving me support and showing me the importance of education.

COPYRIGHT DECLARATION

AUTHORS DECLARATION

I, Anoch Saishi do declare that this work was solely done by me and that it has never been submitted for any examination in any other college or university, and that all the sources I have used have been acknowledged. I further declare that the views and opinions contained in this report do not in any way represent those of the University of Zambia, but my own.

Signature of author: …………………………………………..

Date: ……………………………………………………………

Signature of the supervisor: …………………………………......

Date: ………………………………………………………....

APPROVAL

The University of Zambia approves the dissertation of A n o c k S a i s h i as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education.

Signed: …………………………… Date: …………………………………………..

Signed: …………………………… Date: …………………………………………..

Signed: …………………………… Date: …………………………………………..

ACKNOWLEDGEMENTS

ABSTRACT

The forms of workers' education offered to support staff at the University of Zambia and the challenges encountered in implementing them were not clearly known. This study, therefore, sought to find out the forms of workers' education that were offered to support staff to enable them acquire latest information about their work, the challenges encountered when implementing them, and their possible solutions.

A case study design was used to assist the researcher gain more insight into workers' education offered to support staff at the institution. The study used both qualitative and quantitative methods to collect data from the respondents. The respondents comprised senior managers, middle managers, union leaders, Senior Administrative Officers and clerical officers. The senior managers, middle managers, union leaders and Senior Administrative Officers were purposively selected as they were rich information sources. A systematic random sampling was employed to select clerical officers who participated in the study. The sample for this study was 120 of which 82 were clerical officers, four senior managers, ten middle managers, four union leaders and twenty senior administrative officers. Data was collected using both questionnaires and interview guide. Qualitative data was analyzed by categorizing similar themes as they emerged and was presented in qualitative form. With respect to quantitative data,, its analysis was done using Statistical Package for Social Sciences (SPSS) and was presented using frequency tables.

 The study findings revealed that job orientation and on-the-job training were the main forms of workers' education offered to support staff at the University of Zambia. It was further established that job orientation and on-the-job training were forms of updating education which offered no professional qualifications to enable support staff qualify for promotion. The study recommended that both updating and upgrading workers' education should be offered to support staff at the institution. Further, there is need for the University of Zambia management to formulate a new favourable training policy that will incorporate the concerns and needs of all categories of staff at the University of Zambia. Management should redefine the role of workers' education in line with the University of Zambia Strategic Plan.

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

LIST OF TABLES

ACRONYMS

ILO – International Labour Organization

MOE – Ministry of Education

NRDC – Natural Resources Development College

PIA – Pensions Insurance Authority

PPP – Public Private Partnership

SPSS – Statistical Package for Social Sciences

UN – United Nations

UNZA – University of Zambia

UNZAAWU – University of Zambia Allied and Workers Union

UNZAPROSU – University of Zambia Professional Staff Union

UTH – University Teaching Hospital

CHAPTER ONE

1.1 Introduction

This chapter provides a synopsis of background information on workers education at the University of Zambia. In addition, an attempt is made to explain concepts that are used in the study for the purpose of making them clearer to the reader. Further, the objectives, statement of the problem and the significance of the study are some of the items also discussed in the chapter.

1.2 Background

The University of Zambia was established in March 1966, two years after Zambia got its political independence. This came about following the Lockwood Report of 1963. According to this Report, the government of Northern Rhodesia appointed a Commission under the Chairmanship of the University of London, to advise on the development and establishment of a University. The Lockwood Commission unanimously recommended the establishment of a university in Lusaka. The University would be established with the view of having it provide courses that were more vocational, or that were seen to be more practical in nature and relevant to the country's needs (Lockwood Report, 1963).

Another important recommendation by the Commission was that; the University should be of service to the community and flexible in its programmes.

> Further, the university should conceive its national responsibility to be more extensive and comprehensive than has sometimes been the case elsewhere. It should draw its inspirations from the environment in which its people live and function. It should be a vigorous and fruitful source of stimulus and encouragement to education and training of all kinds. . . . As an independent institution, it can be as inclusive as it wishes and experiment as it wishes without hindrance in national desirable fields (Lockwood Report, 1963: 2)

In its response, in January 1964, the government signified that it accepted the recommendations of the Lockwood Commission and within four months there was an inaugural meeting of the Provisional Council of the university, the body charged with bringing the university into being (UNZA Calendar, 2009 – 2010).

In July 1964, the former Rhodes – Livingstone Institute, a research institute with an international reputation for scholarly research and publications in the field of social anthropology, came under the jurisdiction of the Provisional Council. In July 1965, Dr G. D. Anglin of Charleton University in Canada was appointed Vice Chancellor. A month later, the Oppenheimer College of Social Service was incorporated into the University. In October 1965, His Excellency the President of the Republic of Zambia gave his assent to Act Number 66 of 1965 and its commencement on 12th November of the same year brought the University of Zambia into legal existence (UNZA Calendar, 2009-2010).

Under the reconstituted Provisional Council, recruitment of staff had been proceeding apace against the deadline set for the first intake of students on 17th March 1966. On that day, the first academic session commenced at Ridgeway campus. The then President of the Republic of Zambia, Dr. Kenneth D. Kaunda, was installed as Chancellor of the University of Zambia on 12th July 1966, in the presence of representatives of more than fifty other universities and some two thousand guests. The following day, the Chancellor laid the foundation stone for the University of Zambia on Great East Road Campus (UNZA Calendar, 2009 - 2010)

At the Great East Road Campus, the University began with three schools: Education, Humanities and Social Sciences and Natural Sciences. Gradually as facilities developed new schools were added and these included Law, Engineering, Mines, Agricultural Sciences, Veterinary Medicine and Medicine. In its first academic year, the University enrolled 312 students. The numbers rose to over 1000 by 1970 and ten years later the number stood at 4000. It was envisaged that eventually the total enrolments would be about 8000 students. Since such a number could not be accommodated, academically or residentially, at the main Campus in Lusaka, it was decided in 1975 that the University would be developed on a federal basis and that it would comprise three constituent institutions; one at Lusaka, one at Ndola and the third at Solwezi in the North-Western Province. A new University of Zambia Act that came into operation in 1975 provided a definitive constitution for this federal structure (UNZA Calendar, 2007 – 2008).

In anticipation of this development, and in response to the need to provide university education in the fields of accountancy and business administration, the University at Ndola

opened in July 1978 with the establishment of the School of Business and Industrial Studies. The new constituent institution of the University of Zambia was accommodated at the Riverside Campus of the then Zambia Institute of Technology in Kitwe, where teaching and residential facilities were readily available. In 1987 Parliament passed a University Act which abolished the federal structure, and instead, two Acts were passed and this meant establishing two autonomous universities, namely the University of Zambia and Copperbelt University (UNZA Calendar, 2007 – 2008).

At the University of Zambia, the population of students continued to increase steadily and this posed a challenge when it came to student accommodation. Therefore, student accommodation became a major inhibiting factor in the growth of the University in terms of student intake. It was with this background that the University, in 1988, decided that admission to the institution would not be tied to student hostels or accommodation. Consequently, about 5000 students were non-resident on campus as of the 2006/2007 academic year. In that academic year, senate's decision to liberalize admission to the University saw an increase in the student population to about 9,980 (UNZA Calendar, 2007-2008).

Since inception, the Council of the University of Zambia has been recruiting Academic Staff as well as Support Staff. With the increase in student population at the institution, there was need to recruit more academic members of staff and more Support Staff. While the academic members of staff work towards the achievement of the core business of the University which includes teaching, researching and community service, the support staff are involved in the day to day running of the institution. Because of new technology and new ways of running higher institutions of learning, the University of Zambia management has been conducting seminars and workshops for support staff on how to perform their tasks effectively and efficiently. The form of education offered in these educational programmes is workers' education. However, the forms of workers education offered in these seminars and workshops do not qualify support staff for promotion to serve in a high position. In addition, inappropriate forms of workers education are organized and implemented, but do not help workers perform their roles and duties properly as support staff.

It is also the responsibility of Unions at the University of Zambia to provide workers' education to support staff. According to the Industrial Relations Act of 1990, the Unions should make provision for the training of the leaders for responsible and effective union leadership and the advancement of workers education and their participation in national development programmes and projects. In a fast-changing world of work, workers' education is perhaps the only sure way of engendering effectiveness and relevance of workers at their place of work. The absence of this element has contributed to the widening of the information or knowledge gap between management and the workers. Because of the inactivity of Unions in the provision of workers' education, most of the support staff at the University of Zambia do not know that the world of work is an area worth spending their time training for.

Workers' education, through its effectiveness and influence over the behaviour, skills, potential and capabilities of workers, is said to act as a formidable tool for dealing successfully with the complex nature of challenges that confront any organization. According to Chartterjee (2004), it is widely acknowledged that the collective influence of a group of well-trained workers can largely determine the success of the organization.

1.3   Statement of the Problem

The forms of workers' education offered to support staff at the University of Zambia and the challenges encountered in implementing them were not clearly known. This information gap has led to the provision of inappropriate information and skills needed for support staff to perform their duties well especially to newly recruited ones or those transferred from one unit to another by management. The implication of this on the support staff is that they learn to do their work by trial and error and this can lead to incompetence. This study, therefore, sought to find out the forms of workers' education that were offered to support staff to enable them acquire appropriate information about their work, the challenges encountered when implementing them, and their possible solutions.

1.4   Purpose of the Study

The study sought to identify the forms of Workers' Education offered to support staff at the University of Zambia and challenges of implementing them. The study also made propositions on how the challenges might be resolved.

1.5.   Main Objective

The main objective of the study was to investigate the forms of Workers' Education offered to support staff and the challenges of implementing them at the University of Zambia.

1.5.1   Specific Objectives

Below were the specific objectives of the study:

(i)   to identify the main forms of workers' education offered to support staff at the University of Zambia;

(ii)   to investigate the methods used in implementing workers' education at the University of Zambia;

(iii)   to establish challenges encountered in the implementation of workers' education at the University of Zambia; and

(iv)   to suggest possible solutions to the challenges encountered when implementing different forms of workers' education.

1.6.   Main Research Question

What are the main forms of workers' education offered to support staff and the challenges encountered in implementing them at the University of Zambia?

1.6.1   Specific Research Questions

The following were the study research questions:

(i)   what are the main forms of workers' education offered to support staff at the University of Zambia?

(ii)   what methods are used in implementing workers' education programmes among support staff at the University of Zambia?

(iii)   what are some of the challenges faced in the implementation of workers education at the University of Zambia? and

(iv)   what are the possible solutions to the challenges encountered when implementing different forms of workers' education?

1.7   Significance of the Study

Through this study, the University of Zambia management and the unions, namely the University of Zambia Professional Staff Union (UNZAPROSU) and University of Zambia Allied Workers' Union (UNZAAWU), will be made aware of the forms of workers' education offered to support staff at the University of Zambia. This might help management and the unions in their planning and implementation of appropriate workers' education programmes at the institution.

The study will also reveal some of the challenges encountered in the implementation of workers' education programmes. Further, the findings of the study will provide relevant information on the importance of workers' education to the workers at the university. This information will be used to improve the efficiency and effectiveness of workers' education programmes.

Additionally, in light of the International Labour Organizations' desire for the creation of good working conditions for workers, the Ministry of Labour and Social Security may find the findings of the study useful in preparing workers' education manuals. The manuals would be used to guide employers in the provision of workers' education programmes to workers.

Furthermore, the findings of the study would add to the already existing fund of knowledge about the different forms of workers' education implemented in various organizations.

1.8   Delimitation of the study

The study was conducted at the two campuses of the University of Zambia and these were the Great East Road Campus (also known as the main Campus) and the Ridgeway campus.

The main University campus is situated on the southern side of the Great East Road about nine kilometres from town centre in Lusaka. With an area of about 290 hectares, the campus is on a fairly level site and much of the property has been brought into use for academic and residential purposes (UNZA Calendar, 2009 - 2010)

The main University campus has eight Schools namely Education, Law, Humanities and Social Sciences, Natural Sciences, Agricultural Sciences, Engineering, Mines and Veterinary medicine.

The Ridgeway campus is situated near the University Teaching Hospital (UTH) and is opposite Pensions and Insurance Authority (PIA)offices on John Mbita Road. Ridgeway campus has only one school and this is the School of Medicine.

1.9   Limitations of the Study

Meredith et al (2003) state that limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. In this regard, the researcher had difficulties in getting back completed questionnaires from respondents who were usually too busy to complete them. Some respondents misplaced the questionnaires several times and were issued with others, which still were not completed in good time. However, as a way of responding to this limitation, the researcher exercised patience with the participants and kept replacing lost questionnaires until they were collected.

The interviews with senior and middle managers went well except for one senior manager who was constantly unavailable for the interview. This posed a challenge as the interview could have availed the researcher with valuable information for the study. The researcher also had difficulties in handling two roles at the same time; that of being a worker and a researcher. This was because the researcher was not given study leave by the employer to concentrate on his studies. However, the researcher made maximum use of the vacation leave given to him during the time he was collecting data.

1.10 Operational Definitions of Terms

The operational definitions provide the context in which the terms have been used in this study.

Workers Education: this is a special kind of adult education designed to increase workers usefulness at work by providing them with information and skills relevant to their job. It is practical and concerned with the day- to-day problems of the workers.

Training Needs: these are deficiencies in individuals in terms of skills and competencies needed in order to function effectively and efficiently at the place of work.

Method: systematic plan or procedure followed in presenting material for instruction.

Updating Education: this is the education that offers current information and skills to enable a worker perform well in his current position. It is a non-credit programme and does not attract certification.

Upgrading Education: this is the education that offers credit programmes which result in the awarding of a professional certificate.

Job Orientation: this is training which functionally prepares a worker for a new task or job position.

Education: a process of socialization which involves acquiring knowledge, skills, attitudes, values and competencies which are transmitted from one generation to the next. It occurs through informal, non-formal and formal systems of learning.

Forms of workers' education: these refer to the types of workers' education, which may include skills training, updating education, up-grading education, in-service training, job orientation, on- the- job training, labour education, vocational education, apprenticeship and professional education.

Support staff: these are University of Zambia workers who are not directly involved in the core functions of the institution namely teaching, researching and community service.

They include managers, middle managers, senior administrative officers, technicians, drivers and clerical officers.

1.11 Organization of the study

The first chapter presents the introduction to the study. The issues presented in this chapter include, among others the statement of the problem, objectives of the study, limitations, delimitation of the study and significance of the study. The literature review is presented in chapter two. This section has attempted to explore some of the existing literature on workers' education in Africa and other parts of the world. Chapter three provides the methodology which was used in conducting the study. It describes the research design, population, sample and sampling procedure, and data collection procedures.

The research findings of the study are presented in Chapter four. The findings are presented using frequency tables and classified themes that emerged from responses to the research questions of the study. Chapter five discusses the findings of the study. The discussion has been organized using the objectives of the study as sub-headings. The final chapter, which is Chapter six, provides the conclusion and recommendations based on the findings of the study.

1.12 Summary of Chapter One

The chapter presented above focused on background information on forms of workers' education and the challenges faced when implementing them. It is the responsibility of the University of Zambia management and Unions to provide, coordinate, manage and monitor appropriate forms of workers' education programmes offered to the workers.

The chapter has also discussed the statement of the research problem, objectives, research questions of the study, significance of the study and operational definitions of terms used in the study. The chapter which follows reviews literature relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This Chapter provides the literature review and the theoretical framework of the study on workers' education. The theoretical framework is the structure that can hold or support a theory of the research study. It introduces and describes the theory which explains why the research problem under study exists. The theoretical framework consists of concepts and principles, together with their definitions as used in a particular study (Herbert, 2006). This chapter also states the purpose and aim of workers' education in any place of work or organization.

2.2   Theoretical framework

The purpose of this section is to define, explain and provide a framework for understanding the concepts used in this study. Therefore, the concepts of education and a worker, and workers' education are defined and explained.

The study of workers' education at the University of Zambia was modeled on the theory that workers' education offered to employees in any organization is either in the form of updating education or upgrading education (Korsch, 1999). He states that workers' education organized by trade unions or employers assumes two dimensions; referring to updating education and upgrading education. Therefore, the different forms of workers' education, which may include labour education, in-service training, on-the-job training, apprenticeship programmes, orientation of workers to new tasks, vocational education and professional education fall under either updating education or upgrading education.

Research findings by some researchers such as Marius (1999) have discovered that more often employers only provide workers' education based on updating workers' skills in relation to their particular jobs. Updating education is usually conducted in a short period of time through workshops and seminars. This type of education only equips workers with new skills and attitudes to use immediately in their current jobs thereby resulting in high productivity. However, this education leaves out the social, economic, moral and physical

aspects of a worker and therefore, a worker is not socialized holistically. Cheelo (2001) observes that employers all over the world and Zambia in particular, are interested in high production and not in giving workers' education for life, which they can use even after they retire. Even though his observation did not include the effects of updating skills on the life of a worker after retirement, they support the fact that appropriate forms of workers' education programmes are vital in the development of education for life for the workers.

