

**DYNAMICS OF EXTENSION STUDIES AT THE UNIVERSITY OF ZAMBIA FROM  
1966 TO 2014: ITS HISTORY, CONTRIBUTION TO HUMAN RESOURCES  
DEVELOPMENT AND PROSPECTS**

**By**

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**A Thesis Submitted in Fulfilment of the Requirement for the Award of the Degree  
of Doctor of Philosophy in Adult Education of the University of Zambia**

**The University of Zambia**

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## DECLARATION

I, **Phillip Kotati Mwansa**, do declare that this, Doctor of Philosophy (Ph.D) Thesis, titled: **Dynamics of Extension Studies at the University of Zambia from 1966 to 2014: Its History, Contribution to Human Resource Development and Prospects**, represents my own work, and that it has never been previously submitted for a degree examination at the University of Zambia or any other university or institution. The sources of all materials referred to have been duly acknowledged.

Signed by .....

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## **APPROVAL**

This thesis by **Phillip Kotati Mwansa** is approved as fulfilment of the requirement for the award of degree of Doctor of Philosophy in Adult Education of the University of Zambia.

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## DEDICATION

I dedicate this thesis to two women; my late mother, Chanda Mulila (MHSRP), and my wife, Rosemary Kashimbi Kunda. My mother, who in her unlettered state, knew the potency of education when she told me the following words: *Mwana wandi, nga wa sambilila, ukala fwaala ifya kufwaala ifisuma*, literally translated as “My son, when you get educated, you will be putting on nice clothes.” My wife was my pillar of strength throughout most of my professional advancement. She always asked when the study programme would finish, while encouraging me never to give up. I also dedicate the study to my father, Mr. Kotati Mwape Mwelwa (MHSRP), who instilled discipline in me during early days of my life. Though illiterate, he was interested in the progress I made in my education pursuit, and impatiently wanted me to complete school quickly.

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## ABSTRACT

The topic of the study is “Dynamics of Extension Studies at The University of Zambia from 1966 to 2014: Its History, Contribution to Human Resources Development and Prospects”. The statement of the problem is that although Extension Studies has been in existence at the University of Zambia (UNZA) from 1966, its contribution to human resource development is undocumented. The objectives of the study were to (i) trace the history of Extension Studies at the University of Zambia from 1966 to 2014, (ii) establish the contribution of Extension Studies to human resources development from 1966 to 2014, (iii) examine status of Extension Studies, and (iv) determine prospects of Extension Studies. The significance of the study is that it demonstrates that Extension Studies is a viable mode of delivering knowledge, skills, values and attitudes, and a way of broadening access to higher in Zambia. The theoretical framework of the study was the technical-functional theory. The scope of the study covered the history of Extension Studies at UNZA from 1966 to 2014 targeting former and current students, part-time tutors, Resident Lecturers and Senior Managers of the University. The target population was 6,200, which comprised students, Part-Time Tutors, Resident Lecturers and senior managers at UNZA. Probability and non-probability sampling were used to target participants. The sample of the study was 486 interviewees and respondents. It consisted of 2 senior managers, 10 Resident Lecturers, 43 Part-Time Tutors, 155 former students and 276 current students. It employed an embedded research design. Qualitative data were collected through document review, self-administered open-ended questionnaires and face-to-face interviews. Quantitative data were collected through self-administered questionnaires and document review. Document review was used to collect data on history of Extension Studies at UNZA from 1966 to 2014. Qualitative data was collected through questionnaires and interview guides, and analysed through thematic approach by the use of Statistical Package for Social Sciences (SPSS) version 16.0. Frequency tables were used to present data. The study revealed that Extension Studies at the University of Zambia gradually lost the privileged position that it enjoyed at the inception of the UNZA 1966. However, Extension Studies had achieved academic recognition because its programmes were approved by Senate in 2009. It also contributed 61,251 people to human resources development in Zambia from 1966 to 2014. Other findings were that participants were satisfied with the quality of education, student-respondents had positive attitude towards Extension Studies, and urged that it should be escalated to degree level to enable people acquire degree qualifications within their communities. The study recommended to (i) highlight the history Extension Studies at UNZA by management, (ii) UNZA should respond to the needs of the Zambian society, (iii) UNZA should come up with a policy on Extension Studies about its relationship with other academic programmes at the University of Zambia; and (iv) UNZA should equip Extension Studies with library facilities, computer laboratories and science laboratories iv establish an Institute of Extension Education.

