

CHAPTER ONE

1.0 Introduction

This chapter is an attempt at providing the background view regarding where the study was undertaken. It will further define the concepts which have constantly been used, in order to help the reader understand the context of the study.

1.1 Background of the problem

At independence, Northern Rhodesia, which now is known as Zambia, had to respond to the numerous challenges. One such challenge was that of creating a cohort of human resource capable of steering the nation to development. Like any other former British Colony, Zambia did not have adequately trained individuals to take up positions of leadership both in the public and private institutions. According to Carmody (2004), there were 961 individuals at independence known to have passed the Cambridge School Certificate (form v) against a population of 4 million adults. It was estimated that at Independence, there were 100 University graduates (GRZ 1966). Carmody (2004) further alludes to the comment by the *Zambian Manpower Report of 1965* which stated that Zambia was less prepared to take over the running of the country owing to the fact that there were few educated people as compared to other African Countries. In this light, the new government in 1964 faced a major human resource problem. Educated and skilled individuals were in short supply.

As a response to this challenge, the government embarked on a massive expansion of the education system. Firstly, by expanding the structures that were already in existence, such as, primary schools, secondary schools as well as colleges. Secondly by building new schools in districts where there was none (GRZ, 1966).

To respond to the scarcity of high level skilled human resource, government instituted a commission of inquiry, to find out the possibilities of setting up a national University. Former Vice Chancellor of the University of London, Sir John Lockwood, was appointed as chairperson (Alexander, 1975).

The Report that was compiled by this Commission culminated into the setting up of the University of Zambia

In its submission, the Lockwood Commission (1963) recommended that an Independent University, not one under the tutelage of another university should be set up. This was to be done in contrast to other African countries which opted to set up University Colleges.

The significant reason that was given was that the objective of the University institution would be to produce elite graduates to fill senior positions in government schools, university and business sector. Therefore, a special relationship arrangement with another university would unavoidably constrict authority regarding the structure of degrees to be offered (Bown, 1966).

An independent University was therefore recommended 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.

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

Furthermore, 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).

On this premise, the University of Zambia was established to meet the human resource needs in the country.

Furthermore, in its Report, the Lockwood Commission recommended that the University of Zambia should be clear on the aims and objectives and draw its inspiration from the environment within which its people live and function. It observed that the national institution should endeavour not to become an 'ivory tower'. This was to be achieved by means of extending its resources to society beyond its walls, reaching all the corners of the country by taking university knowledge and ways of thought to people's locality.

In this view, the Lockwood Commission (1963), submitted that the Department of Extra Mural Studies be established in order to maintain the University links with the community as well as being the conduit through which university knowledge and University ways of thought can be transmitted.

In 1966, the University opened its doors to the public; the Department of Extra Mural Studies was also established. Cardinal principles which underlie the work of the department were laid down by the University Senate. The department, it was stated, would;

.... maintain the University links with the community, and recognize that the University has a contribution to make to society as a whole and not only to the small group of graduates and undergraduates on campus', and

'Diffuse University knowledge and university ways of thought throughout the nation, and recognize that it is possible to stimulate objective and coherent thinking among nature men and women of varying levels of formal education (First Extra Mural Annual Report, 1966: 6-7).

The above outlined principles were to be achieved by such methods as laid down by University senate, as quoted by Alexander (1975:43): "Provision of study of a university nature to the general public by all means available and appropriate; weekly classes, residential courses, public lecturers, radio and television, correspondence and publications."

From its establishment, the Department of Extra-Mural studies began to decentralize by opening offices in all the provinces which were manned by Resident Tutors. The purpose of these provincial offices was to provide education to adults, both graduates and non-graduates, who could not go to university for full-time studies. This mode of studying was aimed at reaching as many citizens of the country as possible, in the fields relevant to their environment.

1.2 Statement of the Problem

While it is appreciated that University Education is instrumental to high level skills development, at the same time triggering economic development, University Extension Education is more specific as it aims at training people in their locality. It offers vocational skills which are conceived as being directly related to the local environment within which it is being offered (Alexander, 1975). However, the University of Zambia Extension Studies faces a number of challenges in the implementation of extension education, which consequently, affects the provision and realization of the aim of

extension education. The implication of these challenges is that the motive and aim conceived in establishing University Extension Education will not be achieved. The employed and unemployed adults as well as youths, will not be empowered with survival skills necessary to help them function in their own environment.

1.3 Purpose of the study

The study sought to establish the challenges encountered by the University of Zambia in the implementation of University Extension Education in North Western Province.

1.4 General Objective

The general objective of the study was to investigate the challenges encountered by the University of Zambia in the implementation of Extension Education in North Western Province.

1.5 Specific objectives

The specific objectives of the study were to:

- i) identify the challenges encountered in the implementation of Extension Education in North Western Province;
- ii) find out whether or not the University of Zambia Extension Education programs are in tandem with the educational needs of the local society in North Western Province; and
- iii) assess whether or not University of Zambia Extension Studies in North Western Province conducted other outreach programs apart from evening classes.

1.6 Research Questions

1. What are the challenges encountered by the University of Zambia in implementing University Extension Education in North Western Province?

2. To what extent does the University of Zambia Extension Education programs reflect the educational needs of the people of North Western Province?
3. Does the University of Zambia Extension Studies in North Western Province conduct other outreach programs apart from evening classes?

1.7 Significance of the study

Through this study, the University of Zambia and the Department of Adult Education and Extension Studies will be made aware regarding the challenges encountered in the implementation of University Extension Education.

Findings of the study will bring out relevant information regarding the strengths, weaknesses and constraints in the implementation of University Extension Education in North Western Province.

The study on the challenges encountered in the implementation of university extension education is important as it will help the Department of Adult Education and Extension Studies in the University of Zambia as well as policy makers within the ambit of University administration, to plan and formulate policies and address the needs of the participants.

1.8 Limitation

The research was only carried out in two districts (Solwezi and Mwinilunga) of the province; this was as a result of the fact that they were the only districts where evening classes are organized. The study was also limited in terms of the number of respondents (97 respondents) as a result of the weather pattern in Mwinilunga District where rain season starts early and is prolonged. This affected the students' class attendance and

subsequently those that participated in the research. Data was collected in September but by then rain season in Mwinilunga District had already started.

1.9 Operational definition of terms

Challenge

To take a stand against or can be perceived as an obstacle that affect negatively the smooth implementation of extension programs

Extension

The spread of something (belief or practice) into new regions from the core or point of origin.

Education

The gradual process of acquiring knowledge and skills necessary to operate effectively and efficiently in ones environment.

Extension Education

Educational activities such as short courses, evening classes, seminars and workshops provided by educational institutions for people outside the perimeters of the main institution.

Needs

Something that is necessary for humans to live. A need can also be seen as a deficiency for human to function.

Educational Needs

These are deficiencies in individuals that can be described in terms of skills and competencies, which they need in order to function effectively.

Participants

These are individuals who take part in educational activities provided by the University Extension Studies.

1.10 Organisation of the Study

Chapter one presents the background of the study on University Extension Education, it gives a statement of the problem and further explains the significance of the study.

Chapter Two reviews the literature related to the study.

Further, the study elaborates on the methodology which was employed in the study. This includes the method which was used in data collection and analysis. It also outlines the research design, target population, sample and sampling procedure and research instruments that were used.

Data which was collected was then presented in chapter four while chapter five was a discussion of the findings.

Chapter six then makes the conclusions and recommendations which were based on the major findings.

1.11 Summary of the Chapter

This chapter focused on the brief history of the University of Zambia and the Department of Extra Mural Studies. It has endeavoured to recast on challenges that were faced by the newly independent Zambia. The country faced a shortage of qualified and skilled human resources in high level positions, both in private and government institutions.

The chapter outlined that the establishment of the University of Zambia and subsequently the Department of Adult Education and Extension Studies, was as a result of the

recommendation by the Lockwood Commission which was chaired by the former Vice Chancellor of the University of London, Sir John Lockwood.

It has also been noted that the Extra Mural Studies Department was established in order to train men and women who could not go to the University for full time study in various skills relevant to their own environment. However, this objective is not being fulfilled as a consequence of many challenges encountered by the University Extension Studies unit.

The next chapter will review literature relevant to this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The focus of this chapter is to explore various views on the origin and work of University Extension Education. It will further review the challenges encountered in the implementation of University Extension Education.

As a preamble of the review of literature, the researcher will endeavour to contextualize the study by giving the geographical location and the economic landscape of North-Western province.

2.2 North Western Province

North Western Province is one of the 9 provinces of Zambia. It is located in the North Western part of the country. The province covers an area of approximately 125, 826 square kilometers (GRZ, 2000). Tagged as the second largest province after Northern Province, the province is sparsely populated. Solwezi being the provincial capital, the province is divided into 7 districts which are; Chavuma, Kabompo, Kasempa, Mwinilunga, Mufumbwe and Zambezi.

According to Government of the Republic of Zambia (GRZ, 2000), North Western Province's total population is approximated to be 585, 000 people. The province shares boarders with the Democratic Republic of Congo, Angola, Western and Copperbelt Provinces of Zambia.

The proximity to Democratic Republic of Congo (Congo DR) makes part of the province experience similar weather pattern to that experienced in that country. As can be noted,

Congo DR lies in the Equatorial region and as such experiences equatorial climate, the most common weather pattern is that of prolonged rainfall. So does the Northern part of North Western Province.

2.2.1 Agriculture

GRZ (2000) indicates that much of the farming in North Western province is based on subsistence farming. This is the type of farming which involves households producing food crops only for domestic consumption.

Agricultural products include pineapples, sweet potatoes, beans, cassava, rice, groundnuts as well as maize.

In its survey, Central Statistics (GRZ, 2000), observed that the production of rice in Solwezi, Mwinilunga Chavuma and Zambezi is estimated to be at 250 tons per season.

2.2.2 Forests

Forest reserves in North Western Province are known to cover an area well over 410,000 hectares (GRZ, 2000). Timber and honey are the major natural resources from the forests. However, Center For International Forestry Research (CIFOR, 2008) observes that Timber from the province is exported unprocessed as a consequence of the lack of processing industry.

In its 2000 Report, Central Statistics Office of Zambia estimates that about 14, 000 people are involved in bee keeping. Furthermore, the Report notes that on average, each individual produces about 88 Kilograms of honey annually (GRZ, 2000).