On the other hand, Allan et al (1994) found that there were employers that sent their workers for upgrading education. Upgrading education is holistic as it takes into consideration the social, economic, moral and physical aspects of a worker and prepares him, not only to perform well in his current position, but also for life outside the work environment. Research has shown that for workers to profit from workers' education programmes at a work place, it is necessary for the employer to provide workers with upgrading education in form of in-service education at diploma or degree levels (Dagmar, 2008). Once the workers acquire such professional qualifications, they will do their work confidently and effectively.

2.2.1   The concept of education and a worker

Education is a very important tool that people are using to sensitize themselves about how to live and survive in their environment. Education socializes and introduces the people to their own cultures, norms, values and traditions that are so cardinal to their well-being as humans living in a society. By and large, education introduces people to the world of work as it prepares them to face work-related challenges and equips them with strategies of resolving them.

Broadly, education has the role of training the character of a person so that one becomes next to what he/she is exposed to in life. Kloppenberg (2007) indicates that education acquaints an individual with his ignorance, which is much more than being knowledgeable. Therefore, it is only when one is educated that he can confess ignorance and make a difference.

Mwanakatwe (1969) states that education is a process of learning that efficiently prepares people to live in their environment, and education is a Social Science by which one

generation transmits the cultural elements considered important to the succeeding generation. By way of adaptation, individuals develop skills necessary to utilize the resources available in a particular set-up, in order to support their daily economic activities. Education as a learning process introduces people to what is valuable, with its methods and aims, depending on the nature of the society in which it takes place. Education helps people to become creative by using their initiative, which in turn makes people appreciate their societies as they contribute to its sustenance. In his description of education, Freire (1972) alludes to the fact that education gives literacy and makes a person conscious of his mistakes and leads to development of the human being in general. Additionally, through education one goes through the process of corrective building. A study by Hoch (1988) on the significance of education to the community explains that education is by its nature an endless circle or spiral. Thus, education is an activity that includes science within itself.

Economically, education is a form of security assurance against unemployment in a particular area; education assures people of employment in future. It may not be of immediate use or benefit but later in one's life. It is also worth mentioning that education creates humanity through interactions with different people and tends to discard some of the negative aspects held earlier. Therefore, through education, people tend to harmonise other people's ways of living. In other words, education leads to exposure. It lights a candle of understanding which entails that education gives people the understanding of things around them and the world at large. Blatz (1994) had a similar viewpoint he stated that:

> Education expands our horizons of understanding… and empowers people to become good citizens, education targets the human sense, feelings and emotions…. Education is student centred, the learner should experience change and rebirth. Education also helps to eradicate social ills or injustices. Therefore, education becomes a basis for civilization (p. 81).

According to Williams (2007), education is a human right for all people. He further states that education leads to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. Education should promote understanding, tolerance and friendship among all nations, racial or religious groups. The

Article also points out that in different ways and in different degrees, workers experience obstinate problems of unemployment and underemployment. This is associated with technological transformations and a restructuring of the world economy. It is clear, however, that low levels of education and training limit the options of individual workers, threaten the security of their jobs and seriously impair the quality of their lives.

Phiri and Chakanika (2010) show that there is a similarity between what Stern and Jenks (2007) say about education being a human right and Article 26 of ILO Declaration (2007) of human rights. However, Stern and Jenks (2007) further include that, the specific function of education becomes more complex by the rapid change in the nature and meaning of work. Additionally, the world has seen a rapid advancement through five stages of the evolution of the concept of a worker. In the first stage, work for the majority is essentially manual, requiring strength and dexterity. In the second stage, emphasis is on the maintenance of machines. This stage requires that a more sophisticated dexterity is learnt by the worker and other requirements which include the ability to comprehend instructions, warnings, a habit of regularity and conformity. The third stage shifts emphasis to mental effort, requiring the ability to learn general principles, apply them to individual problems, and to organize, collate, retrieve and communicate information. At fourth stage, there is a tendency to respond to the rapid growth of the service sector. This situation demands more less easily definable social skills of communication, persuasion and interpersonal relationships. The fifth and last stage now presents urgent demands, which are even less easily definable. Nevertheless, it seems to place a premium on the capacity to invent processes and conceive alternatives (Williams, 2007). All these stages often make their demands simultaneously and with some degree of conflict on education and training systems.

Hodgkinson (1985) contends that in connection with this accelerating evolution of demands, also the advance in technology tends to eliminate artisanship and sharply reduces the range of differing occupations within many traditional fields. In turn, this process of elimination of familiar skills and creation of new demands has an effect on workers. It requires workers to change their occupations, and acquire new skills several times in the course of their working lives. New technology allows designers to shape the final product

directly, and are conferring upon machines a power of self-correction and self-regulation, which removes the need for skilled personnel who can supervise the whole process of production. Consequently, many intermediate levels of work that involve a satisfying exercise of creativity, responsibility and technical skills and in which experience and maturity are necessary are disappearing. Moreover, it is evident that at each stage of the evolution, the social category of the worker becomes more fragmented and more difficult to define.

2.2.2 The concept of workers' education

Workers' education is education targeted at the employees or workers of an organisation. In this view, the definition of workers' education is explained with regard to the group it addresses, the content and the agencies providing it. The two most notable agencies that provide workers' education are the trade unions and the employers (Laidler, 1954). In the case of the University of Zambia, it is the responsibility of management and the unions namely UNZAPROSU and UNZAAWU to provide workers' education to the support staff.

Kakkar (1973) describes workers' education as an attempt on the side of organized labour to educate its members under an education system in which the workers prescribe the course of instruction, select the teachers and to a reasonable extent, furnish the finances. Therefore, the University of Zambia, in its quest to provide workers' education, should give chance to the support staff to prescribe the course of instruction and select the facilitators. Korsch (1999) defines workers' education as a special kind of adult education designed to give workers a better understanding of their rights and responsibilities. When workers are ignorant, there is fear, suspicion, underdevelopment and industrial unrest. Thus, workers' education should bring about lasting peace, comfort and industrial rest in an organisation.

Quoting Cohn (1966), Phiri and Chakanika (2010) state that workers education should help workers interpret world upheavals as a historical phenomenon. Workers' education should help one understand where they are coming from and where they are going. Further, workers' education is an education meant to increase the usefulness of the worker at the place of work. However, other scholars like Morgan (1989) argue that workers education is an educational programme that is practical and concerned with the daily needs of the

worker at work and outside the workplace. Workers' education avails workers with the training they need to perform an effective role in the economic and social life of their societies. Workers must have a hand in the workers' education which should be need driven. Morgan further elaborates that workers' education is about looking after the welfare of workers and their families.

As discussed in the definitions of workers' education above, it is clear that workers' education benefits the system and considers a worker as a tool in the production process. Nevertheless, the other stance is that workers' education ought to consider the personal development of the individual workers. Personal development of a worker is achieved or realised when workers improve their lives socially, economically and spiritually.

This type of workers' education has a concept of conscientisation. In the review of workers' education programmes carried out in India, Ishumi (1974) stated that the aim of workers' education programmes is to teach the workers about the intelligent participation in management and skills related to their specific jobs. Workers also learn to be better citizens by performing their duties in society well. Further, the education for workers encourages them to freely express their opinions and understand their role in the working industry. Lack of education and ignorance always constitutes a serious impediment to the effective participation of individuals in vocational or professional work. Hence, the design of workers' education programmes should give opportunities to workers for acquiring objective knowledge of social and economic issues. This process of education enables workers to be conscientised, well equipped and effectively fulfill their functions in a responsible manner in the social and economic life of modern economy. The government, trade unions, employers and educational institutions are involved in the provision of workers' education to workers in India.

Kakkar (1973) recognises that in all the countries, there is a direct relationship between one who instructs and the worker, but workers' education programmes in India pass through three stages. The first is the training of education Officers who after a successful completion of training are posted to different centres of the company or organisation. The second stage is that of training of the worker-teachers by the education Officers at the

respective centres; and the worker-teachers in the third stage conduct classes for the workers at the unit after which the workers revert to their departments.

2.3 Technological changes in workplaces

We are living in a world where technological advancement is the order of the day. New technology has brought about many changes in the way work is done in organizations. Mphaisha (1988) reveals that new technology and the application of research findings invariably necessitate changes in work methods, requiring workers and their supervisors to gain knowledge of new raw materials, machinery used and the techniques employed beyond the methods already familiar to them. These aspects of work environment raise need for imparting the right kind of training to them so that changes in work methods are effected without much difficulty and disruption. For those who are recruited as semi-skilled workers, their workers' education is usually limited to inducting them into their new positions. This type of training is essentially on the job, and involves attuning an individual's basic skills and knowledge to the practical environment of the work place. The objective is to assist persons to develop their technical competence through informal instruction and guidance. On- the-job training is "learning by doing".

Therefore, a well devised and systematic approach to workers' education follows a logical sequence of activities. First and foremost, an organization must formulate a policy in which the objectives of workers' education are clearly outlined and resources to sustain such programmes determined. Further, when implementing workers' education programmes there must be an assessment of training needs, for which appropriate training should be provided. Finally, at the end of the programme there must be some form of evaluation and feedback.

2.4 Workers' education and the International Labour Organization (ILO)

The International Labour Organization is an organization which was formed by the United Nations (UN) to, among other things, make demands and declarations on the welfare of the working population worldwide. Bienefeld (1975) reveals that social justice and high living standards for the world's working people is paramount, therefore, the United Nations looks after the affairs of workers through the International Labour Organization (ILO). With its

membership standing at 160 and Zambia being a member country, one of the obligations of the International Labour Organization is the attainment of conditions in which all workers are given equal opportunity to participate in workers' education and that workers' education programmes are given priority in all working environments.

This must constitute the central aim of national and international policy for all member states to adhere to. Unfortunately, the policy at the University of Zambia favours the academic members of staff, who are given special conditions to go on leave and pursue Doctor of Philosophy (Ph.D) training for a considerable period of time. The University of Zambia (2005) states that:

> Staff Development fellows (SDFs) who are subsequently appointed as lecturers shall be considered for appointment on tenure track. That is, after successful completion of the Masters' degree, a Fellow shall be employed on a 2-year contract to prove himself before being awarded a further 4-year contract with a view to obtaining a Ph.D. Upon proceeding on the Ph.D programme, the 4-year contract of employment shall be terminated and a new training contract shall be awarded to the Special Research Fellow (SRF) with appropriate provisions to facilitate the Ph.D Training. After completion of a Ph.D, a Fellow shall be awarded a contract of 2-years … and if found satisfactory, shall be appointed on permanent and pensionable conditions of service. Academic members of staff who join the University on contract and decide to pursue Ph.D studies shall qualify to be on the tenure track and the conditions affecting the SRFs shall apply (p. 7).

However, this is not the case for non-academic members of staff. The same Policy states that non-academic staff who join the University on contract conditions of service shall normally be eligible for training of not more than six months. Because of this, the non-academic staff, also referred to as support staff, only pursued short courses meant to update their skills and knowledge to perform well in their current positions (UNZA, 2005).

The International Labour Organization and its member states have an obligation to ensure that workers access workers' education programmes through national and international training with sufficient facilities for recreation and culture for workers. In specific terms, Kallen (2008: 17) observes that:

> Workers' education should be vocational training which is technical in nature. Workers should be given vocational education which would allow them get equal opportunities in accessing positions in the field of work. Workers' education

programmes should have vocational training aspects… because the qualities needed to perform complex and evolving tasks require not only knowledge of highly specialized techniques but also the capacity to reason and adapt…. Workers' education is management training which is also technical in nature. It has the purpose of increasing efficiency and productivity of workers. Administrative and managerial personnel should also access training through workers' education programmes for them to appreciate and recognize the existence of labour as a critical element of production.

Kallen's observations also agree with those of Vaughan (1991, cited in ILO, 2008), whose thoughts on workers' education being vocational in nature took into consideration the factor of easy entry into productive employment after acquiring this type of education. Vaughan further observes that workers' education of this nature also ensures one to be self-employed, this corresponds to personal aptitudes, aspirations, and it facilitates occupational mobility. Workers' education which is vocational in nature promotes and develops creativity, initiative and dynamism with a view to maintain or increase work effectiveness. Moreover, it also protects individuals against unemployment or other loses of income or earning capacity deriving from lack of demand for their skills as well as against underemployment. This brings to the fore the point that workers' education should offer recurrent education and training. Furthermore, if workers' education is vocational in nature, it will protect employees against excessive physical or mental strain in employment.

The International Labour Organization (2008) reports a study that was carried out in one of the organizations in Canada aimed at finding out which type of workers' education programmes they had participated in and how they benefited. In this particular organization, seven out of ten workers experienced stress resulting from lack of a sense of control over their work situation. This experience was attributed to the fact that most workers had not attended any workers' education programme to improve either their skills or qualifications. Other than making workers stress free, workers' education aligned to vocational training does help workers to achieve social, cultural, economic advancement and continued adjustment to change, with the participation of all concerned in reshaping the work requirements.

The International Labour Organization (2008) further illustrates that workers' education is concerned solely with social matters. It tries to bring about equality of opportunities that handcaps the working classes in communities and also tries to awaken among these classes a comprehensive understanding of themselves. In order to realize this, therefore, workers' education programmes should also feature courses with topics such as labour, economics, history, management and issues in contemporary society. Kirchberger (1983) agrees with this view and explains that workers' education programmes ought to address themselves to the need for training for management and supervisory functions. He suggests that management workers should have training in high-level management skills, often involving computer assistance and a strong emphasis on communication and interpersonal relations or matters. Management employees ought to be trained for them to have knowledge and understanding of the economic, social and cultural aspects of decision-making, in order to cultivate in them the attitude and ability suitable for leading and motivating others and for developing good industrial relations at work places. The training of management workers further helps to develop in them initiative and a positive mind towards change and a capacity to appreciate the effect of change on workers, their dependents and other people in general. It even assists management workers to develop awareness on the importance of education in the process of production, vocational guidance and vocational training for the workers in their organizations. Additionally, trained management workers cannot only be aware of the conditions of service for workers but they will also be in the forefront to implement them in the organization. They will also be concerned about the welfare of the workers in terms of labour laws and social security schemes. This implies that workers' education for management workers should impart in them knowledge of and sensitivity to traditional cultures, international norms and general principles of effective human interaction. In other words, workers' education management workers should have a broadly based cultural education.

2.5   Purpose of Workers' Education

Workers' education is very important to the life of a worker. It helps to bring about a positive change to workers as individuals and the workforce in general. Workers in every establishment are the most significant component and thus, need to be kept

psychologically, physically and mentally satisfied through training which brings a sense of responsibility, ownership and belonging on their part. When workers are not psychologically satisfied they get frustrated at their work place. Further, dissatisfaction of workers brings about low productivity, corruption and a non-caring attitude towards work. Thus workers' education brings about change which is beneficial to the company or organization, to the individual worker and to the country at large.

This is in line with Plato's remarks as cited in Kakkar (1973:17):

> If any underdeveloped nation has to turn… the dreams of economic planning into reality, the workers of that country should be one of the most significant component of the community and should at least be psychologically satisfied. Psychological satisfaction can bring a sense of co-operation between the worker and the employer instead of a sense of conflict and frustration. Nevertheless, a worker can only be psychologically satisfied if he/she is well educated.

Therefore, the purpose of workers' education is to train a worker in acquiring knowledge, attitudes and skills for the purpose of performing not only the assigned tasks at work but also other assignments in all aspects of human endeavor. Collectively, workers' education should be closely linked to short, medium and long term plans and be seen as a vital element in the organization's ability to meet its objectives. According to Cole (1997: 271), the role of workers' education in an organization is primarily determined by the overall purpose of an organization. This provides management and unions with the best possible direct contribution to organizational goals. Thus, in an institution such as the University of Zambia, workers' education should be geared strongly towards quality service and innovation.

It should be understood clearly that the objectives of workers' education form an essential component of the training programme in an organization. Therefore, these objectives must be determined in line with the overall organizational objectives as well as its vision and mission. Objectives provide clear guidelines and help in developing workers' education programmes in less time because these focus specifically on the training needs of an organization. This, therefore, helps in adhering to the plan or training policy.

Equally important is the determination of resources to sustain the workers' education activities in an organization. Various requirements for conducting these programmes

translate into the need for budgeting and financing. Financial investments are cardinal to making workers' education programmes succeed in any organization. In order to achieve improvements in the performance of workers in executing their tasks and consequent overall organizational efficiency and effectiveness, there is need to allocate adequate and consistent finances to all workers' education programmes (Mphaisha, 1988).