**Key words:** contribution, development, dynamics extension education, extension studies, history, prospect and status.

## **ABBREVIATIONS AND ACRONYMS**

AED	Adult Education
BUS	Business Administration
CBU	Copperbelt University
CCE	Centre of Continuing Education
CLLE	Centre for Life-Long Education
DAEES	Department of Adult Education and Extension Studies
DDE	Department of Distance Education
DAE	Diploma in Adult Education
DDEOL	Directorate of Distance Education and Open Learning
DEMS	Department of Extra-Mural Studies
ECO	Economics
ES	Extension Studies
GUC	Guidance and Counselling
HRD	Human Resource Development
HRM	Human Resources Management
FAC	Financial Accounting
FAO	Food and Agricultural Organisation
HRD	Human Resources Development
HOD	Head of Department
ICARES	Institute of Consultancy, Applied Research and Extension Studies
ICT	Information Communication Technology
IPC	Infection Prevention and Control

JOU	Journalism
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MHSRIP	May Her / His Soul Rest In Peace
MOGE	Ministry of General Education,
MOHE	Ministry of Higher Education
MUVCES	Massey University Victorian Curriculum Extension Studies
NRDC	Natural Resources Development College
NORTEC	Northern Technical College
PPM	Project Planning and Management
PAD	Public Administration
PRE	Public Relations
PSM	Purchasing and Supply Management
RMA	Records Management.
SMM	Sales Marketing Management
SPSS	Statistical Package for Social Sciences
SRS	Student Record System
SWO	Social Work
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TFT	Technical Functional Theory
UNESCO	United Nations Education Scientific and Cultural Organisation
UNIP	United National Independence Party
UNZA	University of Zambia

UNZANDO	University of Zambia at Ndola
UW	University of Wisconsin
UWA	University of Western Australia
VCES	Victorian Curriculum Extension Studies
VCWP	Vice-Chancellor's Working Party

## DEFINITION OF TERMS

This section deals with the operational meaning of concepts as used in the study. It is intended to give an understanding of the concepts. The following concepts are used:

**Adult** refers to “An individual whose age and biological status require an expected form of behaviour and a source of social roles” (Nafukho *et al.*, 2005:2). The meaning is relevant to Zambian situation in that people from 16 to 35 are considered to young adults, while those aged 36 and above are adults.

**Adult Education** refers to all sequential and organized activities, which adults, who are no longer attending school on regular and full-time basis, undertake with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes for the purpose of identifying and solving personal or community problems (Yousif, 1970; Nafukho *et al.*, 2005).

**Attitude** refers to favourable, unfavourable or neutral disposition of an individual towards people, objects, situation or programme (Ahmed, 2014; Sharma, 2016).

**Contribution** refers to the increase in number of people with knowledge, skills and values, thereby improving levels of human resource.

**Credit** refers to the academic status of a course or programme, which has passed quality assurance test. It refers to the worthy of the award achieved, which can be used to seek

exemption in other programme. Such qualification may be used for employment and academic advancement.

**Development** refers to an activity or task which involves planned change through a variety of approaches used to cause growth, increase, expansion or improvement in abilities of individuals (Odionye, 2014). It is “a process of social change intended to bring about social and material advancement for the people by allowing greater control over their environment.” (Indabawa and Mpofu, 2006:3). It is a change of whole person as a result of learning.

**Dynamics** refers to forces that cause growth, development or change within a system or organisation thereby bringing about a state of continuous change or developing. In this context, Extension Studies has the likelihood to change.

**Extension Education** is a teaching and learning process, which helps to change human behaviour in terms of knowledge, skills, values and attitudes. It includes instructional activities offered beyond the confines of regular classes in order to serve a wider clientele (Nisha, 2006). This meaning was adopted in this study.

**Extension Studies** is a process of education that aims at developing extra knowledge, will power, values and skills of youth and adults to deal with problems confronting them (Savile, 1965). For this study, some features of this definition were applied, in addition to the type of education extended from the University of Zambia to the community.

**Extra-Mural Studies** refer to all learning conducted outside the formal system of education of an institution but under the supervision of the institution. Usually, the studies are taken by learners far away from the physical location of the institution.

**Human Resource Development** is a process of developing competences that equip individuals with knowledge, skills, values and attitudes through planned activities so that they able to perform well in their current and future jobs (Gibb, 2006).

**Non-credit** is the status of an award not being recognised for seeking exemption in another course or programme for academic progression due to lack of quality assurance. Such qualification may be for employment only.

**Prospect** is a chance or possibility of future success or possibility of likelihood of some future event occurring. It is a view or outlook of something or a way of looking ahead and expecting good thing to happen. In this context, it is a vision or strategy.

**Status** refers to the level or position of individuals, programmes, situations based on written and unwritten rules of society or institutions (Chinoy, 1967). In this study, status refers to views held by respondents about, and the position of Extension Studies in comparison with other modes of study such as full time, distance or parallel at UNZA.

**Sustainability** refers to ability to support, uphold or maintain the existence of something over a long period of time.

**Youth** refers to young adults or individuals aged from 16 to 35 years.



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

Chapter One introduces the study through the presentation of the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. Other aspects dealt with in this Chapter are significance of the study, delimitation of the study, limitations of the study, operation definitions, and ethical considerations. Chapter One also presents the structure of the thesis, theoretical and conceptual frameworks, and ends with summary of the Chapter.