2.2.3 Mining

Mining presents North Western Province the major economic activity. The province has the largest known deposits of copper outside the Copperbelt province. Thus, the province is a host to a number of mining companies, Kansanshi, PLC and Lumwana Mining Company being the largest (Sichela, 2009).

He further states that the province is also endowed with other nontraditional minerals which include: nickel, feldspar, emerald, granite, amethyst, sodalite and syenite.

2.2.4 Tourism

North Western province is endowed with sceneries and spots which are potential tourist attractions. These include Kafue, Kabompo and Zambezi river sources, Mutanda Falls as well as Kifubwa stream and Caves (<http://www.zambiatourism.com/>).

Traditional ceremonies such as the Likumbi Lya mize are part of the tourist attraction in the province.

2.3 Origin of University Extension Education

According to Kelly (1970), the first University to incorporate outreach programs in its statutes was Glasgow in Scotland, where, from 1727, a Professor of Natural Philosophy undertook to give lectures in experimental philosophy to the general public while continuing to conduct his normal academic work.

In England, the idea was conceived in 1850 where an individual by the name of Sewell, tried to convince the University of Oxford that although it seemingly was impossible to bring the masses who were in need of education to the University, it could be possible to

take the University to them (Peers, 1972). However, his vision was not implemented.

On the whole, it is generally agreed that University Extension Education began with the works of James Stuart of Trinity College of Cambridge University. He operationalised the concept of “peripatetic university,” to provide lectures to the working class (Jepson, 1973).

James Stuart responded to an invitation to give lectures to groups of women in Leeds, Manchester, Sheffield and Liverpool.

Peer (1972:51) records:

Stuart was invited in 1867 by the North England Council for promoting the higher education of women to give a series of lectures to women in Manchester, Liverpool, Sheffield and Leeds. The objective of the Council was to improve the education of women, opportunities for which were seriously lacking in the new industrial towns, and especially by the better education of those intending to be governesses and school mistresses.

They had asked him to lecture on the theory and methods of education.

Not only did James Stuart deliver lectures to groups of women, he also lectured to groups of working men at Mechanic Institute in Crew.

By 1873, the University of Cambridge received petitions from towns where Stuart lectured, on the possibility of establishing and formalizing this outreach program of teaching these specialized topics to the community (Peers, 1972). It is further stated that the reason why the community petitioned the University was the fact that, the great bulk

of the members of the community, let alone the youths, did not have the opportunity to go and study at the University. Thus, the University was asked to send teachers whom they trained and equipped for the service of the nation.

In this way, it was perceived that the university would then hold a position and exert influence on every part of the nation and the great mass of people.

The example of Cambridge University was followed in 1876, by the formation of the London Society for the Extension of University Teaching. This board was responsible for initiating and coordinating University Extension teaching. On this board, representatives from oxford, Cambridge and London Universities were appointed to serve (Jepson, 1973).

2.4 The British Model of University Extension

The British University Extension Education was more inclined in providing liberal education. The objective of the University Extension movement was to provide education suitable to all classes in the community within which it operated. Important to note was the fact that, its goal was to bridge the gaps left by the deficient Secondary and University Education.

Quoted by Jespon (1973:99), Robert explains:

The original purpose then of university extension movement was to create students, and to create them out of a new class... to create students not merely from the well born and wealthy classes, but from the whole population out of the raw materials of masses... breaking down intellectual caste and the universal extension of the intellectual franchise. It meant education on the principles of the gospels.

Subjects that were offered in the early courses reflected the desire to appeal to varied interests. Influenced by the growing interest in sciences by the working class during the industrial revolution, courses such as force and motion, physical geography, Astronomy and many other science related subjects were taught. On the other hand, the more general and perhaps middle class peoples' interest in general culture, helped shape and develop courses such as literature, political economy and English Constitutional History (Peers, 1972).

The effects of the industrial revolution and the growing practice of democracy increased the quest for more knowledge and skills. Thus, organizations such as; the women movement, Adult schools, mechanic institutes and schools which were associated with trade unionism and cooperatives were initiated in order to provide the required skills. However, all these institutions looked up to the university to provide the type of education that would meet their diverse needs and demands.

The university extension education movement in England can essentially be said that, it emanated as a result of women movement for emancipation as well as a response to the needs and demands of the working class.

In England, universities at that time, perceived it as an opportunity to involve themselves more in the social and political life of the community. It was also seen as a means to help individuals in society keep up with the pace of industrial revolution which was followed in its trail by rapid industrial, social, political and economic change.

Simply put, University Extension Education in England arose as a response to the social, economic, political and educational challenges (Mehta, 1965).

Ashby (1966) perceives the British model of University Extension Education, which was exported wholesale to its colonies and former colonies, as concerning itself with meeting new societal needs, cultivating minds of people and at the same time stressing the maintenance of high university standards. The model also emphasized the training of future leaders in society, but with a direct thrust at the better educated who were considered the elite of society.

2.5 The American Model of University Extension Education

Even though the American model of university extension education borrowed immensely from the British, America developed a divergent extension education system.

The American model, generally takes the position that a university has an expanded role in education. It lays emphasis on mass education, and on providing a great variety of programs to meet all new needs of society. It regards a university as a sort of intellectual departmental store, offering courses in a variety of subjects. It is seen to provide remedial, vocational, liberal and political education for all adults. It does so with the belief that extension education should help people fit in and prepare themselves for the task of adjusting to an ever changing society (Ashby, 1966).

This belief is also shared by Laidlaw (1961: 38-39) who admits that:

The University is concerned with the education of any citizen who needs and wants to learn anything which the university can teach him better and more handily than can another education institution. It will teach him what he needs to learn in any way that seems effective and feasible without regard to academic folkways.... Within the limits of its own resources,

intellectual and material. It will give this education to the man who needs it. If he needs it tonight in a rural school house two hundred miles north through the snow, the university is justified in sending it to him. If he needs it next month in the leisure of residence in his own college on the university campus, the university is equally justified in bringing him to the spot where the education can best be given to him. The university loves no education machine or tool for its own sake, it uses educational machines and tools to secure educational results in terms of changed human beings.

The American model of University Extension Education is one that takes into account of the diversity of people's needs as opposed to concentrating on a particular clientele.

At this point, it is important to recognize the differences from the two models (i.e.) the British and the American models of University Extension Education.

The differences between these two models would appear to lie in the emphasis they place on the type of clientele and the kind of courses they offer. The focus of the British model is towards influencing leaders in society, who should be exposed to academic courses of university level. On the other hand, the American model of University Extension Education concerns itself to the needs of each individual in society, and is guided by whatever the client needs from it, for the purpose of preparing themselves to live effectively and efficiently. Courses range from purely academic courses to skills empowerment.

A recast on the British model, presents us with the fact that, it was born out of the reflection of the social and economic changes which were taking place in the country. It

began with the desire to combat intellectual poverty, to open the treasures of knowledge to classes excluded from it. Therefore, it was seen essentially as a class movement (Laidlaw, 1961). On the other hand, the American model was firmly established on the principles of diversity of needs by different clientele.

2.6 University Extension Education in Zambia

One cannot effectively articulate matters of genesis and development of University Extension Education in Zambia without tracing it from the pre-independence political, economic and educational landscape of the country.

Historically, Zambia is known to have been a British Colony. It was also, as a way of administering the region by the British, part of the Federation of Rhodesia and Nyasaland. According to Alexander (1975), colonial administrators and missionaries did not normally see the importance of education for Africans. He further states that, the copper profits from which the colonial administrators should have built schools and university were diverted and went to private investors overseas while the remaining money was used to build schools, administrative structures and a University in Southern Rhodesia.

It is therefore, evident that, Zambian nationals became disadvantaged educationally as the British Colonial Authorities wanted to hold on to power by keeping Zambians illiterate.

Okafor (1971:1) agrees with this assertion and adds:

This unfortunate situation was largely the result of the unenlightened policies of the European colonial administration which wanted to keep the area underdeveloped so that it would remain a labour reserve for the South African gold mines. Again

colonial administrators....Generally preferred the uneducated Africans to the educated ones, who, they feared tended to take to political agitation.

Over and above, indigenous people were only subjected to rudimentary education, enough only to allow them to converse with their colonial masters.

As a consequence, at the time of independence, Zambia had only 100 indigenous university graduates. To add salt to the wound, most of the nationals were either lowly educated or illiterate.

Quoted by Alexander (1975:8) Bown states:

The most serious long term problem confronting the Zambian government at Independence in 1964 was that the country could not provide from among her own citizens, the professional personnel and skilled workmen needed to run the government and push the economy ahead.

The desire to bring about change by the new government of Zambia was the desire for development to occur. This conception is what led to the establishment of the University of Zambia. The intention was that the University should lead the way in the country's development, through research, training and retraining.

The University of Zambia was established as a result of the recommendation by the Lockwood Commission in its report of 1963.

In the same report, the Commission also saw the need for the new University to establish links with the community in general, and diffuse the university knowledge and ways of thought.

By and large, the Commission recommended the establishment of the Extra Mural Studies Department as one of the pioneer departments, which could carry this responsibility.

The Lockwood Commission Report (1963:39) states; *“there should be established a system of nationwide Extra Mural Classes under the university.”*

This department was primarily set up to help Zambia's benefits from having a University in the country.

According to Bown (1966), the department was mandated to take the university education from the university campus into the periphery to follow people and offer university education to people at their door step. In this manner, many Zambians who lost the chance to enter University or College in the colonial era, be accorded an opportunity to earn an education they needed to improve their chances in the job market, and ultimately improve their lives.

Although the department's teaching activities adopted the British traditional model of Liberal Education (Alexander, 1975), the University of Zambia has endeavoured to adapt its extension education activities to fit in the local environment.

2.7 The Concept of University Extension Education

There is no doubt that there are several definitions of Extension Education. However, there tends to be an agreement that the genesis of this concept is widely associated with extension services in the field of agriculture.

Quoted by Chakanika (1989), Bradfield (1966) shows evidence that the concept Extension Education has been widely used in the field of agriculture. He observes:

Extension has been developed as the only logical, scientific and successful way of bringing knowledge to farmers to help them farm their land more efficiently ..., by developing the agricultural skills and knowledge of the farmers (Bradfield, 1966).