Nonetheless, it is only logical that workers' education is carried out where and when there is need. The identification of training needs is essential to the execution of training programmes without which an organization could end up wasting a great deal of resources, effort and time. This is because the identification of training needs enables an organization to spot and clearly define areas requiring improvements and where training could bring tangible and lasting benefits. As explained by Craig (2003), identifying training needs is a process that involves establishing areas where individuals (workers) lack skill, knowledge, attitudes and ability in effectively performing the job and also identifying organizational constraints that are creating difficulties in the performance of certain duties. McGhee and Thayer (1961) suggest a needs analysis model which has stood the test of time and is widely recognized as well as utilized in many organizations. It comprises three components, namely; organizational analysis, human analysis and task analysis.

Organizational analysis involves a comprehensive analysis of organizational structure, mission objectives, culture, processes of decision making, aim and future objectives. This analysis helps to identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies.

Task analysis involves a detailed analysis of various components of jobs, and how they are performed. Analysis of tasks would indicate whether tasks have changed over a period of time and whether workers have adequate skills to perform these tasks. For almost all jobs there are standards, though in some cases these standards may be more concrete than others. The blue collar jobs are more clearly defined. The same, however, may not be true for white collar jobs or jobs at higher levels in the hierarchy. The task analysis assists in looking at these tasks more closely to see if the workers have the necessary skills to fulfill the expectations.

Human or individual analysis focuses on an individual (worker), his/her skills, abilities, knowledge and attitudes. Of the three, this is a more complex component because of difficulties in assessing human contribution. Generally, such indicators as production data, meeting deadlines, quality of performance, personal data such as work attitude and behavior, absenteeism, late-coming, provide input for human analysis. Data on these indicators can be collected through records, observations, meeting with the worker and others who work with him. However, as pointed out, it is one of the difficult areas due to complexity of human nature and the inter-linkages of human performance with other aspects of work (Chatterjee, 2002).

Knowing the required optimal performance level desired from the workers to achieve organizational objectives, and the present potential available with the organization, helps to identify the gap between them. This gap serves as a basis for nominating workers for different workers' education programmes (Mathis and Jackson, 1988). In addition, knowing the training needs of the organization helps in organizing the training programmes in such a way that it can serve the purpose of the organization. Kodwani (2004) states that organizing workers' education programmes includes the kind or type of programme required, training information, internal or external training, trainers and trainees. All these issues need to be addressed carefully. The method, content and the kind of trainers to be selected depend upon the kind of workers' education programme that needs to be organized, whereas whether the programme is internal or external largely depends on the available resources (Ravishankar and Mishra, 1984).

Chatterjee (2002) argues that great care must be exercised in choosing effective instructors, for in a very real sense, the success of the programme is dependent on the persons who perform the training task. Among the characteristics essential for successful trainers is the ability to speak fluently in the language being used, to write effectively and manage the work of others, to be innovative as well as to inspire trainees to greater achievements. It is imperative for an organization to develop a pool of such talents and retain them. There is no doubt that trainers themselves need to be trained and a group of trained trainers could form the nucleus around which the entire training effort of the company can be built (Charttejee, 2002).

The method of training also plays an important role in the learning process. It must be related to the organization's training objectives and the content of the course. While selecting the training methods, one needs to analyze the participants to be trained to determine how best to do it. Their maturity level, skills already attained and participant's past work experience also need to be taken care of.

When implementing workers' education programmes, it is important to take into account the principles of training. These are tenets of effective workers' education programmes which are listed by Charterjee (2002:39) as follows:

(a) *motivation* – workers' education programmes must be motivational in order to stimulate trainee interest to participate in them;

(b) *reinforcement* – whenever workers exhibit appropriate or exceptional conduct in the programme, there must be incentives put in place to support such practices. This can be achieved through rewards or mere praises;

(c) *practice* – workers must be able to practice the subject matter during workers' education programme in order to enable their in-depth understanding of what they learn;

(d) *feedback* – it is important for workers to know how they are progressing with their training. This is the only way they may be able to make appropriate adjustments in their work attitudes; and

(e) *transfer of training* – workers' education must be relevant for it to be applicable or transferable to the work situation, otherwise, the programme will be self-defeating.

When these principles are carefully considered, workers' education programmes are expected to yield desirable outcomes. For this study, "Continuous" has been added as another principle of workers education. Indeed, workers' education programmes must be endless because of the dynamic nature of organizational operations. There are always new challenges that organizations face constantly in today's global world. This is exacerbated by the rapid technological changes and discoveries. This requires organizations to continually train its workforce.

Another important step in workers' education is evaluation of its programmes and participants in order to get feedback for further improvements. In basic terms, evaluation means assessing the value or worth of something. In addition to assessing the programmes in terms of merit and worth, evaluators are interested in the process and outcomes of training (Cole, 1997). Evaluation can be done before the programme (pre-training), during the programme (during training) and after the programme (post training).

Pre-training evaluation involves identifying workers' existing capabilities and gaps required to be filled, as well as expectations of participants from the training. This can be done through training needs assessment discussed above.

During training, evaluation is required to assess workers preparation for training, participation and involvement in the programmes. Cole (1997: 307) asserts that:

> When a trainer assesses the training process, he is basically seeking answers to the question: "are we doing things right?" This implies . . . finding out about the training activity, and looking for possible improvements to the training programme.

This step is known as formative evaluation.

Post training evaluation involves immediate feedback. Immediate feedback provides participants' reactions about the learning process, content, environment, instructor and duration to deliver course material. Post training feedback provides participants' learning and job behavior, that is, whether learning transfers to the job or not. This step is known as summative evaluation as it takes place at the conclusion of an event and reviews it as a whole (Scriven, 1967). Evaluation of workers' education programmes and feedback provide the basis for further improvements for future training programmes.

Therefore, the purpose of workers' education is seen in the benefits it brings to both the organization and the individual workers. The organization is expected to enjoy several of the following potential benefits as highlighted by Cole (1997:309):

(a) maintenance of a sufficient and sustainable range of skills among workers;
(b) the development of knowledge and skills in the workforce;

(c) the harnessing of work experience and other forms of on-the-job development in a planned way;

(d) achievement of improved job performance and productivity;

(e) improved services to clients;

(f) improved product quality; and

(g) increased motivation amongst workers.

The benefits that accrue to individual workers after undergoing frequent worker's education programmes are as follows:

(i) increase in personal repertoire of skills;

(ii) increased value of the individual in the labour market;

(iii) increased job satisfaction; and

(iv) improved prospects of internal promotion.

In the view of Raico and Ralph (1974), workers education widens the cultural dynamism of a worker. Each worker is supposed to have an opportunity to understand his or her culture. Workers' education is about awareness and this form of education prepares workers for a new social order. Workers' education also aims at making the workers realize their potential and purpose in life. Above all, when workers are educated, there is collective development and planning in an organization. Education of workers helps to bring about sustainability, in that workers would not destroy what already exists even in times of dispute with management or industrial unrest.

Workers' education assists workers to think broadly, be committed and improve their status not only at their place of work but also at home and the community. Workers' education is a pre-requisite to workers satisfaction in any working environment. It opens up the minds of the beneficiaries and assists them to understand issues that concern them. It enables employees to know and understand their responsibilities to their families and community. Moreover, workers' education equips workers with the necessary knowledge to enable them take part in various activities in their companies or organization. Knight (1969) observes that workers become active and motivated when they are educated and they begin to know, understand and appreciate their roles in an organization. They are not passive, but

productively active as they understand their work well. Employers must appreciate the fact that it is easier to deal with an educated worker than the one who is not. Gramsci (1971:38) conquers with Knight's idea and states that:

> In many cases, workers' education is supposed to instil a sense of discipline in the workers' minds ... and workers' education should provide skills education to those workers already in employment and workers' education also helps workers become efficient and effective . . . . Workers' education is intended to train individual workers who have become redundant due to new technological changes.

Other studies have established that workers' education strengthens formal education and national education at large (Williams and Lynton, 1982). Additionally, workers education helps workers to develop their consciousness as citizens. It equally enables workers to improve their standard of living, developing their skills and professional competency. In broad terms, workers' education widens the cultural outlook of each worker that undergoes training in one way or the other. In agreement with this, Kallen (2008) reviews that workers' education aims at increasing productivity in various organizations. Updating the skills of workers leads them to become good producers. In this context, therefore, workers' education helps workers to march with appropriate technology in whatever form.

Kidd (1973:16) reports that:

> Workers' education uses technical means and methods and it is solely concerned with the well- being of the working classes in society and tries to awaken among these classes that active comprehension which is a necessary condition for any positive move towards the social reforms to which they aspire. Finally, workers' education develops the ability of the worker in all those aspects of social activity which have become so complex in modern society. The aims of workers' education have remained basically the same as espoused by ILO . . . . On the other hand, the aims have progressively developed to cover the aspects of a continually expanding body of labour law.

Therefore, it should be clearly grasped that workers' education must relate work to the social system in the society. The society has become aware that a worker spends most of his active life at his workplace. It is imperative, therefore, that workers' education should not be confined to job related programmes only but should accommodate personal needs

such as retirement planning, personal budgeting, leisure issues and family needs and aspirations. Workers' education should be directed to the uplifting of a workers' life which eventually influences the group or society. However, the forms of workers education offered to support staff and the challenges of implementing them at the University of Zambia are not clearly known. Moreover, there has been no study done to determine the forms of workers' education offered to support staff at the institution. It was therefore the concern of this study to investigate the different forms of workers' education offered to support staff, the challenges of implementing them and the possible solutions.

2.6 Workers' education in various settings

The effectiveness of workers' education programmes is highly dependent on the ideology being used in the implementation of the programmes by a particular organization. The world today is divided into two blocks of countries namely; the Western and the Eastern Blocks. Niclunias (1981) contends that there are two ways in which to understand workers' education. The Eastern Block presents the classical Marxist theory on workers' education, while the Western Block subscribes to the capitalist theory of workers' education.

2.6.1 Workers' education in socialist societies

The socialist societies consist of countries in the Eastern Block which, to a large extent, subscribe to the Classical Marxist Theory on Workers' Education. For the Marxists, workers' education should include elements of upgrading education and worker mobilization. Through this process, the working class should be educated on issues that affect and concern them. The Marxist theory of workers' education also explains that the education of workers is supposed to be broad and inclusive of science, literature and art. Workers should be creative and be allowed to contribute to the welfare of society (Marx and Engels, 1970).

Art is about creativity, natural science, industry formation and literature is about information. Further, the Marxists explain that workers' education programmes ought to equip workers with lifelong skills, and it should help workers to acquire a skill that they can use in other sectors of society. Above all, workers should make independent decisions over every aspect of human life including work. Gramsci (1971:109) supports this view

and states that "workers should be knowledgeable all round and an educated worker is a good listener and follower". The focus of the Marxist is that workers' education should be targeted at the holistic individual, a human being with soul and body together. They argue that there is need to look at the social, political, economic, moral and educational sectors that add up to the totality of a human being.

Therefore, workers' education from the Marxist point of view should be broader than just the curriculum and content; participants should come out creative and with the ability to deal with every aspect of life effectively. In clarifying what constitutes workers' education, the Marxists explain that the capitalist system has created a new working class called proletariats (Korsch, 1999). They argue that the proletariats are the engine of production and have high turnover because they are many and easy to replace. The Marxists believe that human beings are endowed with power to create and change their environment and circumstances. Human beings should have dialectical relationships, they should move from being objects where they are considered to be receivers to subjects where they can reason, build and perform. The proletariats have the capacity to change themselves from being objects to subjects. They have the capacity to think except that their capacity has been brutalized and consequently incapacitated; and upgrading education is viewed as the remedy to their incapacitation from capitalism. Whatever surplus the proletariat produces, capitalists appropriate it without the proletariats benefiting.

Marx and Engels (1970) contend that there should be a relationship between the thinking of the proletariats and material possession. When this happens, the proletariats would come out of their poverty. Morgan (1989:73) holds this view as well and states that "the class conflict of liberating an individual from his/her enslavement is the most important thing in one's life. The social and economic conditions can be changed and turned into mass riches through workers' education". Therefore, in Marxist's principle, it is believed that the proletariats need to change their attitude towards work so that they begin to be pro-active towards production.

2.6.2 Workers' education in capitalist societies

The capitalist societies consist of countries in the Western Block and subscribe to the Capitalist Theory of Workers' Education. The Marxists argue that, in capitalist societies, workers' education is explained in a triangle of labour, land and capital. In this triangle, the worker provides the labour and the owner of the industry provides capital. Land is a natural endowment where labour is used. To this end, a labourer is only there to cultivate the land and use capital to produce for the owner of the industry. Lenin (1970:301) puts it in another way and explains that "the capitalists own the means of production and the place (land) where production takes place. The land may include water, trees, minerals and other natural resources". The quality of labour varies according to the type of industry that a person works in. The capitalists spend money on labour with anticipated huge profits. They may send a worker on a two-day workshop on how to intensify production and thus increase the profit margin in the industry. They are only concerned with increasing profit margins and not in sending their workers to do in-service training where they can obtain professional qualifications.

Workers' education in the West simply entails educating the workers by updating their skills so that they can improve productivity in the industry. In this context, management looks at a worker as a tool which should be sharpened for increased production and the sharpening, in this regard takes the form of updating education. For instance, the University of Zambia usually conducts workshops and seminars to update workers' skills to increase production of goods and services. It is rare that the institution sponsors support staff to study at diploma or degree levels. Therefore, capitalists offer workers' education which is academic in nature just to help workers to match with the demands of the industry. The employers manipulate the workers and alienate them from the industry like foreign entities. The workers are also removed from the decision-making process, a factor which exposes them to exploitation.

In the capitalist system, the management system is vertical and a top down communication mechanism is used. Korsch (1999:39) concludes that the "capitalists are vindictive and anything tempering with their productivity is gotten rid of. In this system, the workers welfare is only discussed when production is adversely affected". It is for this reason that

workers started to form unions to protect their rights at the hands of the employer. The capitalists look at workers as individuals who cannot contribute any meaningful ideas to the organization and that workers are there to carryout instructions without any delay or any suggestions (Lenin, 1970). Unlike the Marxists, the capitalists consider workers only as current producers and therefore, do not prepare the workers for life after work.

Regarding what has been mentioned, the study suggests that the ideal model of workers' education that should be provided by employers and trade unions is one which combines the socialist and capitalist principles of workers' education as much as possible.

2.7   Challenges of workers' education in organizations

It is important to note that just like any other educational programme, workers' education faces a number of challenges in its implementation in organizations. The challenges encountered in the implementation of workers' education in organizations may be similar or totally different depending on the model being followed and the type of industry. The challenges may also be different due to differences in training policies, circumstances and location of industries. In review of workers' education programmes carried out in India, Gandhi (1979) investigated the methods used and challenges encountered during the implementation of the workers' education scheme. Her studies, though not exhaustive, have delineated and emphasized the importance for the extension of such studies to other regions also, so as to assess the scheme considering regional variations.

Mahar (1979) also had conducted a critical study of workers' education scheme in India with special reference to its role in government Presses. The study has evidently demonstrated the fact that the challenges of workers' education schemes vary from one type of industry to another and stressed the need for modifying the programmes according to the needs of the workers in different types of industries.

In her findings, Gandhi (1979) reveals that scarcity of reading materials was one of the challenges experienced in the provision of workers' education to teachers in India. She stated that the availability of the reading materials influenced greatly in motivating the workers to learn in a better way. Nonetheless, there were inadequate reading materials and the funds available for the programme were very meagre to produce reading materials. The

findings revealed that workers' education programmes in India totally depended on meagre resources, were in difficult circumstances and could not afford to manage the promotion of in-service training for the workers. The efforts to source for funds from donors proved futile. Most, if not all, donors had country-based agendas. In most instances, workers' education was not considered a priority owing, possibly, to the fact that workers already had skills to use in performing their duties.

The other factors that negatively influenced the implementation of workers' education in India included lack of qualified resource persons to facilitate the programmes and inadequate reading rooms for the workers. There were few resource persons to successfully implement workers' education activities in some parts of India.

2.8 Summary of Chapter Two

It is clear from the above references that it is possible to have workers' education that benefits both the workers and the employers. Workers' education helps to awaken the worker about his rights and entitlements at his workplace and gives him the necessary knowledge and skills to perform his/her duties professionally, effectively and efficiently. This definitely satisfies both the worker and the employer as production in an organization increases.

As explained above, workers' education should cover general liberal education designed not only to make a worker competent at his workplace but also to make him conscious of his educational rights and responsibilities to enable him follow the economic, political and social development in his country and the world. It is through this kind of workers' education that workers should be introduced to the world of trade unions, their aims and objectives as well as training in leadership for those who may be called to shoulder such responsibilities in their movements. It is also through this education that the effectiveness of the unions' activities will be increased. Therefore, workers' education is the vehicle for the development of a spirit of know-how and awareness by the workers.

It is also highlighted in this chapter that the main agencies that offer workers' education in an organization are the employers and trade unions. In most cases, employers prefer to offer updating education to their employees and not upgrading education. Employers

usually provide capitalist oriented workers' education aimed at updating workers' skills for improved production and profits. On the other hand, the socialist oriented workers' education puts man at the centre of all activities and thus he is the most important factor in the line of production. This education is provided to make the workers realize their capacity and potential.