### **1.2 Background to the study**

Extension Studies is a field derived from the concept of extension, which existed in Mesopotamia as early as 1800 B. C. (Jones and Garforth, 2005). Extension meant and means taking knowledge from one place to another for the benefit of end users. Therefore, extension has been playing a pivotal role in conserving and conveying knowledge, skills and values from one generation to another. In modern society, extension has various branches such as Agricultural Extension, Animal Extension, Extension work, Extension Education and Extension Studies. In pre-colonial African society, knowledge, skills, values and attitudes were passed from generation to generation through traditional extension mode (Mwanakatwe, 2013). At the University of Zambia (UNZA), Extension Studies was introduced in 1966 as Extra-Mural Studies. The introduction of Extra-Mural Studies at UNZA was a result of the recommendation by the Lockwood Commission to establish a unit that would cater for the educational needs of members of community who might have missed the opportunity to attain university education or might have had no



opportunity to enter university (Lockwood Commission, 1963). It was the considered view of the Lockwood Commission that the University of Zambia should not distance itself from the Zambian community.

At independence, in 1964, Zambia had a very serious deficit of qualified human resources in government and private sectors partly due to the departure of skilled settlers coupled with the lack of skilled human resources among the indigenous people. The shortage of qualified local indigenous people was also noted by the Lockwood Commission (Lockwood Commission, 1963). The same view was later supported by Mwanakatwe (2013:35) that:

The number of Zambian graduates was pitifully small at the end of 1964, estimated at about one hundred. The size of educated manpower for 1965 was approximately 1 500 and 6 000 Zambians in Form V and Form II certificates respectively.

Zambia was in dire need of qualified human resources, and in a hurry to reduce the deficit. The Extra-Mural Studies programme was seen as one of the ideal avenues of developing the needed human resources. Therefore, one of the purposes of establishing extension studies at UNZA was to extend relevant knowledge, ideas, skills, values and attitudes from the University to needy communities. Unlike the new government, the colonial government was not in a hurry to take education to everyone in the country. Therefore, they could not come up with a programme like extension studies that would benefit people who had missed the opportunity to go to school.

Arising from the recommendation of Lockwood Commission, the University of Zambia established the Department of Extra-Mural Studies (DEMS) currently known as

Extension Studies (ES), which is found in all the provinces in Zambia. The offices are located in eight Provincial towns namely Lusaka, Kasama, Mansa, Solwezi, Mongu, Chipata, Kabwe and Chinsali, Others are located in two cities but non-provincial towns namely Kitwe and Livingstone. Prior to 2011, when former President Michael Chilufya Sata transferred the provincial office for Southern Province to Choma, the provincial office was in Livingstone.

Initially, in Zambia, Extension Studies (Extra-Mural Studies) was intended for adults, and working youths. However, a study conducted by Meki (2001) in Northern Province of Zambia revealed that 92.2% participants were out of school youths whose age ranged between 18 and 35 years. Another study by Meki (2002), in the same Province, shows that 92.1% of the students in Extension Studies were youths aged 21 to 35 years (see Table 2.1). This study also revealed that 314 (72.8%) student-respondents were youths aged from 16 to 35 years (see Table 4.3). Currently, Extension Studies programme is dominated by youths aged from 16 to 35 years. The three studies confirm Tembo's (1984) assertion that Extra-Mural Studies could be substituted for formal education for youths who cannot find places in the education system. Therefore, youths and adults, who could access formal tertiary institutions for various reasons, turned to Extension Studies as an alternative. Therefore, Tembo (1984:62) observes that:

To such people, extra-mural courses are interpreted as substitutes for formal education system with all that this means in terms of better and gainful employment, or re-establishing one's self on the formal educational ladder. What is to be done in these circumstances? Should the demand be properly accommodated or rejected outright?

The above observation by Tembo (1984), when the scarcity of places at tertiary level was not as critical as it was at the time of this study, has become very relevant to the current situation in Zambia, where programmes that were meant for adults have been dominated by youths. Therefore, it is important to conduct a study in such a field so that it is given attention.

### **1.2.1 Policy on Extension Studies**

The policy on Extension Studies at the University of Zambia, and Zambia in general is not clear. For example, the policy document on education, *Educating Our Future*, does not state how adult education, which is similar to Extension Studies, would be organised and funded (MOE, 1996). Despite the absence of a policy on adult education or extension studies, both Government of the Republic of Zambia and University of Zambia recognise the importance and usefulness of the field.

Despite the fact that Extension Studies has been in existence at the University of Zambia since 1966, it has remained on the periphery of the University's academic programmes. For example, Extension Studies: (i) did not receive direct funding from Central Administration, (ii) was not included in the University Calendar, (iii) had no formal graduation ceremony prior to June 2012, (iv) had no official transcripts and certificates before December 2014, and was not recognised by the University of Zambia for academic progression before July 2009. Consequently, Extension Studies has not been given prominence to the extent that it has been operating like an appendage of the Institution. A situation had emerged where Extension Studies seemed to be non-existent with some members of the University community knowing very little or nothing about

the programme. Such a situation affected the status of Extension Studies and its contribution to human resources development among other units in the University of Zambia.

In 1994, the University of Zambia intended to abolish Extension Studies programme. Consequently, Extension Studies programme was merged with Adult Education to form Department of Adult Education and Extension Studies (DAEES). Therefore, Extension Studies that begun, as a department, and reporting directly to the Vice-Chancellor and Senate, became a section of DAEES. The Department of Adult Education and Extension Studies became a department in the School of Education.