However, the concept 'extension' has evolved and eventually given birth to a whole new concept as an ideology. It now embraces a far much broader perspective to include all the activities of individuals and organizations who are engaged in the provision of knowledge and skills to both individuals and corporate organizations including communities, from the centre to the periphery.

From this perspective, one can readily infer that the concept of extension education has to do with the provision of a service conceived at the centre to the areas in the periphery so that, the service can have some bearing in those areas.

However, Chakanika (1989:48) argues that the centre is not a point where concepts are developed by experts in isolation and diffused to the periphery, rather, "*extension education is said to involve a two way channel of knowledge and experience in which, field problems find their way into the laboratories and results are in turn taken back to the farmers and villagers.*"

Thus, a more fitting definition for extension education is the one put forward by Savile (1965), extension education is "*...a process of education, its constant aim being to develop the knowledge, the will power and the skill of the people to solve their own problems, by their own efforts, instead of waiting for government to do it for them*"(Chakanika, 1989:47).

If we transpose the above definition by Savile (1965) it becomes evident that Extension Education is founded on certain principles without which, it is considered defunct.

Chakanika (1989:50) and Kumar (1979:212) outline the basic principles that underlie the operations and execution of extension education.

1. *Extension education should be based on felt needs*
2. *It should be according to the local conditions*
3. *Extension work starts with the people as they are and work in harmony with their nature.*
4. *There is democratic procedure in the formation and execution of the program*
5. *The program should benefit the people*
6. *It should be made in consultation with the community.*

This view was also reflected in the Lockwood report (1963:2) which states; *“The University should conceive its natural responsibility to be more extensive and comprehensive than has sometimes been the case elsewhere. It should draw its inspiration from the environment within which its people live and function.”*

By and large, the University Extension Education belabor to achieve this task through; “provision of study of a university nature to the general public by all means available and appropriate – weekly classes, seminars, residential courses, public lectures, radio and television, correspondence, publication” (First Extra Mural Annual Report , 1966).

Chakanika (1995) postulates that University Extension Education in Zambia is administered in many ways, but prominent amongst them are; evening classes, workshops, seminars, public lectures and theatre for development.

Okafor (1971) outlines that evening classes concentrate on providing the University type of education through a series of 36 hours lectures to prepare adults for positions of

leadership, potential wage employment and knowledge update. Subjects taught are those that have relevance to the nation and directly related to peoples environment.

Seminars and workshops are also another avenue through which university reaches the communities. Topics discussed are ones which are based on the social, political, cultural, and economic problems of the country. The other means through which the institution maintains its link with society is by way of public lectures. These are designed in a manner as to inform the general public about the topical issues of the day. Qualified and competent resource persons are identified to deliver such lectures for the benefit of the public.

Another important ingredient in extension education comes in the form of theatre for development. Chakanika (1995:4) views it as the “...*use of drama, performing arts and puppetry... to conscientize people about some of the problems of the society. Popular theatre addresses itself to the common man in his language and idioms and deals with problems of direct relevance to his situation.*”

A point to note in theatre for development is that, the plays and drama that are staged are not for entertainment purposes. Plays are staged and characters involved in these plays depict the real situation in the community. After which, people begin to discuss the characters that are depicted in the cast. In this way, people learn from both the characters in the play and also in the discussion that is conducted at the end of the play.

In order to deliver such tasks, ranging from organizing evening classes to organizing theatre for development, Okafor (1971) observes that the department has established a system of provincial Resident Lecturers.

In this way the department hopes to ensure that no Zambian regardless of how remote his village is from Lusaka, will be denied the expertise which the university possesses. Each lecturer who is a fulltime member of the academic staff, is responsible for the propagation of university activities within his province (Okafor, 1971:9).

2.8 Challenges in the Implementation of Extension Education

Several scholars (see; Chuma, 1991, Chakanika, 1986, Okafor, 1971) observe that, it is expected that the university would encounter many challenges in the implementation of extension education. These appear in various forms, ranging from the misapplication of the concept of extension education, management and administration, and its orientation of courses to the expectations of the participants.

Chakanika (1995) reveals that one of the challenges in the university extension education is the contradiction between the concept of extension education and its application. He observes that the core principle in the concept of extension education is founded on the felt needs of the people.

However, university extension education in the present scenario has standardized the programs for the whole country. This implies that syllabi for various programs are developed from a central point and transplanted in various parts of the country. In which case, this action does not connote the underlying principle of extension education as it does not take particular interest of the local environment of the people. This action ignores the fundamental principle of addressing the felt needs of the people.

It can further be argued that it is impossible, in the present day, for the Resident Lecturer to consider the conditions of the local environment and draw up the learning experience to suit only that environment.

Chakanika (1995) argues that extension education programs are seen as the brainchild of the university and as such, it dictates the policy directions, such that democratic procedure in the formation and execution of programs is not feasible.

As a consequence, the Resident lecturer is dictated by the stipulations of the university policy as opposed to his role as a development carrier who should, in collaboration with the local people, identify people's felt needs, based on the local conditions.

Chiwaura (1981) identifies another challenge that lay university extension education under siege. He intimates that originally, the focus target populations are the disadvantaged adults. These adults could have had a misfortune of not having an opportunity to enter into full time study at the university, and or, as a result of having dropped out of school. The university, through extension education can take such individuals on board to empower them with skills to prepare them for the new roles and make them responsive to their environment.

Extension education is often equated to an education which provides an avenue through which adults can have an opportunity to improve their mental outlook for the purpose of changing their attitude and improve their economic status from poverty to self sustaining.

On the contrary, in the present, university extension education has been converted into an elite's only club. It does not salvage the illiterates from the jaws of poverty but, concentrates on improving the welfare of those that to some extent have been to school.

Jepson (1973:146) agrees with this standpoint and states; “...*the prevalent idea... that extension lectures are not intended for them at all, but for those who have had a higher education.*”

From the above argument, it can be noted that the very essence, which is the fundamental objective, that of reaching the neglected population, is soon forgotten. The very people extension education intends to serve are left out.

Another challenge that besieges University Extension Education is presented by Chuma (1991). He elaborates that university extension education is supposed to use bottom-up approach in the identification, planning and implementation of courses.

Malama-Thomas (1979) agrees with this view and suggests that the only way to help individuals attain transformation in the development process is by putting them in the ‘driver’s seat’.

2.9 Summary of the Chapter

This chapter has given a synoptic view of the genesis of University Extension Education. It further went on to compare the British model of University Extension Education and the American model.

University of Zambia Extension Education was then brought into focus.

University Extension Education is viewed as an avenue through which citizens of a nation who missed the opportunity to enter full time study at the University, benefit from having a University in a country. Additionally, it is perceived as an avenue through which the University empowers the local people in their own environment with skills necessary for them to function effectively and efficiently. On these premises, the University

Extension Education was firmly founded. To remain relevant, the University should strive to look back and examine the reason why University Extension was established in order to know the direction to take in this century and formulate policies that would answer to the challenges encountered.

Even though the University of Zambia Imported its extension education from the British, there is need to hybrid it with the American version of university extension education and contextualise it in the *Zambian* ambience if it has to remain relevant to the educational needs of the *Zambian* society.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introductions

The aim of this chapter is to give an expose` of the methodology that was employed in the study. Methodology is defined as “*the activity or business of choosing, reflecting upon, evaluating and justifying the methods you use in data collection*” (Wellington, 2000:22). Thus, this chapter will highlight the target population, research instruments that were used, data collection procedures and data analysis.

3.2 Research design

A research design is viewed as a program to guide the researcher in collecting, analyzing and interpreting observed facts (Bless and Achola, 1988). On the other hand, Macmillan and Schumacher (1997) describe a research design as a plan and structure of the investigation which is used to obtain evidence to respond to research objectives.

This study adopted a case study design. A case study is defined as “a holistic research method that uses multiple sources of evidence to analyze or evaluate specific phenomenon or instance” (Anderson, 1998:152). On the basis of this definition, the researcher chose a case study design as it allowed him to bring to the fore a case and allow an in-depth study of the case in its natural setting.

With data needing to converge at some point from multiple sources, the study thus, employed both qualitative and quantitative methods in order to allow the researcher triangulate the data that was collected.

Quantitative research is a formal, objective, systematic process in which numerical data is utilized to obtain information about the world (Burns, 1991:140). Other scholars (see Isaac and Michael, 1971; Merriam and Simpson, 1984) agree with this definition while Merriam et al (1984:224) simplify it by saying “quantitative data is one that can be coded and represented by statistical scores”

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).

Cohen and Manion (1994:233) define triangulation as “the use of two or more methods of data collection in the study....” This view is supported by Chilisa and Preece (2005) who intimate that one of the merits of using triangulation is that it increases the credibility of the study.

3.3 Study population

Borg and Gall (1979) view population as all the members of a hypothetical set of people, event or objective to which we wish to generalize the results of our research.

In this study, the population comprised all the participants (236) in University Extension Studies in North Western Province.

3.4 Sample and Sampling procedure

According to Varkervisser et.al (1996), Sampling in quantitative and qualitative research refers to selecting a small group from a large population. The small representative group is known as a sample.

Merriam and Simpson (1984:54) define Sample as “*a strategically and systematically identified group of people, events that meet the criteria of representativeness for a particular study.*”

The research focused on two distinct but vital categories of respondents. Firstly, it focused on the current student participants in the university extension programs which are conducted in North Western Province. This category of respondents was important as it provided relevant information and provided the researcher with their individual perspective and challenges they encounter when participating in University Extension programs. A total of 97 students were picked to participate in the study.

The other target respondent was the Resident Lecturer. The Resident Lecturer administers extension programs in the province.

In this research, two sampling techniques were used in order to come up with elements for study. These are; stratified and purposive sampling techniques. The study recognized the fact that population of the participants in university extension education in North Western Province was heterogeneous, (the population is composed of various groups (i.e.) the already employed and the unemployed). Thus, there was need to pick respondents from two categories, namely; the employed and the unemployed participants.

“Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics in order to obtain a sample representative of the whole population, a random selection of subjects from group A and group B must be taken” (Cohen and Manion, 1994:87).

Ghosh (1992: 234-235) posits “...certain units are selected purposively for judgment by researchers. In this selection, the researchers try to make the selection as representatives.”