The next chapter discusses the procedures for data collection and the process of data analysis used in the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analyzed (Chilisa and Preece, 2005). Implicit in the term methodology is the justification of decisions made on the research design, universe population of the study, research instruments and procedures for data collection and analysis. This chapter presents the research methodology which was used in the study.

3.2 Research Design

A research design is the overall plan used to obtain answers to the questions that are raised and for handling some of the difficulties that are to be encountered during the research process. Bless and Achola (1988) state that a research design has two meanings; it is a programme to guide the researcher in collecting, analyzing and interpreting observed facts. It may also mean a specification of most adequate operations to be performed in order to test specific hypotheses under given conditions.

In general, there are a number of research designs that can be used in research. Common designs include ethnography, phenomenology and case study (Creswell, 1994). Ethnography is a design that seeks to describe and understand a group of people's ways of life, their cultural patterns and perspectives, in their natural settings. An ethnographic study might consist of a holistic study of an entire cultural scene or an ethnic grouping. On the other hand, phenomenology is a strategy that subscribes to the view that it is important to study people's experiences to know about their social lives. Within this study are the two approaches namely, the hermeneutic approach and the ethnomethodological approach. The hermeneutic approach emphasizes detailed reading or examination of texts such as written words, pictures or artefacts of a particular group of people. On the other hand, ethnomethodology is the study of how common sense knowledge is created and used in social interactions in natural settings. It is a study of how ordinary people in everyday settings apply tacit rules to make sense of social life (Neumann, 1997).

This study, however, used a case study design to enable the researcher gain detailed understanding of the main forms of workers' education and challenges of implementing them among support staff at the University of Zambia. Chilisa and Preece (2005) describe a case study as a strategy that involves a detailed study of a single phenomenon or units of analysis with the aim of making a holistic description of those particular phenomena. In the same vein, Gerring (2005:131) defines a case study as a research strategy, an empirical inquiry aimed at investigating a phenomenon within its natural context. An important characteristic of a case study is that it uses multiple data-gathering techniques to study a single phenomenon. This definition provided a basis for using a case study to collect in-depth information and subjective feelings from the respondents on the subject under study.

Within this design, both qualitative and quantitative methods were integrated in order to allow the researcher to triangulate the data that was collected. This is supported by Cohen et al (1994) who intimate that the use of both qualitative and quantitative approaches in research enables the researcher to cross check research findings. It is envisaged that a combination of qualitative and quantitative research designs helps to explain fully the richness and complexity of a given phenomenon by studying it from more than one viewpoint.

Qualitative research is viewed as an investigation that involves studying people's experiences as they occur in their natural setting, the meaning that they attach to the experiences and the multiple contexts within which these experiences occur (Chilisa and Preece, 2005). Put simply, qualitative research is a descriptive and analytical tool for research. It describes and analyses the problem deeply and broadly. In general, it generates rich and detailed information that contributes to in-depth understanding of the problems being studied.

On the other hand, quantitative research deals with numerical data which is used to quantify the size, distribution and association of certain variables in a study population (Creswell, 2003). Comparatively, quantitative research is deductive and focuses on the measurement and testing of theory, whereas qualitative research is inductive and focuses on theory generation (Thomas, 2003).

3.3 Pilot Study

A pilot study was conducted at the Natural Resources Development College (NRDC) to test the research methodology and data collection instruments in particular. It is important to note that the pilot study was conducted at the institution which was not part of the main area of study.

 A simple random sampling procedure was used to select the participants for the pilot study. The researcher used the raffle to select 18 participants form the support staff who included men and women who had participated in some form of workers' education at the institution. This procedure was used because it gave each person in the population equal chance to be part of the sample. The purpose of the study was explained and instructions were given to the respondents.

An interview guide was used to collect data from NRDC management and Executive Committee members of the Union. The questionnaire was self-administered to the majority of the respondents whereas four were helped to respond because they did not understand some questions. The observations on the research instrument particularly the questionnaire were that it managed to address the main issues of the study guided by the objectives. However, some questions were not clear and were misunderstood by the respondents. Others did not have the appropriate answer options. Therefore, corrections were made and appropriate options added to ensure that the questions were clear in order for the respondents to answer them correctly. In the case of the interview guide, it was observed that some questions were ambiguous and needed to be recast. Corrections to the interview guide were subsequently made.

3.4 Main study

The main study was conducted after making corrections to the data collection instruments obtained from the pilot study.

3.5 Universe Population

Borg and Gall (1979) view population as all the members of a hypothetical set of people, events or objects to which we wish to generalize the results of the research. Castillo (2009)

shares the same view and states that population is the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. In this study, the universe population referred to the support staff of the University of Zambia that conformed to eligibility criterion and were accessible to the research as a pool of subjects for the study. These included senior managers, those in middle management, Senior Administrative Officers, Clerical Officers and Union leaders. The total number of support staff at the University of Zambia at the time of the study was 898. Among these were 402 Clerical Officers (UNZA Staff Establishment, 2012:16).

3.6 Sample and Sampling techniques

As explained by Saunders (2003), a sample is a small proportion of the entire population selected for observation and analysis. This is in support of Merriam and Simpson (1984) who define a sample as a strategically and systematically identified group of people or events that meet the criteria of representativeness for a particular study. Sampling in qualitative and quantitative research, as highlighted by Varkervisser (2003), refers to selecting a small group from a large population and the small representative group is known as a sample. A precise definition of sampling is offered by Saunders (2003:102) who states that "… sampling is a process of selecting a subset or sample from the entire population". The sample size for this study was 120 generated from the total population of 898 support staff. The sample comprised 4 (four) senior managers, 10 (ten) middle managers, 20 (twenty) Senior Administrative Officers, 4 (four) union leaders and 82 (eighty two) Clerical Officers.

In order to select the sample from the population, purposive and random sampling techniques were employed. The senior managers, middle managers, union leaders and Senior Administrative Officers were selected purposively because they were a rich source of information for the study. Saunders (2003) defines purposive sampling as a non-probability sampling technique in which the researcher's judgment is used to choose some appropriate characteristics required of the sample members.

Systematic random sampling was used to select 82 Clerical Officers. Burns (2000) explains that systematic random sampling is sampling by regular or fixed interval. It

consists of a complete list of all respondents targeted for the study. Then each respondent is assigned a code which can be a number or letter of the alphabet. Thereafter, an interval is computed by dividing the desired sample into the total population of respondents. Then by using a complete list of participants, the interval is used to randomly select the respondents.

In this study a complete list of participants was obtained. The total number of clerical officers was 402 and the sample population for this category of participants was 82. Each participant was assigned a serial number starting from 001 to 402. By using the formula K = N/n, where N refers to the population of clerical officers at the University of Zambia (402) and n refers to the sample population (82), the interval of five was computed.

$$K = N/n = 402/82 = 4.902$$

Therefore, the 82 clerical officers who participated in the study were selected at an interval of five as 4.902 was rounded off to the nearest figure 5.

3.7 Data Collection Techniques

Data collection techniques are strategies used to gather qualitative or quantitative data from the research participants. There are several data collection techniques that can be used in research. In this study, the techniques used to collect qualitative and quantitative data were interviews and questionnaires respectively.

3.7.1 Interview

Chilisa and Preece (2005) define an interview as a conversation or interaction between the researcher and a research respondent. In this conversation, the researcher focuses on getting information by asking the research participants questions related to the topic being studied. Therefore, an interview was used to collect useful information from senior managers, middle managers and union leaders at the University of Zambia. To conduct the interview with managers and union leaders, two different sets of semi-structured interview guides were used. An interview guide is a list of general topics and questions that an interviewer uses to conduct a semi-structured interview. The interviewer does not address each topic in a particular order. Instead, he creates questions based on the progress of the

interview, thereby allowing for a fluid conversation between the interviewer and interviewee (Alison Doyle, www.aiu.edu/interview-guide.htm).

3.7.2 Questionnaire

A semi-structured questionnaire was used to collect information from Senior Administrative Officers and Clerical Officers of the University of Zambia. Burns (2000) describes a questionnaire as a written document comprising questions seeking answers on a particular subject.

3.8 Data Collection Procedure

Data collection refers to the process of finding information for the research problem. It may involve conducting an interview, administering a questionnaire or conducting a focused group discussion or observing what is going on among the subjects of the study (Burns, 2000). In this study, both qualitative and quantitative procedures of collecting data were used. Qualitative procedures focused on subjective realities and feelings of the respondents obtained through interviews.

Separate individual interviews were conducted with managers and union leaders in charge of workers' education at the University of Zambia to provide information concerning the subject under study. The interviews took place in the respondents' respective offices and lasted for approximately 25 to 30 minutes. The researcher recorded the interviews and any other observations made in the note book. The interviews progressed from general to specific questions that sought critical information on workers' education and challenges of implementing it among support staff at the University of Zambia.

Quantitative procedures focused on numbers. The questionnaires were administered and the respondents were allowed one week to respond to the questions raised in the questionnaire. However, the respondents from the School of Medicine, which is at Ridgeway campus, were given two weeks to complete the questionnaires. This made it possible for the researcher to collect the questionnaires at once because all the respondents had finished responding to the questions by the end of the two week period.

3.8 Data Analysis

Data analysis entails categorizing, summarizing and ordering data sets and describing them in meaningful terms. There are many data analysis methods that are used in research. Currently, research studies generally use either narrative or statistical strategies or both. However, the type of data analysis method used is heavily dependent on the research design and the method by which the data were collected or measured (Moore and McCabee, 1989).

Cohen et al (1994) state that qualitative data analysis is a four step process that involves; identifying the main themes, assigning codes to these themes, classifying responses under the main themes and integrating themes and responses into the text of the report. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. The themes become the categories for analysis (Saldana, 2009). Therefore, in this study, qualitative data was analyzed by coding and classifying the themes that emerged from the responses. With regard to data collected quantitatively, its analysis was done using Statistical Package for Social Sciences (SPSS). SPSS is a software package used for statistical analysis in social sciences. To use this package, the quantitative data, in form of numeric variables, was entered and computed accordingly to produce percentages.

3.9 Ethical Consideration

Ethics in the context of a research process refers to a set of standards that can guide researchers on how they should interact with the researched and how research problems could be conceived and formulated. The standards include how data-gathering instruments are constructed and how data is collected, analysed and interpreted, and how reports could be written and findings disseminated in ways that are sensitive and inclusive of the values and realities of the researched (Chilisa and Preece, 2005).

Before undertaking this study, consent was sought from all the participants to take part in the study. An introductory letter was obtained from University of Zambia Directorate of Research and Graduate Studies and was presented to management seeking permission to undertake this study. From the individual respondents, consent was sought in person for

their willingness to participate in the study. It was explained to participants that they were free to withdraw from the study at any time and that their participation was solely voluntary. It was also made clear that the information they were to provide was purely for academic purposes and no one was requested to disclose his or her identity.

3.10   Summary of Chapter Three

This chapter has discussed the research methodology which was used in the study. The study employed a case study design which allowed the researcher to conduct an in-depth study on workers' education and the challenges of implementing it among support staff at the University of Zambia. Both qualitative and quantitative approaches were used in collecting and analyzing data. Their use allowed the researcher to triangulate information provided by the respondents and consequently helped to obtain accurate information on the topic understudy.

The sample size of the study was 120, comprising four senior managers, ten middle managers, twenty Senior Administrative Officers, four union leaders and 82 Clerical Officers. A questionnaire and an interview guide were used to collect data from the respondents. The quantitative data was analyzed using the statistical package for social sciences (SPSS) while qualitative data was analyzed by categorizing themes that emerged from the responses.

The next chapter presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1   Introduction

This chapter presents the findings of the study on workers' education and the challenges of implementing it among support staff at the University of Zambia. The findings are based on the following research questions:

(a) What are the main forms of workers' education offered to support staff at the University of Zambia?

(b) What methods are used in implementing workers' education programmes among support staff at the University of Zambia?

(c) What challenges are faced in the implementation of workers' education at the University of Zambia?

(d) What are the possible solutions to the challenges encountered when implementing different forms of workers' education?

The responses to these questions are presented in two sections. The first section presents the responses from Senior Administrative Officers and Clerical Officer which were obtained by using questionnaires. The second section presents responses from senior and middle managers of the University of Zambia and Union leaders by use of an interview guide.

4.2   FINDINGS FROM SENIOR ADMINISTRATIVE OFFICERS AND CLERICAL OFFICERS

The total number of respondents presented in this section is 102.

4.2.1 This section is based on the first research question which aimed at finding out the main forms of workers' education offered to support staff at the University of Zambia. The respondents were asked to state their understanding of workers' education. Table 1 below shows the responses obtained to this question.

Table 1: Participants' understanding of workers' education

Response	Frequency	Percentage (%)
Education that improves workers' skills and their general welfare	91	89.22
Education that improves workers' skills for current job only	9	8.82
Education offered to top management	2	1.96
Total	**102**	**100.00**

It was established that 91 respondents (i.e. 89.22%) understood workers' education as education that improves workers' skills and their general welfare. Nine respondents representing 8.82% stated that it referred to education that improves workers' skills for current job only. Two respondents (i.e. 1.96%) felt that it was education offered to top management. Therefore, majority (i.e. 89.22%) respondents understood workers' education as education that improves workers' skills and their general welfare.

Respondents were asked to indicate the category of workers' education offered to support staff at the University of Zambia. The responses to this question are shown in table 2 below.

Table 2: Category of workers' education offered to support staff

Response	Frequency	Percentage (%)
Updating education which is a non-credit progrmme and no certificate is awarded at the end	58	56.86
Upgrading education which is a credit programme and professional certificate is awarded at the end	44	43.14
Total	**102**	**100.00**

Fifty eight respondents (i.e. 56.86%) indicated updating education as the category of workers' education offered to support staff at the University of Zambia. 44 respondents (i.e. 43.14%) stated upgrading education as the category of workers' education offered to support staff at the institution. Majority (i.e. 58) respondents stated updating education as the category of workers' education offered to support staff at the institution.

Respondents were asked to indicate the main forms of workers' education practised at the University of Zambia. The responses to this question are shown in table 3 below.

Table 3: Main forms of workers' education offered to support staff

Response	Frequency	Percentage (%)
Job orientation	46	45.11
On-the-job training	36	35.29
Labour education offered by Unions	3	2.94
In-service training	5	4.90
Professional training	12	11.76
Total	**102**	**100.00**

Forty six respondents (i.e. 45.11%) indicated job orientation as the main form of workers' education offered to support staff at the institution. 36 respondents (i.e. 35.29%) mentioned on-the-job training, 12 respondents (i.e. 11.76%) said it was professional training, five respondents (i.e. 4.90%) stated in-service training and three respondents (i.e. 2.94%) mentioned labour education as the main forms of workers' education offered to support staff at the University of Zambia. Therefore, this study established that job orientation was the main form of workers' education offered to support staff at the University of Zambia.

Respondents were asked to indicate whether or not they had participated in any form of workers' education. Table 4 below shows the responses obtained to this question.

Table 4: Participation of support staff in workers' education programmes

Response	Frequency	Percentage (%)
Yes	65	63.73
No	37	36.27
Total	**102**	**100.00**

Sixty five respondents (i.e. 63.73%) stated that they had participated in workers' education programmes while 37 respondents (i.e. 36.27%) said they had not.

Respondents were further asked to indicate the form of workers' education they had participated in. The responses to this question are shown in table 5 below.

Table 5: Forms of workers' education workers participated in

Response	Frequency	Percentage (%)
Job orientation	49	48.04
On-the-job training	22	21.57
Labour education offered by Unions	3	2.94
In-service training	10	9.80
Professional training	18	17.65
Total	**102**	**100.00**

The study revealed that 49 respondents (i.e. 48.04%) indicated that they had participated in job orientation programmes, 22 respondents (i.e. 21.57%) stated that they had participated in on-the-job training, 18 respondents (17.65%) participated in professional training, 10 respondents (9.80%) participated in in-service training and three (2.94%) mentioned that they had participated in labour education offered by Unions.

The participants were also asked to indicate the reasons for participating in workers' education. The responses to this question are shown in table 6 below.

Table 6: Workers' reasons for participating in workers' education

Response	Frequency	Percentage (%)
To learn new skills for immediate use	76	74.51
For promotion purposes	26	25.49
Total	**102**	**100.00**

It was noted that 76 participants (i.e. 74.51%) participated in workers' education to learn new skills which could be applied immediately in their work. 26 participants (i.e. 25.49%) said that they participated so that they could be promoted.

The study also set out to establish the main providers of workers' education at the University of Zambia. Table 7 below shows the responses obtained to this question.

Table 7: Main providers of workers' education at the University of Zambia

Response	Frequency	Percentage (%)
University of Zambia management	98	96.08
The Unions	4	3.92
Total	**102**	**100.00**

Ninety eight respondents (i.e. 96.08%) indicated that the University of Zambia management was the main provider of workers' education to support staff at the institution. On the other hand, four respondents (i.e. 3.92%) mentioned the Unions as being the main providers. Therefore, the study established that the main provider of workers' education was UNZA management.