Since 1966, Extra-Mural Studies and its successor, Extension Studies offered non-credit programmes to reduce illiteracy by equipping peoples with knowledge and skills. With the passage of time, non-credit programmes lost value on the Zambian market. Therefore, the need to transform non-credit programmes to credit ones arose. The process to transform non-credit programmes commenced in 2005 but was only concluded in September, 2009. The first graduation of Extension Studies students took place on 15<sup>th</sup> June, 2012, while the first senate result transcript was printed out on 31<sup>st</sup> December, 2014. Despite such a long history, the contribution of Extension Studies at the University of Zambia has never been documented.

### **1.3 Statement of the Problem**

Extension Studies activities have been going on since the University of Zambia started operating in 1966. However, Extension Studies lacks a fixed abode in that it has been

moving from one unit to another. It is now a part of a wider arrangement of what is now called the Department of Adult Education and Extension Studies. This study revealed that approximately 40,000 people had obtained qualifications through Extension Studies and Extra-mural studies programmes at the University of Zambia from 1966 to 1970 (Alexander, 1975). There are ten provincial offices in Zambia with an office in each Province offering Extension Studies programmes, which are managed by ten Resident Lecturers, and more than 200 Part-Time Tutors. As at 2014, Extension Studies had an enrolment of about 2,000 students throughout Zambia. At the time of this study, Extension Studies was offering 19 certificate and 20 diploma senate programmes in various fields (Appendix XII). In spite of such influence and achievement, very little is known about Extension Studies at the University of Zambia. Therefore, the history and contribution to human resource development of Extension Studies at the University of Zambia need documenting, which this study endeavoured to achieve.

Some Zambian scholars such as Banda (2016), Luchembe (2016), Ng'ambi (2013) and Sichula (2016) have researched on Extension Studies at the University of Zambia focusing on either history of, challenges of, organisation of, or attitude to Extension Studies, respectively. In spite of the fact that some studies on Extension Studies at the University of Zambia have been carried out on various aspects, no comprehensive study covering a period of nearly 50 years has documented the contribution of Extension Studies at the University of Zambia to human resources development. Consequently, the viability of Extension Studies as a mode of delivering knowledge, values, attitudes and skills has not been established, possibly inhibiting its visibility and growth. Therefore, it was necessary that such an important aspect of education is investigated. This study

focuses on documenting the contribution of Extension Studies at the University of Zambia to human resource development in Zambia.

The current status of Extension Studies at the University of Zambia is not clear, as no study has been conducted on the same. Further to that, lack of information about the status of Extension Studies might lead to poor planning of the programme, and realisation of its benefits. Therefore, this study seeks to find out both positive and negative opinions of the respondents and interviewees on the status of Extension Studies at the University of Zambia. The opinions will help to determine the value that respondents attach to Extension Studies.

The absence of clear policy on Extension Studies at the University of Zambia and in Zambia makes it difficult to plan for it. The prospects such as how extension studies ought to be organised can inform policy on Extension Studies at the University of Zambia. Studies of this nature cannot only contribute to formulating a policy on Extension Studies but also reveal its ability to contribute to human resource development.

#### **1.4 Purpose of the Study**

The purpose of this study was to situate Extension Studies in academic programmes of the University of Zambia by documenting its history, current status, contribution to human resources development and propose prospects.

#### **1.5 Objectives of the Study**

The objectives of the study were to:

- (a) trace the history of Extension Studies at the University of Zambia from 1966 to 2014;

- (b) establish the contribution of Extension Studies to human resources development in Zambia from 1966 to 2014;
- (c) examine the current status of Extension Studies at the University of Zambia; and
- (d) propose a framework for prospects of Extension Studies at the University of Zambia.

## **1.6 Research Questions**

The study sought to answer the following questions:

- (a) How has the history of Extension Studies at the University of Zambia evolved from 1966 to 2014?
- (b) What has been the contribution of Extension Studies at the University of Zambia to human resources development in Zambia from 1966 to 2014?
- (c) What is the current status of Extension Studies at the University of Zambia?
- (d) How should be the framework of Extension Studies at the University of Zambia?

## **1.7 Significance of the Study**

The study is important because it will contribute to raising awareness on the genesis of Extension Studies at the University of Zambia. The history of Extension Studies at the University of Zambia is important because it provides the legal and academic basis for its existence. The study will show how Extension Studies has evolved from extra-Mural Studies to Extension Studies and offering non-credit qualifications to credit ones.

It is hoped that this study will help to demonstrate the contribution of Extension Studies at the University of Zambia to human resource development. The evolving educational

needs of Zambia and the world at large requires the enhanced status of Extension Studies. This will lead to the utilisation of available modes of study such as internet plat forms.