Cohen and Manion (1994) support this definition and add “researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality” (p89).

In this study the researcher purposely picked the Resident Lecturer for North Western Province who provided the study with the challenges of administering University Extension Education.

3.5 Research Instruments

In order to collect both qualitative and quantitative data, the study used two types of data collection instruments, these are, questionnaire and interview guide.

3.5.1 Interview

In this study, the researcher used an interview technique in collecting data from the Resident Lecturer.

3.5.2 Questionnaire

In order to collect data from student participants in university extension programs offered in North Western Province, the researcher used questionnaires.

3.6 Data Collection procedures

The Resident Lecturer for North Western Province provided data by means of an interview.

An Interview was used because it provided the researcher with an opportunity to learn about the past, present and the future. It also provided the researcher with an opportunity to cross examine the respondent in light of the information that was provided.

On the other hand data from the participants in university extension programs was collected by means of a self administered questionnaire.

3.7 Data Analysis

Ghosh (1992:261) posits that “....*after collection of research data, an analysis of the data and the interpretation of the results are necessary*”

Bell (1999) supports this view and further elaborates that after the data has been collected, the researcher must put the data on analysis to derive frequencies, means, standard deviation and other related data summaries.

In this study, quantitative data was presented, analyzed and interpreted using frequency distribution tables and percentages.

On the other hand, qualitative data was coded based on the themes that emerged.

Summary of the chapter

This chapter discussed the research methodology which was used in the study. It employed a case study design which allowed the researcher to do an in-depth study of the typicality of North Western province. Both qualitative and quantitative approaches were used in collecting and analyzing the data, as it allowed the researcher to obtain a clearer and complete picture. The sample included 97 students and 1 officer administering the office of the Resident Lecturer. Questionnaires and an interview guide were employed in the collection of data. Data collected was presented and analyzed using frequency distribution tables and percentages, while qualitative data was presented using themes.

The next chapter presents findings of the study.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1 Introduction.

This chapter is a presentation of findings of the study conducted in North Western Province on the challenges encountered by the University of Zambia in the implementation of Extension Education.

The first part is a presentation of findings as obtained from student participants in University Extension programs. Questionnaires were distributed to obtain responses on the subject.

The chapter further presents findings as obtained from the Officer administering North Western Province. Data was collected using an interview guide.

Presentation of findings will be illustrated by the use of frequency distribution tables.

4.2 Findings from student participants.

It is important to remember that the main objective of the research was to find out the Challenges University of Zambia encountered in implementing University Extension Education

Table 1 : The distribution of students by sex.

Response	Frequency	Percentage
Female	63	65%
Male	34	35%
Total	97	100%

The table shows that 63 (65%) of the respondents were women, while 34 (35%) were men.

The study established that majority student participants were women.

Table 2: Distribution of students by Age group.

Age group	frequency	Percentage
16 – 25 years	31	32%
26 – 35 years	42	43%
36 – 45 years	19	20%
46 and above	5	5%
Total	97	100%

It was noted that 31 (32%) of the respondents were in the age group 16 – 25 years, 42 (43%) were between 26 – 35 years, 19 (20%) were between 36 – 45 years, while 5 (5%) were over 46 years. It was noted that majority student age group who participated in the research were between 26 – 35years.

Table 3: Distribution of students by Educational level.

Response	Frequency	Percentage
Grade 7	0	0%
Grade 9	0	0%
Grade 12	97	100%
Total	97	100%

The study established that all the student participants in the University of Zambia Extension Education programs in North Western Province had reached Grade twelve (12) as their basic qualifications.

Table 4: Distribution of students by the period they left secondary school.

Response	Frequency	Percentage
School leaver	31	32%
Non School leaver	66	68%
Total	97	100%

The table above presents that 31 (32%) were school leavers, while 66 (68%) were non school leavers.

It emerged from the findings of the research that, majority participants in North Western Province were non school leavers.

Table 5: Distribution of participants showing their employment status.

Response	Frequency	Percentage
Employed	50	52%
Not employed	47	48%
Total	97	100%

50 (52%) of the respondents were employed, while 47 (48%) were not in formal employment.

The results indicate that majority (i.e. 52%) student participants in the province were in formal employment.

Table 6: Distribution of student participants by professional qualification.

Responses	Frequency	Percentage
Certificate	30	31%
Diploma	11	11%
Degree	3	3%
PhD	0	0%
None	53	55%
Total	97	100%

30 (31%) respondents stated that they had certificates prior to joining University Extension Studies to pursue a diploma program, 11 (11%) had diplomas, none had a PhD Qualification, while 53 (55%) had no other professional qualifications prior to joining University Extension Studies. It was established from the findings that, majority (i.e. 55%) student participants in University Extension Studies programs had no professional qualifications before joining the programs.

Table 7: Distribution of participants by program being pursued.

Response	Frequency	Percentage
Certificate	0	0%
Diploma	97	100%
Total	97	100%

The table shows that all student participants in the University of Zambia Extension Studies programs in North Western Province were pursuing diploma programs.

Table 8: Distribution of participants by duration which they had been studying through University Extension Studies

Response	Frequency	Percentage
1 – 6 months	11	11%
7 – 12 months	40	41%
1 – 2 years	31	32%
Over 2 years	15	16%
Total	97	100%

Table 8 indicates that, 11 (11%) of the respondents had been participating in University Extension Studies program between 1 – 6 months, 40 (41%) had participated for a period ranging between 7 – 12 months, 31 (32%) for a period between 1 – 2 years, while 15 (16%) for a period of over 2 years.

From the above findings, it seemed that most of the respondents had participated in the University of Zambia Extension programs for not less than 6 months.

Table 9: Distribution of participants based on their reason for participating in University Extension Programs.

Response	Frequency	Percentage
Enable find a job	47	48%
Be better informed	3	3%
Improve qualifications	17	18%
Get promoted	27	28%
Others (specify) change career	3	3%
Total	97	100%

47 (48%) respondents indicated that the reason for participating in the University of Zambia Extension Education programs was to enable them find jobs, 3 (3%) said that they wanted to be better informed, 17 (18%) stated that they wanted to improve their qualifications, 27 (28%) outlined that the reason why they participated in the programs was that they wanted to gain promotion at their work place, while 3 (3%) said that they wanted to change their career by engaging in studies while they were working..

The findings revealed that, majority participants in the province, especially those who were not employed, participated in order to make them acquire the qualifications to enable them find jobs. On the other hand, those who were in formal employment participated in order to secure promotion.

Table 10: Distribution showing whether or not students were currently pursuing the program they initially wanted to study in extension studies.

Student participants were asked to state whether or not the programs they were pursuing were the programs they initially wanted to pursue at the time when they were joining University Extension programs.

Table 10

Response	Frequency	Percentage
YES	27	28%
NO	70	72%
Total	97	100%

Table 10 shows that 27 (28%) were currently pursuing programs which they initially wanted, while 70 (72%) were pursuing programs which they did not initially intend to study.

The findings of the study revealed that majority students (i.e. 70 =72%) were not pursuing the program which they originally intended to study, but had changed to fit in what University Extension Studies was offering.

Table 11: Distribution of students by Reason for changing program

Response	Frequency	Percentage
UNZA Extension studies did not have the course in the province.	27	39%
Did not have lecturers in the program.	14	20%
Only few students enrolled for the same course.	17	24%
Followed what my friends were studying.	3	4%
Specialized lecturer stopped in the middle of the course	9	13%
Total	70	100%

The findings revealed that 27 (39%) of the respondents who had changed their program of study was due to the fact that University of Zambia Extension Studies in North Western Province did not have the program which they initially wanted to pursue, 14 (20%) said that the course could not commence because there were no lecturers in the course. 17 (24%) on the other hand, indicated that the course they enrolled for did not take off because there were few students (less than 10 in number) who enrolled for the same course, 3 (4%) stated that they changed programs because they followed what their friends were studying, while 9 (13%) said that the lecturers stopped in the middle of the course.

It came out from the findings that, there were several reasons why students in North Western Province switched programs of study; majority (i.e. 29 = 39%) indicated that they changed the programs because the institution did not run the course they initially wanted to study.

Table 12: Distribution of responses on the opinion whether University of Zambia Extension Studies provided courses needed in the province.

Student participants were asked to state in their opinion whether or not University of Zambia Extension Studies in North Western Province was offering courses that were answering to the educational needs in North Western Province.

Table 12

Response	Frequency	Percentage
YES	31	32%
NO	66	68%
Total	97	100%

31 (32%) stated that the institution was responding to the educational needs of the province, while 66 (68%) indicated that it was not providing courses that were much needed.

The above views suggest that University of Zambia Extension Studies in the province is not offering courses that are responding to the educational needs in the province.

Table 13: Distribution of responses showing the Opinion on which programs University Extension Education should focus on in North Western Province.

Response	Frequency	Percentage
Technical	41	42%
Agricultural	7	7%
Management	30	31%
Business	19	20%
Total	97	100%

41 (42%) of the respondents felt that the University of Zambia Extension Studies unit should provide technical courses that would respond to the mining environment, 7 (7%) indicated that the institution should offer Agricultural courses, 30 (31%) suggested that the institution should be offering more business related courses.

The findings revealed that the majority (i.e. 41 = 42%) suggested that to suit the social economic environment in the province, the University Extension Studies unit should mount technical courses.

Table 14: Distribution of problems faced by students in University Extension Studies in order of priority.

Student participants were asked to state and prioritize the challenges they face when participating in university extension education. Below are the findings;

Table 14

Response	Frequency	Percentage
Lack of resource materials and library facilities	32	33%
Lack of resource persons which leads to some classes not taking off	15	15%
Changing of officers at the provincial office	10	10%
Classroom facilities at a Basic school feels degrading	16	17%
Time during which classes are conducted is not convenient	24	25%
Total	97	100%

32 (33%) felt that the number one on the list of problems is the lack of resource materials and library facilities, 15 (15%) stated that the lack of resource personnel in some courses which lead to some classes not taking off was their number one on the list, 10 (10%) indicated that the changing of officers administering the university provincial office (office of the Resident Lecturer), 16 (17%) felt that the classroom facilities at basic schools are degrading, 24 (25%) indicated that time during which classes are held is not convenient.