4.2.2 This section presents findings based on the second research question which focused on investigating the methods used in implementing workers' education.

Respondents were asked to state the techniques used in delivering workers' education to support staff. The responses to this question are presented in table 8 below.

Table 8: Methods used to deliver workers' education

Response	Frequency	Percentage (%)
Learner centred	43	42.16
Expert centred	32	31.37
Eclectic (Combination of learner and expert centred methods)	27	26.47
Total	**102**	**100.00**

The findings show that 43 respondents (i.e. 42.16%) stated that learner centred methods were the delivery techniques used in implementing workers' education. 32 respondents (i.e. 31.37%) said expert centred were the techniques used in implementing workers' education and 27 (i.e. 26.47%) mentioned eclectic techniques. Therefore, majority (i.e. 43) respondents mentioned learner centred methods as the methods used in implementing workers' education at the University of Zambia.

The participants were asked to indicate how the teaching methods used in workers' education helped them to learn. The responses obtained to this question are presented in table 9 below.

Table 9: How the methods used in workers' education helped participants in their learning

Response	Frequency	Percentage (%)
Learner participation enhanced the understanding of the lesson	85	83.33
Lack of learner participation made the understanding of the lesson difficult	17	16.67
Total	**102**	**100.00**

Eighty five respondents representing 83.33% said the techniques used enhanced their understanding of the lessons because they allowed learners to participate. On the contrary, 17 respondents (i.e. 16.67%) expressed the view that understanding of the lessons was difficult because the techniques used did not allow participation of the learners.

Respondents were asked to indicate the effectiveness of the methods used in implementing workers' education. Table 10 below shows the responses obtained for this question.

Table 10: Effectiveness of the methods used in implementing workers' education programmes

Response	Frequency	Percentage (%)
They are effective	74	72.55
They are not effective	28	27.45
Total	**102**	**100.00**

Seventy four respondents (i.e. 72.55%) stated that the methods used in implementing workers' education programmes were effective. On the other hand, 28 respondents (i.e. 27.45%) felt that the techniques were not effective.

An open ended follow-up question was asked to find out the reasons for those who indicated that the methods used in implementing workers' education were not effective. The respondents felt that the methods used did not provide hands-on training to the workers and as such, most of them did not use the knowledge acquired effectively to perform their duties. Some respondents stated that the training did not address most of the issues affecting the actual work performance.

4.2.3 This section presents findings based on the third research question which aimed at determining the challenges faced in the implementation of workers' education.

Respondents were asked to state the challenges encountered in the implementation of workers' education at the University of Zambia. Table 11 below shows the responses to this question.

Table 11: Challenges encountered in the implementation of workers' education programmes

Response	Frequency	Percentage (%)
Inadequate funding	52	50.98
Lack of support from management	36	35.29
Having no policy on workers' education	4	3.93
Having no plan on workers' education	8	7.84
Lack of resource persons	2	1.96
Total	**102**	**100.00**

Fifty two respondents representing 50.98% pointed to inadequate funding as a challenge in the implementation of workers education among support staff at the University of Zambia. On the other hand, 36 respondents (i.e. 53.29%) cited lack of support from management. Eight respondents (i.e. 7.84%) said there was no plan on workers' education at the

institution, 4 (four) respondents (i.e. 3.93%) stated that there was no policy on workers' education and two respondents (i.e. 1.96%) mentioned lack of resource persons as the challenges faced in the implementation of workers' education.

Therefore, the study established that inadequate funding was the main challenge faced in the implementation of workers' education among support staff at UNZA.

4.2.4 This section presents findings based on the fourth research question. It aimed at finding possible solutions to the challenges encountered when implementing different forms of workers' education.

Respondents were asked to state, in their opinion, how the challenges mentioned in table 11could be resolved.

Majority respondents stated that, to resolve the challenge of inadequate funding, the government of the Republic of Zambia, through the Ministry of Education, Science, Vocational Training and Early Education, should adequately fund the University of Zambia to enable it carry out workers' education programmes successfully. In this regard, the University of Zambia management should allocate enough funds specifically to support workers' education programmes in various Units and Schools of the institution. Further, the respondents said that UNZA management should not divert the funds meant for workers' education activities to other activities because doing so meant depriving workers of the education needed to acquire new knowledge and skills that would enable them to work effectively and efficiently.

In the same vein, some respondents felt that the University of Zambia should diversify its income generating activities. They remarked that the University should not only depend on tuition fees collected from students and grants from government but should also embark on other income generating activities to raise funds for the institution and workers' education activities in particular. Others suggested that management should pay retirees their packages in totality to avoid running two pay rolls, that is, one for the serving employees and the other for the retirees who have not been paid their dues. This practice, they said,

was depriving the university of funds to run the activities of the institution smoothly including workers' education programmes.

In order to resolve the problem of lack of support from University of Zambia management, the respondents stated that there was need for management to fully support workers' education programmes not only for academic members of staff but also for non-academic members of staff. They hinted that management and Deans of Schools usually supported academic members of staff to go for further training. Further, the respondents mentioned that management should support workers' education by giving equal educational opportunities to all categories of workers whether on contract or permanent and pensionable terms and conditions of service, or whether academic members of staff or support staff.

The respondents stated that there was need for the University of Zambia Council to formulate a new policy on workers' education that would take into consideration the concerns of all categories of workers at the institution. In addition, UNZA Council should consider including workers' education plan in the strategic plan of the University of Zambia. The next section presents the findings from senior and middle managers by use of interview guide.

4.3 FINDINGS FROM SENIOR AND MIDDLE MANAGERS

Senior and middle managers were interviewed individually on the forms of workers' education and the challenges of implementing them among support staff at the University of Zambia. Below were the findings.

4.3.1 Senior and Middle Managers' Understanding of Workers' Education

Senior and middle managers explained that workers' education was simply education given to workers either by management or unions to enable them acquire skills to perform their work effectively and efficiently. They stressed that workers' education focused on the provision of new ways of doing work because of new technology which was constantly changing from time to time due to new inventions and discoveries. On the other hand, some managers stated that "*workers' education is education provided by an institution or*

organization to members of staff for a specific vocation. It includes the acquisition of new skills and knowledge on specific kinds of work and this is inevitable because workers are bound to underperform without it". Further, the other managers associated workers' education with on-the-job training that goes on daily in departments of the institution.

4.3.2 The Forms of Workers' Education known by the Respondents

When asked to mention some forms of workers' education practices they knew, the majority mentioned job orientation, workshops, seminars and induction training. Others mentioned on-the-job training, mentorship and in-service training. They pointed out that the forms of workers' education highlighted were all in the category of updating education. One senior manager indicated that updating education was important to support staff and the university as a whole because it equipped workers with skills relevant to their jobs and conducting workshops was one form of updating education. The respondents further stated that updating education provided support staff with skills and attitudes that enabled them to be effective in performing their duties.

Nonetheless, some respondents mentioned professional training as one form of workers' education practiced at the institution. They stated that professional training was a long term training which required those pursuing it to go on study leave. Unlike the other forms of workers' education, professional training and in-service training were categorized as upgrading education and few support staff were pursuing them.

4.3.3 Main Forms of Workers' Education Offered to Support Staff by Management

The respondents indicated job orientation as the main form of workers' education offered to support staff at the University of Zambia. They explained that almost all support staff in Schools and Units had gone through job orientation which prepared and introduced them to their new jobs. Job orientation workshops were also organized for those who were transferred or promoted to higher offices. Other respondents called this form of workers' education induction training as it was mostly offered to new employees of the University.

The respondents also mentioned on-the-job training as the other main form of workers' education offered to support staff at the institution. They said that this form of workers'

education helped workers to have hands-on experience on what they were expected to do. The other forms of workers' education included workshops, seminars and mentorship programmes. They explained that workshops and seminars were usually conducted whenever there was need to fill a gap in terms of skills. These forms of workers' education helped workers to acquire new skills and attitudes to enable them perform their jobs well.

4.3.4 Methods Used to Implement Workers' Education Programmes

The respondents stated that participatory methods, also known as learner centred methods, were used in the implementation of workers' education programmes. They stressed that workers were given hands-on training during job orientation and that enabled them to participate fully in the programmes. They added that, because of good participation in the programmes, workers were not only able to remember the new skills acquired but also to use them effectively in their work.

The respondents explained that learner centred methods were also used in workshops and seminars. For instance, group work was mentioned as one of the methods used and this was a learner centred method which allowed participants to get involved in the discussions. In smaller groups, workers were free to make useful contributions which were later presented to everyone in the plenary. However, when asked whether they had participated in the preparation of the programme content, they explained that they were not consulted at all. The resource persons prepared the content alone without the participation of the workers. As a result, the programmes did not address all the concerns and needs of the workers.

On the other hand, some respondents indicated that, in some cases, a combination of expert centred and learner centred methods (eclectic methods) was used to implement workers' education programmes. Specifically, this was used in professional training and in-service training. They explained that a lecture method combined with participant discussions were mostly used in both in-service training and professional training. These forms of workers' education led to the acquisition of either a diploma or degree upon successful completion of the programme.

4.3.5 Effectiveness of the Techniques Used in the Implementation of Workers' Education

Majority respondents stated that the techniques used in the implementation of workers' education at the University of Zambia were effective. They mentioned that the learner centred techniques benefited the workers very much as they were equipped with new skills to use immediately in their work. One respondent remarked that the effectiveness of the techniques was evidenced by the way the workers performed their duties after the training. The respondent added that workers who had participated in one form of workers' education or another, performed their duties effectively and efficiently and this was clear evidence that the techniques used were effective.

The other respondents explained that the techniques used in the implementation of workers' education were effective because they took into consideration the principles of good facilitation. As a result of good facilitation which created a conducive atmosphere for learning, the workers were free to participate in the training and this enabled them to easily grasp new ideas and skills. One respondent cited hands-on training which was used during job orientation workshop and on-the-job training as one effective technique as it enabled the workers to have a feel of what they were expected to do.

4.3.6 Challenges Encountered in the Implementation of Workers' Education

The researcher sought to identify challenges encountered in the implementation of workers' education programmes at the University of Zambia. The respondents identified the following challenges:

(a) **Inadequate Funding from the Government of the Republic of Zambia**
The respondents appreciated the fact that the Zambian government through the Ministry of Education, Science, Vocational Training and Early Education was responsible for funding the University of Zambia as it was a government institution. However, the government did not adequately fund the institution to enable it run smoothly and carry out all the necessary activities including the provision of workers' education to its support staff. The respondents felt that because of inadequate funding to the institution, workers' education programmes were neglected as there was little or no budgetary allocation to them. They pointed out

that the grants received from government were not enough to fund all the programmes of the University. In fact, the grants were not even enough to pay monthly salaries to all members of staff at the institution. Consequently, the University of Zambia management did not allocate adequate funds to carry out workers' education programmes successfully.

One respondent stated that workers' education programmes appeared in the educational plans of different departments of the university but were not implemented because of lack of funding from central administration. Therefore, most of workers' education activities were not conducted in departments unless those prioritized and implemented by management.

(b) Lack of Support from Management

The respondents shared that lack of support from management posed a challenge in the implementation of workers' education at the institution. They explained that most of the support staff were willing to upgrade their qualifications but lack of support from management hindered them from doing so. It was mentioned that a number of support staff applied for study leave through the Staff Development Office but their requests were denied and this discouraged them from pursuing further education.

One respondent stated that there was segregation in the way the training policy was formulated. According to the policy, those on contract conditions of service were only allowed up to six months study leave. This period was not sufficient to pursue a diploma or degree programme at any recognized institution of learning including the University of Zambia.

(c) Lack of a Comprehensive Workers' Education Programme by the Staff Development Office

The respondents mentioned that there was no comprehensive workers' education programme by the office charged with the responsibility of training members of

staff in the institution, the Staff Development Office. Further, the office had no programme to sensitize workers on the proper procedures for applying for study leave. Some respondents stated that their applications for study leave were rejected because of not following the appropriate procedures. Therefore, there was no flow of information between the Staff Development Office and the workers. In addition, the office did not give information on the available scholarships and did not also provide guidance on how to apply for them.

(d) Lack of Clear Workers' Education Policy

While it was appreciated that the University of Zambia had a training policy, the respondents felt that the policy did not address the concerns and needs of all categories of staff at the institution. One respondent mentioned that "*the policy was biased towards academic members of staff and to some extent, the support staff who were on permanent and pensionable terms and conditions of service. The policy favoured these in the sense that it allowed them to apply for a four year study leave, during which time, they were able to successfully complete their diploma, degree or doctorate programmes*". This was not the case for the support staff on contract terms and conditions of service, explained one respondent; the policy only allowed them to do short courses and these were updating courses which did not qualify them for promotion to higher offices.

(e) Lack of Workers' Education Programmes by the Unions

The respondents stated that it was also the responsibility of Trade Unions to provide workers' education to its members. They explained that the unions to which the support staff belonged, did not have a comprehensive workers' education programme for their members. They could not even recall when UNZAPROSU and UNZAAWU had organized a workshop to sensitize members on issues affecting them including labour matters. They observed that the unions were only concerned with bargaining processes to improve conditions of service for the members and not their education.

4.3.7 Ways in which the Challenges affect the implementation of Workers' Education

The researcher sought to identify ways in which workers' education programmes got affected by the challenges mentioned above. The respondents identified the following ways:

(a) Workers' education programmes were not implemented according to plan in some departments of the university. As a result, the following were experienced:

   (i)   Lack of new skills and knowledge for the workers

   The respondents explained that, since workers' education programmes were not implemented in some departments, the workers did not acquire new skills, attitudes and techniques to enable them perform their work effectively and efficiently. Consequently, the performance was adversely affected in terms of the output from the workforce and their morale reduced as they were demotivated.

   (ii)   Workers' education programmes offered by management were in form of updating education

   The respondents shared that, since there was inadequate funding to send workers for further education, management opted to offer short courses in form of on-the-job training, seminars and workshops. One respondent stated that; "*workshops, seminars and on-the-job training only offered updating education because these forms of workers' education were organized to update the skills, techniques and knowledge of workers. The new technology acquired by the institution made it inevitable for workers to update their skills and techniques for them to work well.*"

   The respondents also stated that, at the end of the workshops or seminars, workers were given certificates of attendance and these did not qualify them for any promotion in the institution. In some cases, there was nothing given to participants in terms of certificates.

(iii)   Few support staff obtained upgrading education

The respondents indicated that, because of lack of support from University of Zambia management, few support staff obtained upgrading education which enabled them to acquire diplomas, degrees or masters' degrees from recognized institutions of higher learning including the University of Zambia. These qualifications enabled them to qualify for promotion.

Nonetheless, one respondent explained that, because of restrictions in the training policy and lack of support from management, some workers opted to further their education without obtaining study leave. These workers performed their work quite well and attended lectures late in the afternoon or evening. They also sponsored themselves for their education.

4.3.8   Suggestions on how the challenges can be resolved

The researcher sought to determine suggestions on how the challenges encountered in the implementation of workers' education can be resolved. The respondents suggested the following:

(a) The Government of the Republic of Zambia should adequately fund the institution

The respondents stated that the government should seriously consider increasing funding to the University of Zambia. They explained that if the government funded the institution adequately each financial year, management would, in turn, allocate enough funds to workers' education programmes at the institution.

The other respondents shared that the University of Zambia, as an institution, should find other ways of raising financial resources. There was too much dependency on government grants and tuition fees from students. They supported the idea of the Public Private Partnerships (PPP) which the University of Zambia had already embarked on, as another way of raising funds for the institution.

(b) The University of Zambia management should prepare and implement a new training policy

The respondents suggested that a new training policy should be formulated in consultation with all stakeholders including the support staff. They explained that the process of involving everyone in the formulation of a policy would make it possible for the concerns and needs of all categories of staff to be taken on board. This would ensure uniformity in the guidelines for training of all categories of staff and there would be no segregation between members of staff on contract and those on permanent and pensionable conditions of service. The other respondents suggested that *"UNZA should consider putting all the workers on permanent and pensionable conditions of service to avoid segregation in the process of training members of staff".*

(c) The University of Zambia management should fully support workers' education programmes

The respondents explained that there was need on the part of management to fully support workers' education programmes at the institution. Management should support these programmes by not diverting funds meant for training of members of staff in different units, departments and schools to other functions or activities. Management should also give study leave to those who qualify to go on such leave to enable them pursue further education and acquire higher qualifications that would give them confidence to perform their work well.

(d) The Staff Development Office should prepare and implement a comprehensive workers' education programme

The respondents mentioned that to resolve some of the challenges encountered in the implementation of workers' education, the Staff Development Office should prepare and implement a comprehensive workers' education programme. The office should identify needy areas and prepare clear criteria on the selection of workers for training. The criteria should be well explained to all members of staff. This would

reduce the biasness that had been experienced in some Units and Schools. The next section presents the findings from union leaders by use of interview guide.