Currently, the status of Extension Studies among staff, students and members of community at the University of Zambia is not clear. This study helps to establish the status of Extension Studies by getting views from Resident Lecturers, Part-time Tutors and students. Establishing the status of Extension Studies at the University of Zambia might cause policy makers to plan adequately for the programme. After revealing the contribution of Extension Studies at the University of Zambia to human resources development, current status and prospects, the study might contribute to improving the status of Extension Studies at the University an in Zambia. Knowing the contribution of Extension Studies to human resources development in Zambia would help in clarifying and locating the importance of Extension Studies, which seems to be currently trivialised at the University of Zambia. At the time when there is so much demand for higher education in Zambia and the view that this country can only develop when there are men and women who have knowledge, skills values obtained from higher education, it is important to determine the contribution of Extension Studies to human resource development. This will demonstrate and enhance the argument that Extension Studies is important in alleviating the shortage of places in tertiary institutions. The current situation in Zambia is that many school leavers are increasingly finding it difficult to enrol in formal tertiary institutions due to scarcity of places in formal education system. Tembo (1984) observed that there was increasing demand for university education in Zambia by youths and adults. Such demand could be reduced by offering programmes through Extension Studies, which is convenient and affordable.



The prospects of anything are determined by experience and current status. Therefore, understanding the experience and current status of Extension Studies helps to plan for future. The study proposes a framework to make Extension Studies sustainable. More importantly, within the framework, the study proposes the use of e-learning and internet tools, as modes of teaching.

Generally, the study is important because it will help to outline experiences from Extension Studies and they can help to understand the present situation and prepare for the future. The other importance of the study is that it might add to the already existing body of knowledge about Extension Studies at the University of Zambia, and other universities. The study is also important because it is about bringing to the fore a form of education, which caters for the educational needs of the disadvantaged or vulnerable people with limited opportunity to access formal university education due to a multiplicity of challenges. It is anticipated that the study would benefit the University of Zambia to realise the potential of Extension Studies in improving people's lives through the acquisition of knowledge and skills. The findings of the study might help policy makers such as the University of Zambia, Ministry of General Education (MOGE), Ministry of Higher Education (MOHE), and other institutions involved in university extension in the country to put Extension Studies at equal footing with other educational programmes. Consequently, the study might increase demand among potential learners to access Extension Studies related programmes.

## **1.8 Delimitation of the Study**

This section provides scope of the study intended to give a clear focus and direction. Delimitation helps to avoid wastage of time and energy on insignificant aspects of the study. The scope of this study was the history, contribution of Extension Studies at the University of Zambia to human resources development in Zambia from 1966 to 2014 as well as its current status and prospects. The boundaries were set for the purpose of concentrating on the focus of the study. The study was conducted at the University of Zambia in the Department of Adult Education and Extension Studies of the School of Education, covered all provincial centres, and Head of Department, Adult Education and Extension Studies and management. Therefore, Resident Lecturers, who are in charge of such provincial centres were involved as respondents. Former students, from 1966, and current students in Extension Studies were included in the study.

The University of Zambia was purposively selected as the research site because it was the first and oldest university in Zambia, which had been offering Extension Studies from 1966 through Centres in all the ten provinces. Therefore, the University was considered to be the leader in Extension Studies in Zambia. This position made the University of Zambia to be an ideal representative of other universities in Zambia. Although the University of Zambia consists of many academic units, the study was conducted in Extension Studies unit, as it appeared to be neglected.

The researcher was aware of the strengths and weaknesses of conducting a study in a work place. The strength is that the researcher knows where to obtain information, while the weakness is that the researcher might take certain situations or things for granted. In

the light of the weakness, the researcher ensured that only information obtained through the study was included in the thesis.

### **1.9 Limitations of the Study**

This section deals with some challenges that the researcher encountered during the investigation, which might have affected the external and internal validity or credibility of the study. It was envisaged that accessing relevant documents to be reviewed would be a big problem as the documents were not centrally kept, in particular, the records of students from 1966 to 2009. The researcher travelled to the University of Zambia provincial centres to access student records. The researcher also visited the office of the Head of Department for Adult Education and Extension Studies to access conference and departmental reports.

The historical nature of the study provided many difficulties to access former students and data relevant to the study. For example, it was difficult to trace some former student-respondents due to lack of detailed records on their contact addresses and phone numbers coupled with haphazard record keeping. Therefore, the researcher dealt with mostly former students who presented themselves for the graduation ceremony of 15<sup>th</sup> June, 2012.

The major limitation was inherent in nature of the design. Being a case study, findings of the study could not be generalised to other institutions or countries. It should be noted that each research design has its own limitations. For example, descriptive method does

not explain the problem entirely, and the statistics used cannot help to find out causal relations (Daivadeenam, 2002).

## **1.10 Theoretical and Conceptual Frameworks**

In an effort to establish the parameters of the study, Chapter One discusses the theoretical and conceptual frameworks on which the study is rested. The theoretical frameworks dealt with are human capital and technical-functional theories. Chapter Two further provides a conceptual framework, and definitions of the concepts used in the study.

### **1.10.1 Theoretical Framework**

A theoretical framework provides a means or perspective through which to examine a topic. Theoretical frameworks can be borrowed from related disciplines or areas of study because topics can be examined from different perspectives such as economics, history, religion or politics. It is necessary to use a theoretical framework to examine a topic because it helps to focus on the topic and guide analysis of the study. Kombo and Tromp (2006:56) define a theoretical framework as “... a collection of interrelated ideas based on theories. It is a reasoned set of propositions, which are derived from and supported by data or evidence”.

There are many theories that support adult education-related studies, such as technical-functional theory and human capital theory. The underpinning theory for this study was technical-functional theory as discussed below.