The above views from the respondents clearly indicate that there were a number of challenges learners faced in University Extension Education in North Western Province. Majority (33%) stated that the lack of library and resource materials was their number one on the list of challenges.

Table 15: Distribution of Responses from students showing whether the changing of officers at the provincial office affected student.

The study investigated whether or not the frequent changes in staffing at the office of the Resident Lecturers’ office affected students. Their responses are shown in the table below;

Table 15

Response	Frequency	Percentage
YES	51	53%
NO	46	47%
Total	97	100%

51 (53%) respondents stated that the frequent changes in staffing at the Resident Lecturers’ office affected them as students, 46 (47%) said that they were not affected by the changes at the office.

Results gotten from the findings are that the frequent changes in staffing at the office of the Resident Lecturers affected students.

Table 16: Distribution of respondents showing ways in which students get affected by the frequent changes in staffing at the office of the Resident Lecturer.

The study also set to explore ways in which students were affected by the frequent changes of staff at the office of the Resident Lecturer in North Western Province. Table 16 shows the results;

Table 16

Response	Frequency	Percentage
Some officers who come are arrogant, leading to some students stopping school.	15	15%
Seem not to know their role, as such we get disoriented	17	18%
Lack continuity, each one comes with their own style	42	43%
Some are not committed to work	23	24%
Total	97	100%

15 (15%) respondents stated that some officers who came to work at the office of the Resident Lecturer are arrogant; a factor which lead to some students abandoning the programs, 17 (18%) said that some officers who were sent to work in the office seemed not to know their role, students therefore got disoriented, 42 (43%) said that this created lack of continuity, 23 (24%) stated that some officers lacked commitment to work.

The study revealed that majority of the students (i.e. 42 = 43%) felt that the frequent change of staff at the office of the Resident Lecturer created a problem of lack of continuity.

Table 17: Distribution of participants views on how classroom facilities at Basic Schools pose as a challenge for students.

Students in University Extension programs in North Western Province were asked to state why they felt that basic schools' facilities pose as a challenge to them. Results are tabulated in table 17 below;

Response	Frequency	Percentage
The furniture is not befitting that of University status	27	28%
The classrooms are dirty by the time we come to use them	30	31%
We are sometimes thought to be attempting grade 9 or 12	9	9%
Sometimes access to the classrooms is restricted by the school	8	8%
Electricity supply at the school often times is cut	23	24%
Total	97	100%

11 (11%) stated that classroom space was a challenge in that the furniture they used in the classes was not befitting of university status, 30 (31%) said that they were sometimes thought to be attempting grade 9 or grade 12, 9 (9%) indicated that they sometimes did not access the classrooms because the school used them for grade 9 and 12 evening lessons, 23 (24%) stated that electricity supply to the school was unreliable.

The above views indicate that the environment in which classes were held was not suitable for adults to learn from.

Table 18: Distribution of responses on how participants rate their treatment by their tutors in class.

Learners in University Extension studies in North Western Province were asked to indicate their opinion on a rating scale the treatment they are given by the tutors in class.

Table 18

Response	Frequency	Percentage
Excellent	10	10%
Good	17	18%
Fair	23	24%
Bad	47	48%
Total	97	100%

10 (10%) said they were treated excellently, 17 (18%) said their treatment was good, 23 (24%), said it was fair, while 47(48%) indicated that their tutors treated them badly.

Results from the study indicate that, majority students in University Extension Studies in North Western province (i.e. 47 = 48%) felt that they were not treated well by their tutors in class.

Table 19: Distribution of responses showing the opinion of students whether they were satisfied or not on their participation in University Extension program.

Response	Frequency	Percentage
Satisfied	43	44%
Not satisfied	54	56%
Total	97	100%

The table above illustrates the results on the levels of satisfaction learners derived in participating in University Extension Education.

43(44%) felt that they were satisfied with University Extension Education, while 54 (56%) felt that they were not satisfied with the University Extension Studies.

From the results obtained, it can be seen that majority students participating in University Extension Studies were not satisfied

An open ended follow-up question was asked to further probe the responses given in the previous question.

Majority of the respondents (i.e. 54 = 56%) indicated that they were not satisfied owing to the fact that their colleagues who had completed their programs, certification took long, others added that they were not sure whether University of Zambia had duped them by providing courses which were not recognized by employers, another group felt that university extension did not have programs of study which they initially wanted.

Findings from the officer administering North Western Province.

The officer managing the province was interviewed on the challenges encountered in implementing University Extension Education in North Western province. An interview guide was used.

From the onset, the findings revealed that the province has had no Resident Lecturer from the year 2001. The office has been managed by various officers. The University of Zambia transferred the Resident Lecturer from North Western Province to Lusaka Province in the year 2001, since then there had been no replacement. However, the secretary took over the administration of the Province.

The officer who was found at the duty station intimated that; “...*the absence of a lecturer in the province comes with its own challenges, certain activities cannot be undertaken because am just a secretary.*”

Enrollment in the province.

The officer expressed that on the overall, the response of students in terms of enrollment had been moderate, especially in Mwinilunga and Solwezi. However, in other Districts such as Zambezi, Kabompo and Kasempa which were considered moderately populated had no University Extension Education learning centres. As a consequence, there were no programs being conducted in those districts. The respondent explained that this had been partly because; the officer did not go out in other districts to advertise the programmes and mobilize people to enroll.

Target population

The study sought to find out the target population.

The respondent indicated that the University Extension Education targeted firstly the employed adults who wanted to enhance their skills at work, and also increase their chances of being promoted. It also targeted the school leavers as well as non school leavers who were not in formal employment, and had no professional qualifications. The aim here was to prepare them for the job market.

The officer observed that the province had a limited number of colleges to train people in different skills. Therefore, most people crossed the borders of the province to go and pursue their careers, either in the Copperbelt or Lusaka Provinces.

Entry criteria for student applicants

The respondent explained that, over the years, entry criteria in University Extension Education were merely the ability to read and write in English. It slowly changed to be Grade 12 with atleast three (3) passes which included English. At present, the respondent indicated that for an individual to be enrolled in the programs, applicants must have a full grade 12 certificate with a minimum of five (5) credits or better including English.

Programs offered by the University of Zambia in North Western Province.

The study investigated the kind of programs which were being offered by the University of Zambia Extension Studies in North Western Province.

The respondent stated that the institution in the province offered diploma programs in; Social Work, Law, Finance and Accounting, Project Planning and Management, Infection Prevention

and Control, Human Resource Management, Journalism, Public Administration, Purchasing and Supply, and Business Administration.

Further, the respondent indicated that there were some courses which were very popular whilst others were on the tail end in terms of enrollment. On the list of popular courses were; Social Work, Purchasing and Supply, Human Resource management and Business Administration. Furthermore, the respondent added that all the diploma courses were Senate approved programs, which meant that they were no longer what they used to be, where they were referred to as non credit or mere attendance courses. Students were therefore expected to study for periods ranging between 2 – 3 years to obtain a diploma.

Motive for participating in University Extension Education

The researcher also tried to investigate the motive for student participation in University Extension Education.

The respondent stated that there were two main reasons as to why people participated in the programs. Students who were already employed participated in the programs because they wanted to enhance their skills in order for them to perform better at their work place, and also to increase their chances of being promoted.

The second main reason was that, school leavers as well as non school leavers who have had no chance of obtaining professional qualifications and were not working, engaged in the programs in order for them to obtain qualifications which would make them compete favourably on the job market.

The involvement of local people in identifying and initiating programs.

The respondent shared that there was no system in the province where the local people were involved in identifying and initiating programs to be offered in the province. As such, the province had not involved the local people in such an undertaking. The process of identifying and initiating the program to be offered remained the preserve of the University.

Other programs of public demand.

The officer pointed out that even though there were a number of programs being offered by the University Extension Studies in the province, the general population still demanded programs which they felt could be more marketable in terms of finding a job in the mines. Courses that were being sought include; Electrical engineering, Mechanical engineering and Refrigeration repair and maintenance (both at craft and technician levels). The respondent further explained that the majority who came to ask for these courses were those already employed in the mines.

The findings of the study revealed that the officer could not initiate and develop the programmes until it received the blessing of senate which was the custodian of all curricula in the University of Zambia.

In addition, the respondent intimated *“I am just a secretary, as such, I can only do what a secretary can possibly do”*

Other outreach programs apart from evening classes.

The respondent stated that, the provincial office did not have any other outreach programs apart from evening classes. She stated that such activities required skill and energy in order to achieve positive results.

Secondly, the officer observed that it would take a long time for head office to approve such an undertaking considering the fact that the province did not have a Resident Lecturer.

Challenges that the office encountered in implementing extension education.

The officer administering the office of the Resident Lecturer indicated that there were many challenges that the office encountered.

- (i) Lack of part-time tutors – the respondent said that it was a requirement that people who teach in the Diploma programs were qualified, they should be holders of a Bachelors Degree in a related field. However, in places such as rural towns, Degree holders were not easy to find, therefore, University Extension programs were not offered.
- (ii) Lack of resource materials. With regards to resource material, the respondents stated that the smooth running of Diploma programs was affected largely because the office did not have resource materials for both students and part-time tutors. Furthermore, the office did not have any library facilities. This was further compounded by the fact that council libraries in all the districts, especially Mwinilunga and Solwezi, have been run down.
- (iii) Rented buildings. The respondent shared that the provincial office did not have its own premises to administer and conduct classes from. It rented both office space and classrooms in basic schools where evening classes were conducted. There are many restrictions that came with renting. The officer pointed out that during weekends the office cannot be accessed as all the offices were locked. Anyone who wished to access the building should have gotten prior permission from NAPSA management.

On the use of classrooms at basic schools, the officer intimated that sometimes the basic school's programs clash with the program of University Extension Studies. Secondly, the officer pointed out that classrooms in which University conducted its classes were also used as classrooms for grades 1 – 7, and so by the time the evening classes were starting the classrooms were dirty.

At times classes were delayed because GCE O levels tuitions were also conducted in the same classrooms during the same period (17hrs – 19hrs).

(iv) Inability to commence day classes

The officer observed that University Extension Education was initially meant for the working class who intended to enhance their skills to enable them work effectively and efficiently. In the recent past, a new phenomenon has emerged where school leavers were coming in numbers to enroll for the same programs to prepare them for the job market. These school leavers were not occupied during most part of the day and only waited for classes in the evenings. This demotivated them and many dropped out to find colleges which offered full time study.