4.4 FINDINGS FROM UNION LEADERS

4.4.1 Main Forms of Workers' Education offered to Support Staff by the Unions

The respondents indicated that the Industrial and Labour Relations education was offered to support staff by UNZAPROSU and UNZAAWU. They explained that members received this education during meetings organized to give feedback on negotiations to improve conditions of service for the members. One Union leader stated that "*the Industrial and Labour Relations issues were discussed during the "Any Other Business" session as it was usually not part of the agenda items"*. When asked whether they had conducted any seminars on the Industrial and labour relations matters to the members, they said they had not conducted any during their tenure of office.

When asked to indicate the methods used to implement workers' education programmes, they explained that discussion technique was used and this was done during the meeting alluded to above. One respondent mentioned that it was difficult to explain matters relating to workers' education because the union had not conducted any.

In fact, the University of Zambia Professional Staff Union (UNZAPROSU) had realized that its executive members had little or no knowledge about labour matters for them to sensitize other members on workers' rights, labour laws, channels followed when resolving labour disputes and challenges encountered during bargaining process. The Union was in the process of arranging for training of its executive members.

4.4.2 Challenges Encountered in the Implementation of Workers' Education Programmes

The respondents indicated the following as some of the challenges encountered in the implementation of workers' education programmes.

(a) **Lack of interest in labour matters by the members**
   The respondents stated that most of the union members were not interested in the industrial and labour relations matters and this posed a challenge in the

implementation of workers' education. They remarked that workers only preferred to receive updates on salary negotiations and improved conditions of service than labour education. Because of this attitude, the union leaders stopped talking about other labour matters and concentrated only on salary negotiations with management.

(b) Lack of funding

The respondents mentioned lack of financial resources as one of the challenges encountered in the implementation of workers' education in the union. They explained that, for a long time, there was no union to represent professional staff at the University of Zambia. What existed before was the University of Zambia Professional Staff Association which received little or no financial contributions from the members. Therefore, the Association had no money and mandate to implement workers' education among its members. However, later on, the University of Zambia Professional Staff Union was turned into a union called the University of Zambia Professional Staff Union which started to receive reasonable amounts of financial contributions from the members as per labour laws requirements. One respondent stated that the union had another challenge of getting financial contributions made by its members from management because management delayed in remitting the money to the union and this made it difficult for the union to operate smoothly.

(c) Lack of support from management

The respondents indicated that lack of support from management posed a challenge in the implementation of workers' education at the institution, They explained that management supported and encouraged more academic members of staff to go for further training than non-academic members of staff. Therefore, the respondents felt that there was partiality in the way management conducted workers' education programmes between academic members of staff and non-academic members of staff. Further, they explained that management through Staff Development Office

was quicker to give study leave to academic staff than to support staff and they called this "segregation".

4.4.3 Suggestions on how the challenges could be resolved

The researcher sought to establish suggestions from union leaders on how the challenges could be resolved. The following were their suggestions.

(a) The union should embark on a sensitization programme

The respondents stated that the union would embark on a vigorous sensitization programme to help the members get interested in industrial and labour relations education. They explained that, as a union, they would start to move from one School to another to conduct workshops to sensitize members on various issues pertaining to their work and to offer industrial and labour relations education to them.

(b) Management should remit the contributions from members as soon as salaries are paid

The respondents explained that there was need on the part of management to remit the money contributed by the members to the union as soon as salaries for each month were ready. Since salaries were paid monthly, the union expected to receive the money from the membership on a monthly basis. They stated that if management could implement the monthly remittance of contributions, the union would run smoothly and workers' education programmes would be given first priority. One union leader explained that without money it was difficult for the union to carry out workers' education activities. Money was needed to pay for the venues where workers' education programmes would be conducted. Money was also needed to prepare workers' education materials to use during workshops and to pay resource persons for facilitating workshops and seminars.

(c) Management should fully support workers' education programmes

The respondents shared that there was need for management to fully support workers' education programmes for all categories of staff including support staff at the University of Zambia. They explained that management should be seen to be impartial in the way they treated all workers in the process of implementing workers' education policy at the institution. Management should not only favour one category of workers and leave out the others because all workers needed to acquire new skills and techniques to perform their work effectively and efficiently to the satisfaction of all, including management. They explained that there was need to motivate non-academic staff as well by supporting and encouraging them to go for further training in their fields of work. They should be given study leave to pursue upgrading kind of education and not only offering them updating education.

4.5   Summary of Chapter Four

This chapter has presented findings of the study on workers' education and the challenges of implementing it among support staff at the University of Zambia. The findings from the Senior Administrative Officers and Clerical Officers revealed that job orientation was the main form of workers' education offered to support staff at the institution. The findings from Senior and middle managers revealed that both job orientation and on-the-job training were the main forms of workers' education offered to support staff at the University of Zambia. The study further revealed that the methods used in implementing workers' education were learner centred and these helped the participants to involve themselves fully in the learning process.

Finally, the study revealed that the implementation of workers' education at the institution was faced with several challenges, among them lack of adequate funding by the Government of the Republic of Zambia, lack of support from management and lack of a clear and favourable training policy. However, the study revealed that inadequate funding for workers' education programmes was the major challenge. The next chapter provides a discussion of the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1   Introduction

This chapter discusses the findings of the study on workers' education and the challenges of implementing it among support staff at the University of Zambia. The study focused on four objectives which were to: identify the main forms of workers' education offered to support staff at the University of Zambia; investigate the methods used in implementing workers' education at the institution; establish challenges encountered in the implementation of workers' education at the University of Zambia; and suggest possible solutions to the challenges encountered when implementing different forms of workers' education.

5.2   The main forms of workers' education offered to support staff at the University of Zambia

The first objective of the study was to identify the main forms of workers' education offered to support staff at the University of Zambia. The study established that job orientation was the main form of workers' education offered to support staff at the institution. In this study, job orientation meant a programme to direct workers towards the interests of the company, institution or organization. Therefore, since job orientation was a compulsory educational venture at the University of Zambia, all the workers including the support staff were deemed to have gone through it. The purpose of job orientation was to help not only new workers but also those who were transferred to other Units or Schools to get acquainted with the operations of their new positions in the institution. It was expected that at the end of this programme, workers would settle down quickly in their new positions and perform work to the expectation of management.

The other purpose of conducting job orientation workshops was to introduce the new workers to the culture and work procedures of the institution. This is in line with Raico and Ralph (1974) who intimate that workers' education should widen the cultural dynamism of a worker at his place of work. Each worker was supposed to have an opportunity to

understand and practice the culture of the institution in the process of performing work. Since most of the support staff attended these workshops, it implied that management organized and conducted them whenever there were new employees at the institution. In fact, these findings tally with the responses of the senior and middle managers who expressed that the support staff were mostly exposed to job orientation workshops. However, since job orientation is a brief intensive educational programme, it is categorized as updating education. This is in agreement with what Korsch (1999) says that workers' education assumes two dimensions: referring to updating education and upgrading education. According to him, updating education is concerned with imparting new techniques and skills to workers to enable them become good producers. In this study, updating education meant a non-credit educational programme that offered current information and skills to enable a worker perform well in his current position and did not attract any certification.

In supporting this view, many researchers including Marius (1999) have confirmed that more often employers only provide workers' education based on updating workers' skills in relation to their particular jobs. The employers argued that workers were supposed to spend more time working than studying because they already had skills to use in performing their work. Thus, employers only allowed workers to attend short courses in form of workshops and seminars.

The study also established that on-the-job training was another main form of workers' education offered to support staff at the University of Zambia. The University of Zambia management conducted on-the-job training to enable workers get hands-on experience on their jobs. According to Griffin (2002), on-the-job training meant teaching operational or technical employees how to do the job for which they were hired. Therefore, the purpose of conducting on-the-job training was to show the workers how to specifically perform their duties properly and bring about high productivity. In agreement with this view, Kallen (2008) reveals that the aim of workers' education was to increase productivity in workplaces. In this context, on-the-job training helped workers at the institution to match with appropriate technology in whatever form that was brought before them. However, this form of workers' education ignored the social aspect of workers. Kallen (2008) further

states that workers' education should develop the ability of the worker in all aspects of social activity which have become so complex in modern society. Therefore, workers' education programmes should not only include skills and techniques but also all the aspects of social activities of workers as human beings. In supporting this viewpoint, Gramsci (1971) alludes to the fact that a worker should be knowledgeable all round. He argues that workers' education should be holistic in nature and thus, should include the social, economic, spiritual, moral and educational sectors that add up to the totality of a person as a worker.

Moreover, on-the-job training is an updating kind of workers' education which does not attract any certification. At the end of this programme, the workers were not given any professional certificates to enable them qualify for promotion in the institution. Korsch (1999:38) states that the only education programme that offers professional certificates, after successful completion, is upgrading education. This kind of education was of significant value to the workers because it helped them to move from the level of objects to subjects and from oppression to liberation. Upgrading education could earn workers professional certificates that should go with the benefits of a promotion and higher pay. Further, a worker could still use the qualifications in other sectors of society.

The findings of the study indicate that most of the support staff were exposed to updating education involving short courses because they were not granted long study leave to enable them pursue upgrading education at recognized tertiary institutions. The University of Zambia management explained that it avoided the situation of having more workers on study leave than those involved in productive work. If they sent support staff for long training programmes, there would be gaps in the production system or process. This would mean not offering all the services as required. However, Morgan (1989) remarks that workers must have a hand in their education and therefore, workers' education should be need driven. In other words, workers' education should be based on the needs of the workers. In addition, Morgan explains that workers' education is about looking after the welfare of workers and their families.

Williams (2007), made a universal declaration of human rights; and Article 26 (ILO) of the declaration points out that everyone has a right to education. This declaration entails that

workers and support staff in particular have the right to education at whatever level that they qualify to study. The declaration also states that education leads to the full development of human personality and to strengthening of respect for human rights and fundamental freedoms. Therefore, it was vital for support staff at the University of Zambia who only had certificates to upgrade their education to diploma level and those who had diplomas to degree level and those with degrees to masters' degrees. This would open their horizons in terms of opportunities and career development.

Kallen (2008) indicates that when offering workers' education programmes, agencies should try to bring about equality of opportunities that handicapped the working classes in society. Therefore, the University of Zambia training policy should be formulated in a way that brings about equal educational opportunities for all categories of staff including the support staff. In most cases, the non-academic members of staff were not supported whenever they applied for study leave. They were told that they were already qualified for the jobs they were doing and there was no need to go for further training. Consequently, this deprived the non-academic members of staff of new knowledge, attitudes and skills to help them perform their duties confidently and effectively. Further, the right to education alluded to above in the ILO declaration, was infringed upon and as a result, there was no motivation for the workers to go an extra mile in their performance. Because of this, the workers' morale has been going down and their performance adversely affected.

The study also established that the University of Zambia Professional Staff Union (UNZAPROSU) and the University of Zambia and Allied Workers' Union UNZAAWU) did not offer any comprehensive workers' education programme to the members. It was clear from the responses given by the union leaders and their members that the two Unions had never organized and conducted workshops and seminars to train members in labour laws and industrial and labour relations matters. This was clear evidence that the unions did not provide their members with adequate information on how they were supposed to develop their careers and improve their education. According to Laidler (1954), it is the responsibility of the union to offer workers' education to its members. The kind of workers' education offered by the union was very important to the workers. It would enable

them to be aware of the labour laws and channels followed when resolving labour disputes. Freire (1972) explains that through awareness, also referred to as conscientization, human beings can acquire the necessary tools to transform their world. Therefore, the support staff can only be considered to be aware when they reach a level where they have a critical analysis of the labour laws that protect them in their workplaces. The support staff need to have full information on how they can change their status to better their lives. When workers are conscientized by the unions, they can demand to go beyond the possession of a few updating skills offered by management. In other words, awareness does not stop at awakening of perception but proceeds to action (Marx and Engels, 1970).

It should also be noted that it was through the industrial and labour relations education offered by the unions that the workers would begin to question their status quo and achieve a deep attitude of awareness of the social, political and economic upheavals that exist and commit themselves to make changes. When workers begin to question and make demands, then they can be said to have acquired a full realization and knowledge of the concept of workers' education in terms of its meaning, significance and existence. At this stage, workers would consciously and decisively take part in workers' education programmes to benefit themselves and their employers (Phiri and Chakanika, 2010).

5.3 Methods used in implementing workers' education programmes

The second objective of the study aimed at investigating the methods used in implementing workers' education programmes at the University of Zambia. In this study, it was established that the learner centred method was used in the implementation of workers' education at the institution.

According to Freire (1972), a learner centred method is a technique where dialogue is used in the learning process. Dialogue is a conversation between and among human beings where views and ideas are exchanged and shared amicably. Freire insists that in the learning process, facilitators must also be students and that students can also be facilitators. In this technique, the facilitator presents material for consideration so long as he is open to clarification, observations and modification. The facilitator can suggest but not determine

the topics which serve to organize the content of the dialogue. In learner centred method, learner involvement is emphasized and respected. Freire is thus not opposed to the presentation of views by facilitators and experts. He is more interested that this is not done in a purely didactic manner and that the heart of the curricular process begins and continues along lines of the needs that learners raise in their own situations.

The findings of the study indicated that workers who participated in one form of workers' education or another, expressed satisfaction with the utilization of learner centred method in the implementation of workers' education programmes at the University of Zambia. They explained that it assisted them to participate actively as individuals in the learning process. The active involvement of workers in the learning process accorded them an opportunity to easily acquire new knowledge and skills which they used to perform their work effectively and efficiently. Further, the workers indicated that the learner centred method enabled them to develop a sense of ownership of the learning process and responsibility to ensure that whatever they learnt was applied in their work. On-the-job training was largely conducted using learner centred technique and involved attuning workers' basic skills and knowledge to the practical environment of the workplace. On-the-job training is "learning by doing". Therefore, during the process of learning, workers were deeply involved in doing the actual work and this helped them to easily learn how to do their work and adapt.

Furthermore, Rogers (1992) observes that the effectiveness of any workers' education programmes depends largely on the effective implementation of the programme. In addition, Kweka (1994) highlights the fact that several workers' education programmes that had been implemented in different organizations had failed to respond to the needs of the workers and the organization. The failure of these programmes was inter alia attributed to the use of inappropriate methods, which had ultimately projected a picture about workers' education programmes as ineffective.

The inappropriate methods used in some educational programmes include the teacher centred method which is the exact opposite of the learner centred method. To the contrary,

the teacher centred method is described as domesticating; domineering; dehumanizing and allows little or no active participation of learners in their own learning process (Freire, 1972). At the same time, these learning methods take little or no cognizance of the real needs of the participants. It is worth mentioning here that the use of suchmethods is most often times compounded by a tendency to develop educational programmes which do not correspond to the needs of the intended beneficiaries.

It is important, therefore, that before workers' education programmes are implemented in an institution such as the University of Zambia, the training needs assessment must be conducted. Workers' education should address the training needs and concerns of workers. According to Craig (2003), identifying training needs is a process that involves establishing areas where individuals (workers) lack skill, knowledge, attitudes and ability in effectively performing the job and also identifying organizational constraints that are creating difficulties in the performance of certain duties. This entails that the identification of training needs is essential to the execution of training programmes without which an organization could end up wasting time, effort and resources. Therefore, workers must be involved in the process of identifying their training needs. The University of Zambia management together with the workers should identify the training needs which should be addressed by conducting appropriate workers' education programmes.

Generally, many workers' education programmes are dictated by the demands of the organization. Therefore, in order to effectively and efficiently respond to those demands the use of appropriate techniques becomes central. In fact, the true mark of success of any workers' education programme depends on the appropriateness and adequacy of the techniques to respond to the learning needs presented before it. In this quest, the methods used determine the learners' active participation in the learning process which is at the core of all workers' education programmes.

However, when the workers were asked whether they had participated in preparing the content of the workers' education programmes, they responded that they were not involved. This, therefore, implied that the experts prepared the course content for all workers'

education programmes conducted by management. This meant that workers only participated in the learning process and not in the preparation of the content. In contrast, Kakkar (1973) argues that workers' education is an education system in which the participants, who are the workers, prescribe the course instruction and select the teachers or facilitators. Therefore, management should consider involving the workers in the preparation of the programme content. This was the only way that workers' concerns and training needs would be taken into consideration and this would make it possible for the participants to own the workers' education programmes at the University of Zambia. Once the workers have ownership of the programmes, they would be compelled to participate fully from inception to the end of the training programme. This would enable them to easily grasp the new concepts, ideas and skills for them to confidently and effectively discharge their duties.

5.4 Challenges encountered in the implementation of workers' education

The third objective of the study was to establish the challenges encountered in the implementation of workers' education at the University of Zambia. From the findings of the study, it was established that workers' education programmes were faced with a number of implementation challenges. The respondents mentioned the following challenges: inadequate funding for workers' education programmes, lack of support from management, lack of clear and favourable policy on workers' education and lack of interest in the industrial and labour relations education by workers.