#### **1.10.1.1 The Technical-functional theory**

Technical-functional theory has been prominent in human resources development. This theory is based on the rationale that individual performance in organizations is often

evaluated in terms of tangible, quantifiable, and financial outcomes. The technical-functional theory is based on three positions that (i) modern jobs require skill due to increase in technology, (ii) training in specific skills or general capacities is achieved through formal education, and (iii) educational requirements for jobs continue to rise (Karabel and Halsey, 1977). Technical-functional theory emphasises the need for an individual to read, write and count in order to lead a relatively comfortable life. This is so because employers require educated people with high skills to fill positions due to the ever increasing and changing technology.

Demand for qualifications by employers has given rise to a situation, which requires an individual to produce educational credentials in order to compete favourably for a job. Dore (1976) refers to such a situation as the diploma disease. In the current competitive economic environment, many employers consider performance of employees on the job as a criterion for retaining them. Consequently, many employed people seek to improve their performance by participating in Extension Studies, which are relevant to their work. Therefore, Extension Studies increases chances of people to find employment. In addition, education helps people to deal with technological changes in that educated people adapt easily to technological advancement. Copley (1977) agrees with this view and observes that people were experiencing the effects of technological changes. The absence of technological competence in some employees would lead them to redundancy. The need for technological competence among job seekers and employees has made Extension Studies relevant as it informs people to acquire new knowledge, values, attitudes and skills.

Changes in technology have influenced changes in people's lifestyles, organisations, and the general provision and acquisition of skills and knowledge. These changes are evidenced by the demand for human resources development to produce personnel required to meet the demands of the current labour market, and life styles that are largely dependent on modern knowledge. Therefore, several workers have engaged themselves in studies through different modes including Extension Studies. Extension Studies at the University of Zambia is premised on taking university education in its original form from the point of knowledge generation to the people who need it (Rivera, 2000).

In the world of employment, there are very few jobs that do not require modern qualifications. The proportion of jobs that require low education or skill has decreased, while those which require high skills continue to increase. The trend is directly attributed to the constant increase in advancement in technology. Therefore, an individual needs to be skilled through education in order to compete favourably for a job because employers seek and reward educational credentials. Bills (2004:204-205) is of the view that:

... job seekers need to find ways to convince employers to hire them. To do this, they acquire "signals" that they can send to potential employers. Educational credentials have filled this role well for decades. .... As long as employers reward credentials, job seekers will seek to acquire those credentials.

Arising from above, the sure way to attain a good job and life is through education by acquiring necessary credentials. It follows that one might be competent at a certain skill but he or she requires an authenticated signal to show that he or she is qualified for the job. Extension Studies at the University of Zambia provides people with an opportunity to acquire necessary credentials that improve their lives.

Despite the fact that the technical-functional theory has good attributes, it can be argued that the theory contributes to the creation of a society, which disadvantages and excludes those who have no technical know-how from participating in economic activities. The inventors of technology tend to control and subjugate cultures of other people leading to some form of colonisation. For example, the internet is in control of the globe to the extent that nothing can be hidden from people in the world. In spite of all the criticisms, there is no denying that there is need for educational change for any individual to contribute meaningfully to economic, political and social development. Educational change of people also improves people's standard of living. As stated earlier in this chapter, there are two other related theoretical theories, which are discussed below.

#### **1.10.1.2 Human Capital Theory**

Human capital theory (HCT) is popular in promoting investment in education. Mulongo (2012) attributes the initial development of HCT to scholars such as Smith (1776) and Marshall (1890). Smith concluded that a person who was educated at the expense of labour and time was equivalent to expensive machines. Marshall regarded industrial training as a national investment. Mulongo (2012) further states that other scholars who contributed to development of human capital theory were Mince (1958), Schultz (1961) and Becker (1975). Blaug (1976) also attributes the development of HCT to Theodore Schultz in 1960. Human capital theory is relevant to the current study because it emphasises that individuals and employers need to invest in the education or training to improve or enhance their skills and abilities in order for them to contribute to the achievement of individual or organisational goals. Investing in human resource development contributes to improving workforce quality and providing returns to

individual workers and national economy. Therefore, human capital theory is related to the current study on extension studies in that it supports development of human resource in order to contribute to both individual and national development.