(v) Lack of understanding of the work of University Extension Education.

The respondent stated that some of the problems encountered in the province were as a result of lack of understanding of the role played by University Extension Studies.

The officer recounted a situation that occurred in Zambezi District where students were mobilized and classes commenced but were discouraged by the colleagues who had seen a letter which originated from the office of the Registrar at the University of Zambia, stating that the programs offered under the Department of Adult Education and Extension Studies were not credit worthy. All the students withdrew and claimed their tuition fees based on the letter. As it were, the University Extension Studies in

Zambezi District did not have a centre and the officer stated that it had been difficult to win people's confidence and re-establish the centre.

(vi) Shortage of staff

The respondent expressed that the provincial office suffered from shortage of staff. According to the establishment, the provincial office was supposed to have, amongst its staff; a Resident Lecturer who was supposed to be in-charge of all academic matters, interpret University policy in the province, supervise and initiate classes in all districts, supervise support staff and carryout all the tasks related to Extension Education. The respondent also intimated that there should be an Administrative Officer who was supposed to carry out all the administrative work of the provincial office. The office should also have a Financial Officer who would receive and account for the money the provincial office received and spent on behalf of the University. There was need also to have a secretary and a messenger who would perform their respective duties.

However, the respondent stated that the Extension Studies Provincial Office only had a Secretary and a Messenger.

(vii) Short contracts for staff

The respondent observed that there was a tendency by the University to give short contracts to people who work in Provincial Offices of the Extension Studies Unit. Often times, these individuals are given 6 months contract which is not renewable. The respondent explained that this created a problem of lack of continuity. She recounted of an incident where a contract for one officer who was running the province came to an end and as such, vacated the office but no replacement was made. When time for exams came, students wrote their exams without completing

paying their tuition fees for that particular semester. The University lost close to Four Hundred and Eighty Million Kwacha (K480, 000,000). This was reflected in the audit report of the year 2009.

(viii) Orientation for part-time lecturers

The respondent stated that there had been no orientation workshop for part-time lecturers. This owed to the fact that there was no Resident Lecturer to initiate and conduct such workshops or seminars. However, the respondent conceded that there was need for orientation workshop for part-time lecturers in order for them to understand the objective of the University Extension Education and general rules of teaching adults.

Summary of the Chapter.

The chapter presented findings of the study regarding challenges encountered in implementing University Extension Education in North Western Province. The first part dealt with challenges on the dimension of the students while the second part presented challenges as seen by the officer administering the province. It came out from the findings that there were many challenges encountered in the implementation of University Extension Education. Many of which were to do with the inability by the University of Zambia to respond to the environment in which extension education was being offered.

From the findings, it was also noted that the absence of a Resident Lecturer created a spiral of problems for the province that affected both the students and the University at large. Consequently, the quality of education thereof provided by the institution is compromised.

However, the appreciation of the challenges encountered by the unit in its quest to provide education to the people, who might not have had the opportunity to go to the university, and study on full time basis, would give an opportunity to policy makers to correct the situation.

The next chapter discusses the findings presented in this chapter.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter is a discussion of findings on the challenges encountered in the implementation of University Extension Education in North Western Province.

It is important to mention that the study set out with three objectives, which are; to identify the challenges in the implementation of University Extension Education in North Western Province, find out whether or not University of Zambia Extension studies in North Western Province conducts other outreach programs apart from evening classes, and assess whether or not university extension provide courses which are needed in the province.

5.2 Challenges encountered in the implementation of University Extension Education in North Western Province.

The first objective was to identify challenges encountered by the University of Zambia in the implementation of University Extension Education in North Western Province. Respondents identified a number of challenges. Some of these are associated to the administrative style of the University of Zambia, student limitation, community perception of the evening classes and staffing at the office of the Resident Lecturer in the province.

5.2.1 Lack of part time tutors

Both the officer administering the provincial office of the University of Zambia Extension Studies and the student participants in the evening classes identified that lack of part-time tutors is one of the major problems University Extension Education face in North Western province.

This had affected the provision of certain types of courses. It is important to note that the university requirement for an individual to teach in evening classes is that one should be in possession of a bachelors' degree. Students enroll in the programs of their interest but there would be no person qualified enough in that area of specialization to teach. As such, classes failed to take off.

This is in conformity with the findings obtained by Okafor (1971), who observes that, recruitment of Part-time tutors who are suitable to teach specialized courses is one of the impediments which render some classes not taking off.

Okafor (1971:12) states: "In big towns along the line of rail particularly in Lusaka and the Copperbelt towns, it is fairly easy to find someone who possesses a good honours degree. In some rural areas, however, there may not be anyone in the area who is qualified to teach a course for which real need exist."

By and large, the lack of suitably qualified part-time tutors to teach courses for which real need exists, renders the University to mount courses which are not particularly of need in the province, but based on the availability of part-time tutors. It should be emphasized that, courses which should be offered in a particular geographical location should be in consonant with the socio-economic mainstay or indeed be dictated to by the community's needs; it should not be predetermined or prescribed by the training institutions (Chuma, 1991). The implication of prescribing training needs is that, the University Extension Studies will certainly divorce itself from the original purpose for which it was intended to achieve. Consequently, it would not address the training needs in the province, but will be like any other training institution which offers a wide range of courses for students to choose from. On the contrary, this does not connote

the underlying principle upon which the University Extension Education is founded (Chakanika, et al,1995).

5.2.2 Lack of resource materials and library facilities

In any academic endeavour, the quality of graduates thereof obtained is anchored on the availability of resource material around them. Ogunsola (2004) declares that the purpose of education is to pass on society's cultural values and accumulated body of knowledge and prepare people for meaningful life. It is envisaged that if the institution is to produce people who are self reliant and better able to fit into their immediate environment and interact successfully with the world, the university extension studies should develop a library for students who are studying outside the confines of the university. This will ensure that the graduates thereof produced are knowledgeable and well informed in their area of specialization. "The extent to which children and young people of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within their environment." (Ogunsola, 2004:6)

It is common to find that part-time tutors who are hired to teach in the evening classes lack facilitation skills, as such, deliver lectures which are either too short or too long to understand. Student would then fall back on the reliable resource materials to cement what they discuss in class. With the availability of resource materials stocked in the library or resource centre, students will not heavily rely on the tutor alone, but will also crosscheck with other writers in various subject areas.

Knowles et al (2005) presents a view point that adults believe that they are responsible for their learning. They need to be seen and treated as capable and self directed learners. Therefore, facilitators should create an environment where they develop their latent self directed learning

skills as opposed to the tutor using only transmittal techniques as the only method of acquiring knowledge and skill. Library and resource materials are an important ingredient in character formation and skills training.

5.2.3 Dropout rate

The officer administering the office of the Resident Lecturer shared that a number of people expressed interest in undertaking University Extension programs. This could be seen by the fact that the office received a basketful of applications indicating that people wanted to pursue the programs that are offered by the University Extension Studies. However, less than half of the total number of applicants turned up to take up the courses. Among those that turned up to take up the courses, it is estimated that half dropped out due to various reasons, but prominent among them is the lack of resources (tuition fees). It is important to note that many students complained that the tuition fees charged by the University were beyond the range of the ordinary individual.

Adedeji (1977:13) asks; “How can we balance the spirit of service to the community with a commercial motive?”

According to Alexander (1975), the University Extension Studies at conception, was though that, the beneficiary target group would be the poor or the disadvantaged adults so as to empower them with skills to make them more responsive to their environment.

However, in the present scenario, Extension Education has been converted into a club for the elite. It does not salvage the illiterates from the jaws of poverty. The poor will remain poor because it is assumed that they would not afford to pay the tuition fees being asked by the University Extension Unit.

It is also important to note that the original aim of the University Extension Studies (Extra Mural Studies) was to reach the masses who by misfortune, did not complete formal education or dropped out of the school system. Consequently, they are unemployed and live in poverty (Bown, 1966).

The University of Zambia Extension Education has pegged high the entry requirements. Prospective students should hold a grade 12 certificate with 5 credits including English language. This is in complete contrast to the very essence of University Extension Education. It is premised on the value that men and women who had the misfortune of dropping out of school system, could be accorded an opportunity to achieve academic proficiency through evening classes offered by the University Extension Studies. University Extension Education is seen to be concentrating on those who have been to school and have full grade 12 certificates.

Chakanika (1995:6) supports this view and states: *“This presupposes that the University Extension programs are for those who have already experienced a good deal of formal education thereby not serving the people who are the intended beneficiary of the these programs. In this way the University has barred itself from the grassroots level people whom these programs are meant to serve”*.

5.2.4 Lack of Orientation for part-time tutors

Often times, part-time tutors who are engaged to teach in the evening classes of the Extension Education are well qualified in their areas of specialization. What they lack, however, are the facilitation skills to conduct adult classes.

Okafor (1971) posits, “a problem which is in many respects the result of the above situation (inexperienced tutors) is the breakdown of dialogue at class meetings. The emphasis ... is not so much on how much ground is covered but on how well”

The office of the Resident Lecturer, it was revealed, has not been organizing orientation seminars to familiarize the tutors with the objective of the department of adult education and Extension studies. This, in many cases, has resulted in students feeling that they are unfairly treated by the tutors. It is important in adult education to understand the dynamics associated with handling a class of adults. Many scholars (see; Knowles 1971, Bown 1966,) believe that teaching a class of adults is different from teaching a class of children. Adults come to class with different motivations, but important to note also is the fact that, adults come into a learning experience with their status (i.e.) director of an organisation, father, grandmother as well as many other roles they play in the community in which they live. Therefore, adults need to be treated differently from the way children are treated.

However, findings of this study revealed that 53% felt that they were badly treated by their tutors in class.

5.2.5 Shortage of staff

Results obtained from the officer administering the office of the Resident Lecturer confirmed that there was a shortage of staff at the provincial office. It was heard that the office does not have a Resident Lecturer, an Administrative Officer, Financial Officer and Messenger / Cleaner. The above situation affects the smooth running of the office in a number of ways. The secretary who runs the office mentioned that she has multiple functions. She functions as a Resident Lecturer, Administrative Officer as well as a Financial Officer.