5.4.1 Inadequate funding

The respondents indicated that lack of adequate funding for workers' education had adversely affected the implementation of workers' education programmes at the University of Zambia. Management at the institution confirmed that the University of Zambia received meager financial resources in form of grants from the government of the Republic of Zambia. They explained that the grants were so small that they could not even manage to pay monthly salaries to the workers. This problem was compounded by the huge amounts of money that the University of Zambia owed retirees. The institution also owed some serving workers a lot of money in form of gratuities since 2008.

These financial constraints have made it almost impossible for management to allocate adequate funds to workers' education programmes. As a result, not all workers' education programmes have been implemented in the institution. As noted by Mphaisha (1988), equally important is the determination of resources to sustain workers' education activities in an organization. Various requirements for conducting these programmes translate into the need for budgeting and financing. Financial investments are cardinal to making workers' education programmes succeed in any organization including the University of Zambia. In order to achieve improvements in the performance of workers in executing their tasks and consequent overall organizational efficiency and effectiveness, there is need to allocate adequate and consistent finances to all workers' education programmes in the institution.

Supporting this view, Nnazor (2005) contends that lack of funding for adult education, which includes workers' education, has been consistently at the apex of most challenges which have negatively affected the implementation of workers' education programmes in many organizations. He reveals that workers' education often receives a meagre share of the organization budgetary allocation. It has been observed that lack of funding for workers' education in many organizations has been necessitated by lack of clear company policy to direct the provision of workers' education.

The possible consequence of this could be that workers' education programmes may perpetually suffer negation in those organizations as long as it is not included in policies and strategic plans. Ultimately, it would lead to the continued increase in the level of incompetence and inefficiency among workers in the organization.

5.4.2 Lack of support from University of Zambia management

Lack of support from management was associated with administrative challenges in managing workers' education programmes at the institution. The respondents shared that lack of support from management posed a challenge in the implementation of workers' education at the institution. They explained that most of the support staff were willing to upgrade their qualifications but lack of support from management hindered them from

doing so. They complained that they were not supported whenever they applied for study leave. Management preferred to support short educational programmes associated with updating education than long ones associated with upgrading education. Marius (1999) confirms that more often employers only provide workers' education based on updating workers' skills and techniques in relation to their current jobs. This was evidenced by the main forms of workers' education offered to support staff at the institution which included no-the-job training and job orientation. In supporting this view, Cheelo (2001) observes that employers all over the world and Zambia in particular, are interested in high production and not in giving workers' education for life, which they can use even after they retire.

Dagmar (2008) states that it is the responsibility of the employer to provide workers with in-service education at diploma or degree levels. Since University of Zambia management is supposed to provide workers, including support staff with in-service education, it was also its obligation to encourage and support workers who wanted to further their education and acquire professional qualifications. In fact, Kallen (2008) says that employers have an obligation to ensure that workers access workers' education programmes through national and international training with sufficient facilities for recreation and culture for workers. Therefore, management should also encourage the support staff to access workers' education through international training by availing them with information on scholarships from abroad. Furthermore, Williams (2007) declares that education is a human right which should be respected by all employers. In respecting this important human right, management should fully support all workers' education programmes conducted either at the University of Zambia or at other recognized institutions of high learning. To this end, management should be granting paid study leave to support staff to enable them pursue diploma, degree or masters' programmes.

5.4.3 Lack of clear training policy on workers' education

The study established that lack of a clear training policy posed a challenge in the implementation of workers education at the institution. The respondents indicated that there was no clear policy to provide guidelines on the provision of workers' education to workers. They stated that the training policy which was formulated by management only

supported and favoured the academic members of staff and some support staff who were on permanent and pensionable conditions of service. The University of Zambia Training Policy (2005:6) states that:

> *non-academic members of staff who join the university on contract conditions of service shall normally be eligible for training of not more than six months and those on permanent and pensionable conditions of service shall normally be eligible for training of up to four (4) years.*

This, therefore, implied that those on contract conditions of service could only access short courses to update their skills and techniques so as to help them perform well in their current positions. The short courses could not even enable them get professional qualifications which could be used for promotion.

On the other hand, the workers on permanent and pensionable conditions of service were allowed to go on study leave for up to four years during which, upon successful completion of their programmes, they acquired professional qualifications (diplomas or degrees) which qualified them for promotion and consequently higher salaries. The existing policy, therefore, was formulated to discourage and demotivate workers on contract condition of service. These workers did not qualify for promotion which could enable them earn more, even after working for a long time for the institution. As a result, some of the support staff had decided to pursue degree studies without study leave. This was because the policy did not allow them to apply for study leave which could enable them to pursue degree programmes at recognized institutions of higher learning. There was need, therefore, for University of Zambia management to consider formulating a policy which would be favourable to all categories of workers at the institution. Alternatively, management should devise a mechanism that would allow all the workers to be on permanent and pensionable conditions of service. As long as the policy remains unchanged, the workers on contract who include some support staff, would remain vulnerable and disadvantaged.

5.4.4 Lack of interest in the Industrial and Labour Relations education by workers

The respondents, particularly union leaders, mentioned lack of interest in industrial and labour relations education by the support staff as one of the challenges encountered in the

implementation of workers' education at the University of Zambia. They explained that the problem was compounded by the fact that, even some executive members of the union, did not take keen interest in labour matters and consequently, did not understand the industrial and labour relations matters. Since the union leaders did not formally acquire this kind of education, they were not in a position to adequately explain labour matters to the members. This partially explains why the unions did not conduct any workers' education programmes at the institution.

According to Laidler (1954), the union is one of the notable agencies with an obligation to provide workers' education to its members. However, the University of Zambia Professional Staff Union and the University of Zambia Allied Workers Union did not provide any workers' education to their members at the institution. As a result, most of the support staff did not know and fully understand the labour laws and other labour related issues. Nonetheless, the unions had realized that there was need to train executive Committee members of the union in labour matters and to extend the training to all the members.

The findings obtained from interviews with some union leaders pointed to the fact that executive Committee members themselves had little or no knowledge of industrial and labour relations matters. Some were not even aware that the union had the responsibility to provide workers' education to all their members at the University of Zambia.

5.5 Possible solutions to the challenges encountered when implementing different forms of workers' education

The fourth objective of the study was to suggest possible solutions to the challenges encountered when implementing different forms of workers' education at the University of Zambia. From the findings of the study, the respondents shared the following possible solutions to the challenges faced when implementing workers' education programmes.

(a) The Government of the Republic of Zambia should adequately fund the institution
The respondents stated that the government should seriously consider increasing funding to the University of Zambia. They explained that if the government funded the institution adequately each financial year, management would, in turn, allocate enough funds to workers' education activities at the institution.

The other respondents shared that the University of Zambia, as an institution, should find other fundraising ventures. They reasoned that there was too much dependency on government grants and tuition fees from students. They supported the idea of the Public Private Partnerships (PPP) which the University of Zambia had already embarked on, as another way of raising funds for the institution.

(b) The University of Zambia management should prepare and implement a new training policy

The respondents suggested that a new training policy should be formulated in consultation with all stakeholders including the workers. They explained that the process of involving everyone in the formulation of a policy would make it possible for the concerns and needs of all categories of staff to be taken on board. The other respondents suggested that management should consider putting all the workers on permanent and pensionable conditions of service to avoid biasness in the process of training members of staff.

(c) The University of Zambia management should fully support workers' education programmes

The respondents felt that there was need on the part of management to fully support workers' education programmes at the institution. Management should support these programmes by not diverting funds meant for training of members of staff in different units, departments and schools. Management should also give study leave to those who qualify to go on such leave to enable them pursue further studies and acquire higher qualifications that would give them confidence to perform their work well.

(d) The Staff Development Office should prepare and implement a comprehensive workers' education programme

The respondents mentioned that the Staff Development Office should prepare and implement a comprehensive workers' education programme at the institution. The office should identify needy areas and prepare clear criteria on the selection of

workers for training. The criteria should be well explained to all members of staff including support staff.

5.6 Summary of Chapter Five

This Chapter has presented the discussions of the findings of the study using objectives as subheadings. The discussion has established that job orientation and on-the-job training were the main forms of workers' education offered to support staff at the University of Zambia. Further, job orientation and on-the-job training were identified as forms of updating education.

The methods used to implement workers' education at the institution were identified to be learner centred methods which helped the support staff to participate fully in their learning process. The challenges of implementing workers' education were: inadequate funding; lack of support from management and lack of a favourable workers' education policy. The suggestions on how to resolve the challenges have also been discussed in this chapter. They inter alia include adequate funding by the government and support from UNZA management. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

This chapter presents the conclusion and recommendations of the study based on the findings and discussions of workers' education and the challenges of implementing it among support staff at the University of Zambia.

6.2   Conclusion

This study was based on four objectives and responded to four research questions. The first objective and research question set out to identify the main forms of workers' education offered to support staff at the University of Zambia.

The first objective and research question were answered respectively. The findings of the study revealed that job orientation was the main form of workers' education offered to support staff at the institution. The respondents appreciated the purpose of the job orientation which was to help not only new workers but also those who were transferred to other Units or Schools to get acquainted with the operations of their new positions. The other purpose of conducting job orientation workshops was to introduce new workers to the culture and work procedures of the organization. In connection with this, Raico and Ralph (1974) agree that workers' education widens the cultural dynamism of a worker at his workplace.

The respondents explained that through job orientations, they were able to learn about their duties and were able to settle down quickly in their positions. The work procedures were explained to them and that made it possible for them to easily understand and follow the work culture of the institution. However, as pointed out by Korsch (1999), workers' education can either be updating or upgrading education. Job orientation is a form of updating education as there is no professional qualification obtained at the end of the programme.

The study also established that on-the-job training was another main form of workers' education offered to support staff at the University of Zambia. The respondents mentioned that through on-the-job training, the workers were able to learn new techniques and skills while performing the actual work in their respective departments. This made it easier for them to immediately apply and use what they were taught. However, since on-the-job training did not attract any certification, it was also categorized as updating education. In general, the workers' education programmes offered to support staff at the University of Zambia did not enable them acquire professional qualifications which could be used for promotion.

The second objective and research question sought to investigate the methods used in implementing workers' education programmes at the University of Zambia. The findings of the study revealed that learner centred methods were used in the implementation of workers' education programmes.

The findings revealed that workers' education participants expressed satisfaction with the use of the learner centred methods in the implementation of workers' education programmes. They mentioned that the methods assisted them to participate actively as individuals in the learning process. Their active involvement in the learning process accorded them a chance to acquire new knowledge and skills which they used to perform their work effectively and efficiently. Additionally, the workers indicated that the methods enabled them to acquire a sense of belonging and ownership of the learning process. They particularly appreciated the way the method was used in on-the-job training as they were learning by doing the actual work.

The third objective and research question sought to establish the challenges encountered in the implementation of workers' education at the University of Zambia. These too were answered. The findings of the study established that workers' education programmes were faced with a number of challenges. The study revealed that one of the challenges encountered in the implementation of workers' education at the institution was inadequate funding. This is in tandem with Gandhi (1979) who records that the challenge of funding for workers' education schemes generates several other implications. The lack of both the teaching and reading materials come into effect.

The findings revealed that the University of Zambia received meagre financial resources in form of grants from the government of the Republic of Zambia through the Ministry of Education. This problem was compounded by the huge amounts of money that the University of Zambia owed retirees in their terminal benefits. The institution also owed some serving workers a lot of money in form of gratuities since 2008. This made it almost impossible for management to allocate adequate funds to workers' education programmes. Therefore, not all workers' education programmes were implemented in the institution and this adversely affected the performance of workers.

Further, the study established that lack of support from management was one of the challenges faced in the implementation of workers' education at the University of Zambia. In view of this, the respondents explained that they were not supported whenever they applied for study leave to pursue in-service training at any recognized higher learning institution. Management preferred supporting short educational programmes associated with updating education to long ones associated with upgrading education. Marius (1999) confirms that more often employers only provide workers' education based on updating workers' skills and techniques in relation to their current jobs. As a consequence, management at the University of Zambia only provided job orientation workshops and on-the-job training which were associated with updating education. This type of education did not even provide any certification to the participants to enable them qualify for promotion.

Lack of clear and favourable policy on workers' education was also established as a challenge in the implementation of workers' education programmes at the institution. The study revealed that there was no clear policy to provide guidelines on the provision of workers' education to all categories of workers. The respondents stated that the current training policy only supported and favoured the academic members of staff and few support staff who were on permanent and pensionable conditions of service. The policy clearly stated that the workers on contract conditions of service would be granted study leave of up to six months only and those on permanent and pensionable conditions up to four years (UNZA, 2005). Therefore, the workers on contract were only allowed to pursue short courses which did not offer any professional qualifications at the end. As a result,

most of them remained without being promoted for a long time as they did not acquire diplomas or degrees.

Furthermore, the study established that lack of interest in industrial and labour relations education by workers was yet another challenge encountered in the implementation of workers' education at the University of Zambia. The respondents remarked that the problem was compounded by the fact that even some executive members of the union did not take keen interest in labour matters. Some union leaders conceded that they had little or no knowledge of industrial and labour relations matters. Consequently, the unions at the institution failed to provide workers' education to members.

The fourth objective and research question were aimed at finding possible solutions to the challenges encountered when implementing different forms of workers' education at the University of Zambia. The findings of the study suggested: adequate funding to the University of Zambia by the Government of the Republic of Zambia through the Ministry of Education; Formulation and implementation of a favourable training policy; having support from management and the preparation and implementation of a comprehensive workers' education plan by both the Staff Development Office and the unions.

6.3 Recommendations

In light of the findings, the following recommendations are suggested:

(a) the Government of the Republic of Zambia through the Ministry of Education should adequately fund the University of Zambia to enable it carry out its organizational functions and educational activities including workers' education smoothly. When the institution is funded, management should budget for and allocate enough funds to workers' education activities. Management should ensure that funds meant for workers' education are not diverted to other activities. As an institution, the University of Zambia management should find other ways to raise funds for the institution. The innovation about the Public Private Partnership (PPP) which the university has embarked on should be strengthened and supported so that other cooperate organizations can be encouraged to come on board.

(b) the University of Zambia management should formulate and implement a new training policy. To do this, management should involve all the stakeholders including unions to formulate a favourable policy that would address the concerns and training needs of all categories of staff at the University of Zambia. To avoid being biased towards one category of workers or the other in terms of educational opportunities, management should seriously consider engaging all workers on permanent and pensionable terms and conditions of service;

(c) the University of Zambia management should fully support workers' education programmes. In this regard, management should encourage and grant the deserving workers long study leave to enable them pursue upgrading education and acquire high qualifications. Management should also support the workers by sponsoring them or engaging in an exchange programme with other institutions of higher learning;

(d) the Staff Development Office should prepare and implement a comprehensive workers' education programme for all categories of staff at the institution. The office should be actively involved in the identification of training needs and should prepare clear criteria on the selection of workers for staff development which should give equal educational opportunities to all categories of staff at the institution. The office should not only offer workers' education in form of updating education but also workers' education in form of upgrading education to enable workers qualify for promotion; and

(e) the University of Zambia Professional Staff Union (UNZAPROSU) and the University of Zambia Allied Workers Union (UNZAAWU) should prepare and implement a consistent workers' education programme which will involve all their members. Since the membership is big, the unions should devise a system that will enable members to attend workers' education programmes in smaller groups at a time. The unions should also consider sponsoring their members to pursue

upgrading education in form of in-service training or professional training in higher institutions of learning including the University of Zambia.

6.4 Summary of Chapter Six

Chapter six provided a conclusion and made recommendations of the study. The conclusion was based on the objectives of the study while recommendations were drawn from the findings. The study concluded that job orientation and on-the-job training were the main forms of workers' education programmes offered to support staff at the University of Zambia. It was revealed that job orientation and on-the-job training were forms of updating education because they were meant to update workers' skills and knowledge to enable them perform better in their current positions. However, these forms of workers' education did not offer any professional certificates upon successful completion of the programme to the workers for them to be eligible for promotion. Therefore, it was recommended that, in addition to updating education offered to support staff, upgrading education should also be provided by management and the unions.

On the other hand, it was concluded that inadequate funding for workers' education programmes was one of the major challenges encountered in the implementation of workers' education at the University of Zambia. As a result only few prioritized workers' education programmes were implemented by central administration. This, therefore, deprived other workers of the new skills and knowledge needed to perform their work well. Over and above, inadequate funding had adversely affected the overall provision of workers' education at the University of Zambia. In line with this, the study recommended that the government of the Republic of Zambia through the Ministry of Education should adequately fund the institution to enable it carry out all its functions including the provision of workers' education to support staff.

Additionally, it was established that the training policy used at the institution favoured some categories of staff who included the academic members of staff and those on permanent and pensionable terms and conditions of service and disadvantaged the workers on contract. This had also negatively affected the implementation of workers' education at the institution. In view of this, it was recommended that management should formulate

and implement a favourable training policy which will give equal educational opportunities to all categories of staff at the University of Zambia.