### **1.10.2 Conceptual Framework of the Study**

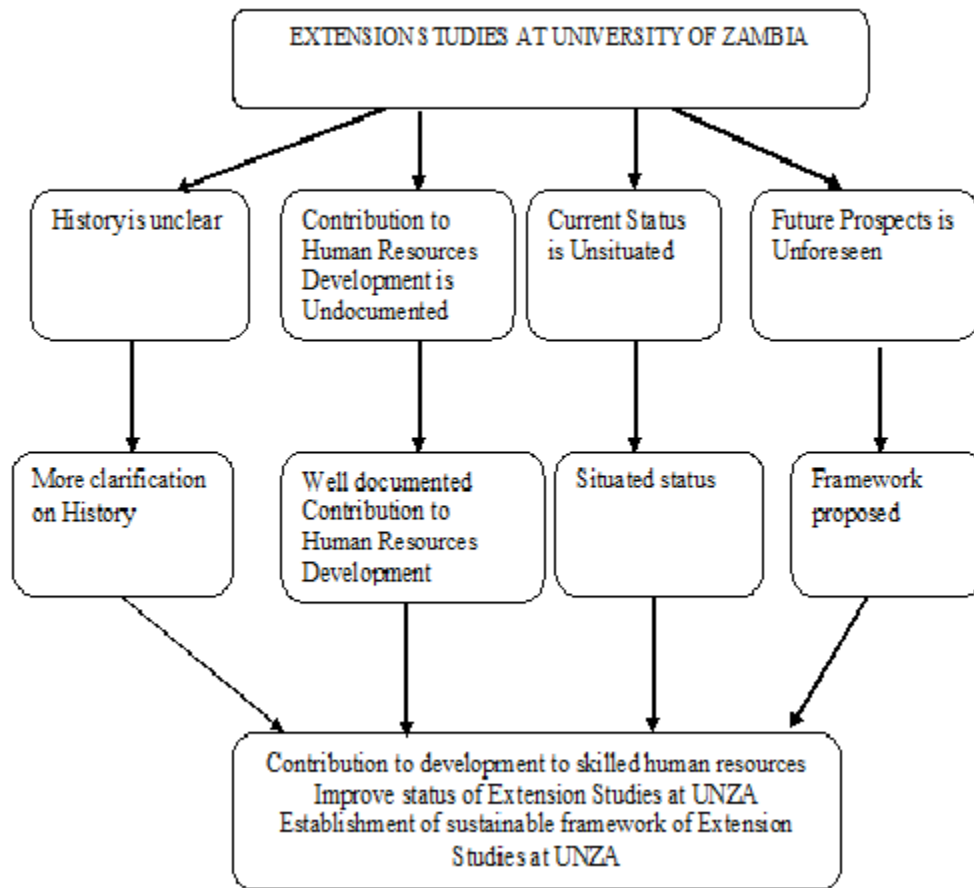
A conceptual framework is an illustration of how concepts in a study are related. Quoting Maxwell (1996), Robson (2002:63) describes a conceptual framework as “the system of concepts, assumptions, expectations, beliefs and theories that supports and informs your research”. A conceptual framework is usually expressed in a diagrammatic form.

The conceptual framework of the study is based on four main variables such as history, contribution to human resources development, current status and prospects. The researcher observed that history of Extension Studies at the University of Zambia is unclear because the history of Extension Studies is not documented in a detailed and coherent manner. This study attempted to detail the history of Extension Studies at the University of Zambia. In a similar vein, the contribution of Extension Studies is not profiled and quantified. The current study endeavoured to profile and quantify the available statistics of Extension Studies at the University of Zambia from 1966 to 2014.

The current status, in terms of people’s attitude and quality of Extension Studies at the University of Zambia, is not documented. It is important that the status of Extension Studies is established so that the University of Zambia knows how to enhance Extension Studies. The knowing of the status of Extension Studies would help the management at UNZA to visualise the prospects, which currently do not exist. The researcher visualised



the prospects in terms of a framework, which would enable Extension Studies to be sustainable. The study envisages that the framework would contribute to improving the status of Extension Studies at the University of Zambia. Figure 1.1 below is the conceptual framework of the study:



**Figure 1.1: Conceptual Framework of the Thesis**

### **1.11 Concepts of the framework**

The conceptual framework of this study is based on the variables of history, contribution to human resources development, current status and prospects of Extension Studies at the University of Zambia.

### **1.11.1 History**

In this study, history will make the purpose of Extension Studies clear through its contribution to human resource development. It will be used to account for the number of people who have gone through Extension Studies over the years (1966-2014), and how they benefitted from Extension Studies. It will provide information about academic and administrative changes, challenges and contribution. Further, history will provide direction to current status and prospects.

### **1.11.2 Contribution to Human Resources Development**

The study regards contribution to human resources development as a process of increasing the number of people with knowledge, skills and values. It can be stated that the purpose of human resources development is to equip employees with knowledge, skills, attitudes and values that are used in the management of organisations. Human resources development is achieved through the acquisition of relevant education.

### **1.11.3 Current status**

The study will deal with factors that contribute to the status of Extension Studies. The current status of Extension Studies was established by collecting views of the respondents on access, quality, funding, marketability and attitudes. Access is the ease or convenience with which are able to participate in Extension Studies. Status is also determined by quality by finding out how Extension Studies is rated by students. The status of Extension Studies will be established through its suitability for conveying education to people. The status can be established through the attitude of the respondents to Extension Studies, while funding will be used to determine status by looking at the

level of funding to Extension Studies programme, or how much revenue Extension Studies is able to generate.

#### **1.11.4 Prospect**

In relation to history, contribution and current status, a way forward has been suggested. It consists of a model, which proposes how to improve Extension Studies. It is the vision of Extension Studies in view of its history, contribution and current status.