It is important to note that North Western Province remits approximately K100, 000,000 in one semester (Audit Report, 2009). University management would see it prudent and employ a financial officer as opposed to leaving the workload of handling university income of such magnitude to a secretary who lacks skill and understanding of financial regulations. Additionally,

the secretary cannot be considered capable to handle all academic matters involved in extension work.

According to the audit report (2009) by the internal auditors, it was revealed that close to K485,000,000 was unaccounted for during the period 1998 – 2008. The report further recommended that management should recruit and send a qualified financial officer who would account for the money the university receives in terms of tuition fees from the students.

Over and above, the shortage of staff in the province can be attributed to the fact that the university itself does not attach any importance to the role the department plays in contributing to the welfare of the nation at large and the university in particular. A unit that contributes heavily to the existence of a university can surely be paid attention to in terms of staffing levels in the province.

It can therefore be argued that the results of the findings are in conformity with what Chakanika (1986:42) concludes, “Extension Studies and Conferences is the least regarded Department in the centre, while the centre for continuing Education is the least respected school in the university.”

This viewpoint can also be drawn in this study where it can be concluded that the Department of Adult Education and Extension Studies is the least regarded department in the University.

5.3 Responsiveness of the programs offered

The second objective was to determine whether or not the University of Zambia provided courses that responded to the educational needs of the province.

Table 10, 11, 12 and 13 in the previous chapter, revealed that the University in North Western Province of Zambia was not providing courses that addressed the socio-economic needs of the province. Even though the University of Zambia Extension Studies was gaining ground in terms

of the number of people participating in its programs, most student participants observed that they were pursuing courses which they did not originally intend to pursue. Table 10 shows that 72% of the students were pursuing programs which they did not intend to and 68% indicated that the university was not providing courses that were responding to the needs of the province.

On the other hand, Table 13 provides an insight of what people in North Western Province need in terms of training needs. It shows that majority (42%) would want to see University Extension education mount technical programs such as Mechanical engineering, Electrical engineering, Heavy Duty Mechanics and many other such programs. This would be directly responding to the needs in the mining sector which employs about 60% of the working population in the province. (CSO, 2005)

However, the situation obtaining at the office was that the institution was incapable of running such programs because it does not have the facilities to train students in these fields. Secondly, University Extension unit in the province does not have its own premises where it could put such facilities if acquired. Another reason is that the unit has not developed such programs elsewhere, therefore, the University in the province will only offer programs which are senate approved standardized like in other provinces.

However, Chakanika (1995) argues that Extension work should base its programs on the felt needs of the people. He further notes that often times the Resident tutor is faced with a challenge where, he/she has to balance what the community in his constituency needs and what the policy his/her employer dictates.

5.4 Other outreach programs

The third objective was to assess whether or not University Extension Studies conduct other outreach programs in the province.

Results obtained from the officer administering the office revealed that the province does not conduct other outreach programs in the province.

Alexander (1975) outlines the major function of the department of Adult Education extension Studies (Extra Mural Department as it was known) by the senate. These are;

- (a) provision of study of university nature to the general public by all means available and appropriate; weekly classes, residential courses, public lectures, radio and television, correspondence and publications;
- (b) provision of training in Adult Education;
- (c) research into
 - (i) academic disciplines
 - (ii) adult education problems; and
- (d) promotion of links between university and community by any other means within its power. This can be achieved by way of conducting seminars and workshops; public lectures and conferences.

At inception, The University of Zambia Senate outlined the responsibilities of the Department of Extra Mural Studies (Extension Studies) regarding conferences and seminars as follows;

- the initiation of seminars, workshops, courses and conferences for which the main academic responsibility would be borne by the Extra Mural Department's own staff;
- the arrangement of conferences in which academic responsibility would be shared by the internal staff of the University (Alexander, 1975).

Alexander (1975) observes that many members of the public, including those in senior positions of responsibility would not have the time to commit themselves to regular classes. On the other hand, in other places, population is sparsely populated, thus, to mount and run a

course would be difficult especially when one considered the distances students were to cover to get to a point where classes are to be conducted. However, these groups of people can be given an alternative education program that would fit in their geographical and employment disposition.

Bown (1966) supports this view and adds; "...one of the missions of the University must be to encourage even those most educated and in the highest positions in the land to realize that education is lifelong."

It was therefore envisaged that, the most significant way through which the University could reach these particular groups of people and share its knowledge and research as well as impact its influence, is through public lectures, seminars, conferences and workshops.

According to Chakanika (1995), workshops and seminars cater for a broader clientele than evening classes. On the other hand, public lectures also cater for a mixed target group.

Apart from class programs, University Extension should be seen to be more involved in dissemination of knowledge to larger population as opposed to specific clientele in class programs only, as this limits the scope of the vision of University Extension Education, that of accessing as many people as possible, university knowledge.

These outreach programs (workshops, seminars conferences and public lectures) can cover themes which are concerned with development. Chakanika (1995) states; "...the themes covered ...include sexually transmitted diseases, causes and remedies of diabetes, the relationship between population growth and economic development, the significance of child spacing and topics related to political and socio-economic issues."

Most importantly, seminars and workshops provide a platform on which the university itself would identify the needs of a particular community and chat a way through which the need

can be met. Through seminars, public lectures, workshops and conferences, the University can hope to establish a two way communication with society outside the university main campus. Without such communication and contact, it is not feasible to identify the needs of the society.

On the contrary, the University of Zambia in its implementation of Extension Education casts its concentration only on evening classes (class programs) which only caters for a minority of the people who need university knowledge.

The study attributes this situation (lack of conducting other outreach programs) to lack of personnel qualified in matters of extension education.

The university has left its core business; that of providing university knowledge to men and women, wherever they are, to chance. While it is appreciated that a secretary has risen to the occasion and administered efficiently, class programs in the province. She faces many restrictions some of which are associated to her professional background and technical knowhow in matters of extension education. The university would be expecting too much if it would be expecting the secretary to implement extension education as laid down by senate.

Chakanika (1986) argues that the programs administered by the Resident Lecturer in extension education are largely influenced by the professional background of the Resident Lecture.

However, it is important to note that university Extension Education does not only imply class programs. It involves many other activities by which the community in which the university operates can benefit.

Summary of the Chapter

This chapter discussed the findings that emerged from the study which was conducted in North Western Province on the challenges encountered in the implementation of University Extension Education. The study also sought to find out whether or not, University Extension Education offered courses that are needed in the province, to answer to the human resource needs of the growing economy of the province. Further, the study explored to find out whether University Extension Studies conducted other outreach programs in the province based on the policy laid down by senate.

The findings of the study revealed that there were many challenges that the University encounters in the implementation of Extension Education. Amongst which are; the lack of part time tutors qualified enough to teach courses for which real need exist. As such, the University has resorted to mounting courses based on the availability of part-time tutors. It also emerged from the findings that the unit lacks library facilities as well as resource materials such as text books. This renders the general populace to doubt the quality of the graduates thereof produced.

Another challenge that besieges the implementation of extension Education in North Western Province is the high dropout rate, which was mainly attributed to the fees attached to the programs. Only those who are in full paid employment are the ones who afford the fees.

Many student respondents indicated that their tutors lacked good facilitation skills which resulted in class dialogue breakdown. This was attributed to the fact that the institution has not oriented the tutors on facilitation strategies. Shortage of staff at the office in the province was seen as another challenge that affected the smooth running of Extension Education in the province. This challenge was attributed to the University management disposition.

On whether the University Extension Education responded to the educational needs in the province, the study revealed that the respondents felt that the university was not doing enough to match the expectations and needs of the province. The university, it is felt, has taken on the attributes of other traditional training institution which has a wide range of programs for students to choose from and not a situation where the University Extension Studies develop programs in consultation with the community in order for the institution to remain relevant and answer to the economic mainstay of the region. It is assumed that the University will fail to respond adequately to the training needs of the province largely because it does not have a deliberate policy where it will interact with the community to hold discussions in order to identify needs of the community. This has partly been caused by the absence in the province, a qualified resident lecturer, skilled in matters of extension education.

The next chapter presents the conclusion of the study and subsequent recommendations.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study based on the findings and discussions on challenges encountered by the University of Zambia in implementing University Extension Education in North Western Province.

6.2 Conclusion.

The study sought to find out the challenges encountered in the implementation of University Extension Education. The findings revealed that there were many and varied challenges the University of Zambia encountered in the implementation of University Extension Education in North Western Province.

The findings revealed that, one of the challenges that was encountered was the lack of qualified part-time tutors to teach courses for which real needs exist. The implication of this is that the University only mounted courses based on the availability of part-time tutors. This is in conformity with the findings of Okafor (1975) where he states that in rural areas, however, there may not be anyone in the area who may be qualified enough to teach courses for which real need exists.

In many instances, students were compelled to change their courses because the institution did not provide courses based on the needs of the community, let alone the students. As a consequence, the University Extension Education in the province was not offering courses that were fully answering to the educational needs of the province.

The study further revealed that, the province lacked library facilities and resource materials for both lecturers and student participants. The University Extension Studies has a responsibility of training local people; adults and youths, the employed and the unemployed, the educated and the less educated as well as many other needy classes in society, in order to prepare them to live effectively and efficiently in their environment. This task requires that the institution is prepared. Being prepared adequately, includes not only setting up structures where people are to learn from or hiring qualified tutors, but also, setting up library facilities and stocking them with resource materials such as text books and other reading materials. This would afford men and women studying outside the confines of the University, an opportunity to study like their colleagues studying on full-time basis.

The study also revealed that, due to several other factors which include: high tuition fees being charged by the institution, the inability by the university to exploit the current trend where school leavers have expressed interest and enrolled in University Extension Studies. The institution should formulate a deliberate policy to create day classes for school leavers in order to satisfy their peculiar need. These and many other factors disorient students and cause high dropout rates in University Extension Education in North Western Province.

Another challenge that beset the University Extension Studies is how to balance between the spirit of service to the community and a commercial motive.

On one hand the University implores its departments to be self supporting to ensure that the University meets its budgetary needs, while on another, the poor as well as those who missed the opportunity to enter University, look up to the University Extension Studies as the only available avenue through which they can get an education that would guarantee them success and better life.