Furthermore, the study established that the University of Zambia Professional Staff Union (UNZAPROSU) and the University of Zambia Allied Workers Union (UNZAAWU) had not provided any workers' education on industrial and labour relations matters to their members for a long time. Some executive Committee members of the unions did not even know that they were obliged to provide such education to the membership. Consequently, the workers did not have accurate understanding and knowledge about labour laws and other related matters. Therefore, the study recommended that the unions should, as a matter of urgency, begin to offer workers' education to their members as this was one of their obligations.

REFERENCES

Allan, M. et. al. (1994). *Trends and Issues in Workers' Education*. Toronto: Toronto

     University Press.

Bienefeld, S. (1975). *A Vision for Vocational Education*. New York: Harper Collins

     Publishers.

Bless, R. and Achola, P. (1988). *Fundamentals of Social Research Methods: African

     Perspective.*Cape Town: Junta.

Blatz, J. Y. (1994). *Educational Evaluation and Policy Analysis: Workers*. Michigan:

     Stein and Day.

Borg, W. R. and Gall, M. (1979). *Educational Research. An Introduction to Research.*

     London: Longman.

Burns, R. B. (2000). *Introduction to Research Methods*. New York: GAGE

     Publications.

Castillo, J. J. (2009). *Research Population*. http//www.experiment-resources.com/research

Cheelo, T. (2001). "Workers Education in Zambia. Towards the Future". *The Journal of

     Workers Education,* Vol. 28, No. 2, pp 38-44.

Chilisa, B. and Preece, H. (2005). *Research Methods for Adult Education in Africa.*

     Hamburg: UNESCO Institute for Education.

Chatterjee, B. (2004). *Human Resource Management; A Contemporary Text Book.* New

     Delhi: Sterling Publishers

Cohen, L. et. al. (1994). *Research Methods in Education*. (4th ed.). London and New

     York: Routledge.

Cohn, B. (1966). *Trade Unionism and Education in the WEA Education*. Year Book 1966,

     Department of Adult Education, University of Nottingham, pp. 370-373.

Cole, G. A. (1997). *Personnel Management; Theory and Practice*. London: Ashford

     Colour Press.

Craig, L. and Bittel, L. R. (2003). *Training and Development Hand Book*. New York:
McGraw-Hill Book Company.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches.* New York: SAGE Publications Ltd.

Dagmar, R. V. (2008). "Democratic Experiments in African Societies*". The journal of African Politics and Workers Education,* Vol. XII, No. 3, pp 17-28.

Freire, P. (1972). *Pedagogy of the Oppressed*. Great Britain. Penguin.

Gandhi, K. (1979). *The Workers Education Scheme in India*. Doctoral Thesis. New Jersey: State University Press.

Gerring, J. (2005). *Case Study Research*. New York. Cambridge University Press.

Government of the Republic of Zambia, (1995). *The Laws of Zambia.* Lusaka: Government Printers.

Gramsci, A. (1971). **"**Marx and Education in Russian and China*"; The International Journal of University adult Education*. Vol. XXVII, No. 3, pp 101-116

Hoch, R. S. (1988). "Ideology and the Labour Movement". *The Journal of University of Adult Education,* Vol. XXVIII, No. 3, pp 34-41.

Hodgkinson, W. N. (1985). 'The Social and Political Thoughts in Education'. *The Journal of Social Sciences and Workers Education.* Vol. 44, No. 18, pp 88-102.

http://www.sagepublications.com/content/refs.

http://www.uni.edu/its/us.

Kakkar, K. (1973). *Workers Education in India.* New Delhi: Sterlings Publishers.

Kidd, J.R. (1973). "Popular Theatre, Social Action and Adult Education." *International Journal of adult Education.* Vol. XVII, No. 4, pp. 22-37.

Kirchberger, T. R. (1983). *Marxist Socialism*. London: Macmillan.

Kloppenberg, M. (2007). *Global Compaigns for Education in Workplaces*. New York: Progress Publishers.

Knight, I. E. (1969)."Who Is a Worker?**"***The Journal of Development and Workers Education in Africa,* Vol. 5.No.99, pp 14-23.

Korsch, Y. (1999). 'Workers Education Today and Ideology'. *The Journal of Social*

        Education and International Law, Vol. 8, No. 4, pp 37-42.

Kallen, B. (2008).**"Workers Education in the Third World"**. The Role of ILO, *The Journal*

        of International Labour Organisation Vol. XI, No. 88, pp 9-12.

Ishumi, O. P. (1974)."Education and Socialism**"**.*The Journal of International Political*

        Education, Vol. 44, No. 1, pp 49-51.

Kodwani, A. D. (2004). *Towards Effective Training and Development in India Public*

        Sector Enterprises. *A Case-based Analysis*. New Delhi: Sterling

        Publishers.

Kweka, A. N. (1994). *Adult Education and Social Change in Zanzibar. Consultancy*

        Report. Dar es Salaam: UNICEF.

Laidler, P. (1954). *A Marxist Approach*. London: Croom Helm.

Lenin, V. I. (1970). *On Culture and Cultural Revolution*. Moscow. Faber Publishers.

Lockwood Report. (1963). *Report of the Development of a University in Northern*

        Rhodesia. Lusaka: Government Printer.

Mahar, A. (1979). *A Critical Study of Workers Education Schemes in India with Special*

        Reference to their Role in Government of India Presses. Doctoral

        Thesis. Aligarh: Aligarh Muslim University.

Marius, C. (1999). *The Worker and Capitalism*. New Delhi: Sterling Publishers.

Marx, K. and Engels, F. (1970). *The German Ideology*. London: Lawrence and Wishart.

Mathis, R. L. and Jackson, J. H. (1988). Personnel Human Resource Management. New

        Delhi: Tata McGraw-Hill.

McGhee, W. and Thayer, P. W. (1961). *Training in Business and Industry*. New York:

        John Wiley and Sons.

Merriam, S. B. and Simpson, E. L. (1984). *A Guide to Research for Education and Trainers*

        of Adults. (2nd ed). Malabar: Kruger Publishing Company.

Morgan, W.J. (1989)."The Pedagogical Politics of Antonio Gramsci: Pessimism of the

Intellect, Optimism of the Will". *The Journal of Lifelong Education*,

   Vol. 6. No. 4, pp 31-36.

Mphaisha, C. J. J. (1988). *Public Enterprise Development*. *A Study of the Metal*

   Fabricators of Zambia. London: Sage Publications, Inc.

Mwanakatwe, J. M. (1969). *Adult Education, Political and Change*. A Lecture delivered

   At the National Seminar of the Adult Education Association of Zambia

   On Adult Education and Development, held at Ridgeway Campus,

   University of Zambia. 9th to 11th August 1969. Lusaka: ZPC.

Nnazor, R. (2005). Adult Education in Nigeria: The Consequences of Neglect and Agenda

   for Action. *International Educational Journal*. Vol 6. No 4 pp 530-536.

Newmann, W. L. (1997). *Social Research Methods*. Bacon: Allyn Bacon.

Niclunias, L. V. (1981). *Controlling Workers Education in Africa*. Accra: Panos Institute.

Phiri, S. K. and Chakanika W. W. (2010). *Awareness and Participation of*

   Mineworkers in Workers' education Programmes. A case of

   *Nchanga Mine in Chingola District, Zambia***.** Lusaka: UNZA Press

Raico, C. and Ralph, S. P. (1974)."Adult Education and Development**"**. *A journal for*

   Participatory Research in India. Vol. 58, pp. 223-231.

Ravishankar, S. and Mishra, R. K. (1984). *Education and Training of Workers*. New Delhi:

   Oxford and IBH Publishing Company.

Rogers, A. (1992). *Adult Learning for Development*. New York: Cassell Educational Ltd.

Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks.

   California: SAGE Publications Ltd.

Saunders, S. (2003). *Research Methods for Business Studies*. London: Prentice Hall.

Scriven, M. (1967). *The Methodology of Evaluation*. AERA Monograph, Rand McNally.

Stern, W. and Jenks, T. (2007)." Trade Unionism and Education". *A Journal in the WEA*

   Education. Vol. 1, pp 123-134.

Thomas, R. M. (2003). *Blending Qualitative and Quantitative Research Methods*. New York:

Corwin Press.

University of Zambia. (2012). The University of Zambia Staff Establishment. Lusaka:

Council Office.

University of Zambia Calendar. (2007). *The University of Zambia Calendar 2007-*

2008). Lusaka: UNZA Press.

University of Zambia Calendar. (2009). *The University of Zambia Calendar 2009-*

2010). Lusaka: UNZA Press.

Varkervisser, C. M. (2003). Designing and Conducting Health Systems Research Project.

Amsterdam: KIT Publishers, IDRC.

William, O. and Lynton, A. (1982). *Teaching and Research on Workers Education*.

Dublin: Painter Books.

www.aiu.edu/interview-guide.htm

APPENDICES

APPENDIX 1: Schedule of Research Activities

RESEARCH TIME LINE

Activity	May	June	July	August	September	October
Identification of the problem	xxx					
Formulation of topics		xxx				
Proposal development			xxx	xxx		
Development of instruments					xxx	
Pilot study						xxx

Activity	Nov	Dec	Jan	Feb	March	April	May
Main study data collection	xxx	xxx					
Data cleaning		xxx					
Data presentation			xxx				
Data analysis				xxx			
Report Writing					xxx		
Submission of first draft						xxx	
Final Report							xxx

APPENDIX 2: Research Budget

RESEARCH BUDGET

ITEM	UNIT PRICE	QUANTITY	TOTAL AMOUNT
Stationery and related services			
a) A4 bond paper	K30	5	K150
b) Pens	K2	10	K 20
c) Pencils	K1	20	K 20
d) Calculator	K150	1	K150
e) Proposal Typing	K3	50 Pages	K150
f) Photocopying of Questionnaire	K1	186	K186
g) Photocopying of Interview Guide	K1	10	K10
h) Proposal Binding	K40	3	K120
i) Report Typing	K3	100 Pages	K300
j) Report Binding	K40	5	K200
k) Correction Fluid	K20	1	K20
l) Poster	K150	1	K150
m) Stapler	K40	1	K40
n) Staples	K10	1 box	K45
		Sub-Total	K1,571
Travel Expenses			
a) Fuel	K9.97	80 Litres	K797.6
b) Meals			K400
		Sub-Total	K1,197.6

TOTAL			K2,768.6
Contingency @ 10%			K276.86
GRAND TOTAL			K3,045.46

APPENDIX 3: Questionnaire

QUESTIONNAIRE FOR SUPPORT STAFF OF THE UNIVERSITY OF ZAMBIA

Research Topic: **Workers Education and the challenges of implementing it among support staff at the University of Zambia**.

Dear Respondent,

The researcher of this study is a Postgraduate Student at the University of Zambia in the School of Education pursuing a Master's Degree of Education in Adult Education. The purpose of meeting with you is to request you to spare some time to answer questions in this questionnaire.

The information that will be gathered from this questionnaire will not be used for anything else other than academic purposes only. I, therefore, wish to guarantee your safety and anonymity. Kindly do not write your name.

---

1. Sex
   (a) Male   (   )

   (b) Female   (   )

2. Age range
   (a) 20 – 25 years   (   )

   (b) 26- 30 years   (   )

   (c) 31-35 years   (   )

   (d) 36 and above   (   )

3. Marital Status
   (a) Single   (   )

   (b) Married   (   )

   (c) Divorced   (   )

   (d) Widowed   (   )

4. Educational level
   (a) Grade 7   (   )

(b) Grade 9   (   )

(c) Grade 12   (   )

(d) Any Other, specify

5. Professional Qualifications
   (a) Certificate   (   )

   (b) Diploma   (   )

   (c) Degree   (   )

   (d) Master's Degree   (   )

   (e) None   (   )

6. What do you understand by the term workers education?
   (a) Education that improves workers' skills and their general welfare   (   )

   (b) Education that improves workers' skills for current job only   (   )

   (c) Education offered to top management   (   )

7. Which category of workers education is offered to support staff at the University of Zambia?
   (a) Updating education which is a non credit programme and no certificate is awarded at

        the end   (   )

   (b) Upgrading education which is a credit programme and professional certificate

        awarded at the end   (   )

8. Indicate by ticking what types of workers education are practised at the University of Zambia (tick those that apply)
   (a) Job orientation   (   )

   (b) On-the-job training   (   )

   (c) Labour education offered by Unions   (   )

   (d) In-Service training   (   )

9. Do you participate in any of these programmes?
   (a) Yes   (   )

   (b) No   (   )

10. If your response is Yes in question 9, what programme do you participate in?
    (a)   Job orientation   (   )

    (b)   On-the-Job training   (   )

    (c)   Labour education offered by Unions (   )

    (d)   In-service training   (   )

    (e)   Professional training   (   )

11. What is your main reason for participating in this programme?

    (a) To learn new skills for immediate use   (   )
    (b) For promotion purposes   (   )

11. Who are the main providers of workers education at the University of Zambia?
    (a) UNZA Management   (   )

    (b) The Unions   (   )

12. What methods are used to implement workers education programmes at the institution?
    (a) Learner Centred   (   )

    (b) Expert Centred   (   )

    (c) Eclectic (Collaborative)   (   )

13. How do these methods help you in your learning?
    (a) They encourage learner participation which enhances my understanding ( )

    (b) The absence of learner participation makes my understanding difficult   ( )

14. In your opinion, how effective are these methods in implementing workers education programmes?
    (a) They are effective   (   )

    (b) They are not effective   (   )

15. If your response in question 15 is b, give reasons for your response -
_____
_____

16. What are some of the challenges encountered in the implementation of workers education at the University of Zambia? (tick those that apply).
    (a) Inadequate funding   (   )

    (b) Lack of support from Management   (   )

    (c) Having no policy on workers education (   )

    (d) Having no plan or workers education   (   )

    (e) Lack of resource persons   (   )

17. In your opinion, how can these challenges be resolved? -
_____
_____
_____

END OF INTERVIEW

Thank you for participating in this study. For any information, contact the researcher at UNZA, Adult Education and Extension Studies, P. O. Box 32379, Lusaka.
Email: anock.saishi@unza.zm

APPENDIX 4: Interview guides for senior managers

INTERVIEW GUIDE FOR SENIOR MANAGERS AT UNZA

Research Title: **Workers Education and the challenges of implementing it among support staff at the University of Zambia.**

Dear Respondent

The researcher of this study is a Postgraduate Student of the University of Zambia pursuing a Master's Degree of Education in Adult Education.

You have been purposely selected to take part in this study. Therefore, you are kindly requested to participate in this research. Be assured that the information you will provide will be confidential and will be used for academic purposes only.

1. What is your position at the University of Zambia?
   _____
   _____

2. How long have you served in this capacity?

   _____
   _____

3. What is your understanding of workers education?
   _____
   _____

4. What types of workers education do you know?
   _____
   _____

5. What are the main types of workers education offered to support staff by Management at the University of Zambia?
   _____
   _____

6. What methods are used to implement workers education programmes at the institution?

_____
_____

7. How effective are the methods used in the implementation of workers education?

_____
_____

8. What are some of the challenges you face in the implementation of workers education programs?

_____
_____
_____
_____

9. Among the challenges, which one would you rate number one?

_____
_____
_____

10. State the ways in which workers education programmes get affected by the challenges mentioned in question 8?

_____
_____
_____
_____

11. In your opinion, how can these challenges be resolved?

_____
_____
_____
_____
_____

END OF INTERVIEW
THANK YOU VERY MUCH FOR YOUR PARTICIAPTION

APPENDIX 5: Interview guide for union leaders

INTERVIEW GUIDE FOR UNION LEADERS AT UNZA

Research Title: **Workers Education and the challenges of implementing it among support staff at the University of Zambia**.

Dear Respondent

The researcher of this study is a Postgraduate Student of the University of Zambia pursuing a Master's Degree of Education in Adult Education.

You have been purposely selected to take part in this study. Therefore, you are kindly requested to participate in this research. Be assured that the information you will provide will be confidential and will be used for academic purposes only.

1. What is your position in the Union?
   _____
   _____

2. How long have you served in this capacity?

   _____
   _____

3. What is your understanding of workers education?
   _____
   _____

4. What types of workers education do you know?
   _____
   _____

5. What are the main types of workers education offered to support staff by the Union at the University of Zambia?
   _____
   _____

6. What methods are used to implement workers education programmes at the institution?

   _____
   _____

7　How effective are the methods used in the implementation of workers education?

_____

_____

8　What are some of the challenges you face in the implementation of workers education programs?

_____

_____

_____

_____

9　Among the challenges, which one would you rate number one?

_____

_____

_____

10　State the ways in which workers education programmes get affected by the challenges mentioned in question 8?

_____

_____

_____

_____

11　In your opinion, how can these challenges be resolved?

_____

_____

_____

_____

_____

END OF INTERVIEW
THANK YOU VERY MUCH FOR YOUR PARTICIAPTION

APPENDIX 5: Letter of Introduction from DRGS