Aside from the aforesaid, there was also a challenge which is as a consequence of the implementation of University Extension Education. Reference is here made to the breakdown of dialogue between Tutors and participants during class meetings. It emerged from the findings that student participants felt that they were not fairly handled by their tutors. The study therefore, concluded that this situation was as a result of the lack of orientation for part-time tutors on the facilitation skills in a class of adults.

The results also highlighted the fact that the office did not have adequate staff to administer the province. It was revealed that the provincial office did not have key personnel to manage the office, amongst whom; included the Resident Lecturer, the Administrative Officer and the Financial Officer. The office was manned by a secretary who subsequently, performed a multiplicity of functions, some of which she was not qualified to handle.

The deficiency in staffing created administrative lapses and the unit failed to operate to expected capacity. The unit in the province does not undertake certain but important outreach activities. Outreach activities such as; organizing seminars, workshops, conferences, theatre for development and public lectures. These are important activities upon which University Extension Education is founded (Chakanika, 1995).

The foregoing phenomenon, also lay bare the fact that, University management does not understand and value the importance of Extension Studies unit, and the role that it plays in reaching out to the masses in the country for the purpose of diffusing University knowledge and ways of thought.

The second objective was to find out whether or not University of Zambia Extension Education was providing courses that were responding to the needs of the province.

The study revealed that there was need for the University to contextualize its educational programs in the province. The community within which the University operated, should be given an opportunity to make an input regarding the programs to be offered in the Unit. The University of Zambia, like any other educational institution, acts like a laboratory where experts identify and diagnose the educational problems and prescribe educational solutions to a community. This does not represent a true reflection of Adult Education principles upon which University Extension Education is anchored.

Chuma (1991:36) writes, “experience, particularly in Zambia, has shown that the response to the implementation of programs is greater if the people have been involved at stages of planning, identification of problems, and finding possible solutions and finally drawing up programs which are aimed at solving their own problems.”

Malama-Thomas (1987:18) supports this view and adds “...the only way of transforming the development process in Africa is by putting the communities in the driver’s seat.”

The next objective was to assess whether University Extension Studies in North Western Province conducted other outreach programs apart from evening classes.

The results of the study pointed to the position that the province rarely undertook other programs of outreach into the community owing to the fact that it was understaffed. The province concentrated more on providing evening classes. The province for a long time had been run by a secretary. This situation meant that there was nobody skilled enough and who had the understanding of extension education.

Chakanika (1995) summarizes by saying that the professional background of the person manning the province sometimes acts as a constraint to the effective implementation of extension education. In this case, the person given to administer the province is not trained in the principles

of adult education and the core foundations of extension education, but was only oriented in running evening classes.

6.3 Recommendations.

In view of the findings of the study, the following recommendations have been suggested.

- i. recruit part-time tutors in the courses which are identified as areas of need, as opposed to recruiting them for the sake of it and mount courses which the communities do not need;
- ii. the university extension studies should create a deliberate policy to involve the local people in identifying, planning and implementing of the courses. This situation encourages ownership of the programs and participation by the target population;
- iii. libraries or resource centers should be established in all the centers. This will enable both the part-time tutors and students obtain information they need in their various courses. It also provides as a quality assurance for the institution on the type of graduates that will be produced from extension studies;
- iv. exploit the current trend where it has been observed that, more school leavers are being enrolled in the programs. The institution should create a deliberate policy to set up day classes. This will ensure that the school leavers and their interests are taken into consideration;
- v. balance between the spirit of service to the community and that of striving to realise commercial motive. It is strongly believed that University Extension Education is tilted towards helping the community members live their lives in an

efficient and effective manner. Thus, the courses under extension studies were specifically meant for the poor and those who did not have the chance to enter University education. In more recent times, units in the university have been called upon to be self – financing, Extension studies included. It is, therefore, imperative that the unit strikes a balance in its operations;

- vi. all the part-time tutors hired to teach in the classes for extension studies, should be oriented in the principles and practices of adult education and facilitation skills in order to avoid breakdown of dialogue at class meetings between part-time tutors and the students; and
- vii. the university should ensure that the provincial office is adequately staffed in order for the unit to achieve its aims and objectives; that of providing education to all the people, however remote they may be.

Summary of the Chapter

Chapter six provided a conclusion and recommendations of the study. The conclusion was based on the objectives of the study, while the recommendations were drawn from its findings.

The study concluded that there were many and varied challenges encountered in the implementation of extension education provided by the University of Zambia. Such challenges include; lack of part-time tutors to teach courses for which real need exists, thus, students were compelled to change their courses. It was also discovered that University of Zambia Extension Studies needed to do more in order to answer to the educational needs of North Western Province. This could be done by engaging the community in identifying courses which would satisfy the province in terms of its educational needs.

Another challenge the University faced was how to balance between the spirit of service to the community and that of being commercial. A breakdown in the dialogue at class level between part-time tutors and the students was brought to light as another challenge that was encountered. The officer managing the office of the Resident Lecturer also intimated that there was inadequate staff at the provincial office, this constricted the ability of the office to function effectively. Thus important activities such as organizing seminars, workshops, conferences and public lectures, could not be carried out.

By and large, recommendations were also suggested. These included; recruiting par-time tutors in courses for which real needs exist, creating a deliberate policy to involve local people in identifying and planning the programs, establishing libraries or resource centers to afford both lecturers and students an opportunity to acquire information in their subject areas through perusal of various forms of literature, exploit the current trend where school leavers are enrolling in numbers by creating a deliberate move to set up day classes in order to satisfy their educational needs, ensure that there is a balance between the spirit of service and that of being commercial, to ensure that the former is preserved to enable everyone in the community benefit, and orient all part time tutors in the principles and practices of adult education and facilitation skills in order to avoid a breakdown of dialogue.

University Extension Education has the capacity to empower the weak and the poverty stricken members of the community with skills to function effectively and efficiently in their own environment.

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The University of Zambia

School of Education

Department of Adult Education and Extension Studies

Questionnaire for Student Participants in University Extension Studies

in North Western Province

Introduction

Dear Respondent,

The researcher of this study is a postgraduate student pursuing a masters program in Adult Education (Med) at the University of Zambia.

The research being conducted is for academic purpose. It is an investigation into the challenges encountered by the University of Zambia in the implementation of Extension Education.

I humbly request you to participate and answer the questionnaire freely and honestly.

Your responses in this questionnaire will be treated as confidential.

Instructions

1. Please do not write your names on the questionnaire.
2. Kindly answer all the questions by ticking in the spaces provided () or by writing in the spaces provided.

1. Sex

- a) Male []
- b) Female []

2. Age range

- a) 16 – 25years ()
- b) 26 – 35years ()
- c) 36 - 45years ()
- d) Over 46years ()

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. a) School Leaver []
- b) Non School Leaver []

6. Employment Status

- a) Employed []
- b) Not Employed []

7. Professional Qualifications

- a) Certificate []
- b) Diploma []
- c) Degree []

d) None []

8. How long have you been studying with University Extension Studies?

a) 1- 6 months []

b) 7-12 months []

c) 1 – 2 years []

d) Over 2 years []

9. Why are you participating in University Extension Education?

a) get a job []

b) be better informed []

c) improve qualifications []

d) get promoted after completing my program. []

e) others, specify

.....

10. Are you currently pursuing a program which you initially intended to study?

a) Yes []

b) No []

11. If not, indicate the reason why you changed the program

a) UNZA Extension studies did not have the course in the province []

b) There were no lecturers in the program []

c) Did not make the required number for a class []

d) Followed what my other friends wanted []

e) Specialised lecturer stopped in the middle of the course []

12. In your opinion, does the University of Zambia provide courses that are needed in the

Province?

a) YES []

b) NO []

13. If not, state which courses you think The University should focus on in the province.

a) Technical []

b) Agricultural []

c) Management []

d) Business []

14. Indicate by tick which problem you think is your number one (1) on the list of problems

a) Lack of resource materials and Library facilities []

b) Lack of resource persons which lead to some classes not taking off []

c) Changing of officers at the provincial office []

d) Classroom facilities at the basic school feels degrading []

e) Time during which classes are conducted is not convenient. []

15. Does the frequent changes in staffing at the provincial office affect you?

a) YES []

b) NO []

16. State the ways in which you get affected.

.....
.....

17. State the ways in which you feel classroom facilities pose as a challenge

.....

.....
18. How do you rate the treatment given to you by your tutors in class.

a) Excellent []

b) Good []

c) Fair []

d) Bad []

19. In your opinion, are you satisfied in your expectations on enrolling in University Extension Studies?

a) Satisfied []

b) Not Satisfied []

END OF QUESTIONNAIRE

I wish to thank you for having participated in this study, my contact address is given below.

Mwenya Nduna

The University of Zambia

School of Education

Department of Adult Education and Extension Studies

P.O.Box 32379

Lusaka

Appendix B

Interview Guide for the Resident Lecturer

Introduction

Dear Respondent,

My name is Mwenya Nduna, I am a postgraduate student pursuing a masters program in Adult Education (Med) at the University of Zambia.

The study I am conducting is for academic purpose. It is an investigation into the challenges encountered by the University of Zambia in the implementation of Extension Education.

I humbly request you to participate and answer the questions freely and honestly.

Your responses in this interview will be treated as confidential.

1. What position do you hold in this office?

.....

2. How long have you worked in this office?

.....

3. How is the response from the community in terms of enrollments in this province?

.....

4. What is your target population?

.....

5. What are the entry criteria for one to enroll in the University Extension Programs?

.....

6. Which programs do you offer in this province?

.....

7. What do you think are the motives that make students participate in University Extension Programs.

.....
8. To what extent do you involve local people in identifying and initiating programs for study?

.....

9. Do the local people share with you which programs they would want to be offered?

.....

10. Do you conduct other outreach activities such as public lectures, seminars or conferences?

.....

11. Which problems do you think the office encounters in implementing Extension Education in the province?

.....

.....

.....

.....

.....

We have come to the end of the interview.

Thank you for your time and your patience.

Appendix C

Research Time Schedule : 2009 – 2010

Activity	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Identification of the area of problem	xx	xx						
Formulation of the research topic			xx					
Literature review				xx	xx			
Development of research instruments						xx	Xx	

Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Data collection	xx							
Data cleaning	xx							
Data presentation		xx						
Data analysis			xx					
Draft report				xx				
Submission of the report				xx				