### **1.12 Structure of the Thesis**

The study consists of six chapters. Chapter One introduces the study by providing background information to the study, statement of problem, purpose and, significance of the study, research objectives and research questions. Additionally, the chapter presents delimitation, limitations and operational definitions of concepts used in line with the study. Further, Chapter One presents the theoretical and conceptual frameworks on which the study was anchored. The theoretical framework that guided this study is the technical-functional theory. The technical-functional theory was justified as being relevant to the study. The conceptual framework, based on the variables in the topic guided the focus of the study. The conceptual framework was constructed to illustrate how the link among history, contribution to human resources development, current status and future prospects of Extension Studies might lead to national development. The concepts in the framework were clarified.

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Chapter Two represents relevant literature based on themes derived from the four research questions of the study. It has shades light on the background of Extension

Studies from global, regional and national (Zambian) perspectives. The chapter has also briefly discussed policy on Extension Studies. Further, the chapter discussed on statement of the problem to tease out gaps that exist in the management Extension Studies at the University of Zambia. Chapter Three provides details of the research methodology employed to collect data. It discusses the research design, target population, sample size, sampling techniques, research instruments, data collection procedures and data analysis. Chapter Four presents the findings of the study on the history of Extension Studies at the University of Zambia, which responds to objective one of this study - tracing the history of Extension Studies from 1966 to 2014, and contribution of Extension Studies to human resources development in Zambia from 1966 to 2014.

The presentation of findings is organised according to research objectives outlined in section 1.5 of this Chapter, while Chapter Five discusses the findings of the study in line with the four objectives. Finally, Chapter Six provides summary, draws conclusions, and makes recommendations based on the findings of the contribution of extension studies to human resources development, current status and prospects of Extension Studies.

### **1.13 Summary of Chapter One**

Chapter One has provided the background of Extension Studies at global, regional and national (Zambian) levels. It also dealt with the existence of Extension Studies at the University of Zambia and the national policy on it. The study highlighted the purpose of the study. The four objectives and related research questions were stated to help with the investigation of the problem. The limitation encountered in the study was difficult access to former students. Definitions of terms used in the study were made. The two theoretical

frameworks were elaborated, while the conceptual framework was constructed. The structure of the Thesis was presented according to Chapters in order to guide the reader.

The Chapter that follows provides relevant literature on history, contribution to human resource development, current status and prospects of Extension Studies at the University of Zambia.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

Chapter One focused on introducing the study, and providing the theoretical and conceptual frameworks of the study. This Chapter presents the literature review for the purpose of enriching and informing the researcher about the topic. Literature is presented by using thematic approach and geographic approach in line with research questions. The thematic approach was based on themes derived from research questions. The geographic approach reviewed literature from global, regional and national (Zambia) levels.

The chapter is organised as follows: In section 2.2 of this chapter two explores meaning and application of extension education to enable the reader grasp the concept as used in this study. Section 2.3 deals with the history of extension in general by exploring experiences in Mesopotamia (now Iraq), Egypt, China, United States of America, United Kingdom, India and Australia. The purpose of this section is to show how extension has been used globally. The other part of literature relates to extension studies in the African context. It deals with African some countries such as Ghana, Nigeria and Uganda. This is intended to establish the existence and importance of extension education in other parts of Africa. In section 2.4, I discuss the origin of extension education. Finally, in section 2.5, I present literature on the contribution of Extension Studies to human resources development, current status and prospects of Extension Studies at the University of Zambia.

The next section presents relevant literature on meaning and application of extension, use of extension in ancient and modern times in selected countries, origin of Extension Education, extension Studies in some African universities, literature on Extension Studies in Zambia, prospects of Extension Studies at the University of Zambia, and gaps identified in the literature reviewed Extension Studies. The next section deals question one, which is about determining the contribution of Extension Studies at the University of Zambia to human resource development.

## **2.2 Exploring the Meaning and Application of Extension**

The purpose of this section is to explore meaning and application of extension. Extension Studies is another form of adult education. Nafukho *et al.* (2005) attribute the early writings to Edward Linderman, who initiated debates on what the purposes of adult education should be. It is important to understand the meaning and use of extension, which is the root word of Extension Studies. This section is devoted to exploring the meaning of extension and its application. Relying on the definitions of Merriam and Brockett (1997) and UNESCO (1976), Nafukho *et al.* (2005) opine that adult education is an integral part lifelong education and learning. In a similar vein, Extension Studies is an integral part of lifelong education, if not lifelong itself.

The meaning of extension depends on the purpose and nature of activities. Due to varied definitions of the concept, Nisha (2006:15) observes that “... there is no single definition of extension which is universally accepted or which is applicable to all situations”. Nisha attributes this to the dynamic nature of the concept in that its interpretation continues to change. Various scholars such as Levine (2004), Nisha (2006), Savile (1965), Broadfield

(1966) and Jyrwa (2008) have defined extension according to their interest, experience and training. Extension is derived from the Latin root words “ex” meaning “out”, and “tensio” meaning “stretching” (Levine, 2004). Indeed, extension studies takes knowledge skills and will power to distant places. Savile (1965) describes extension as a process of education, which aims at developing knowledge, will power and skill of people so that the beneficiaries are able to deal with problems confronting them. Broadfield (1966) defines extension as a logical, scientific and successful way of conveying knowledge to farmers so that they are able to use land efficiently. Broadfield defined extension from the old school approach where extension was perceived to be for rural farmers. However, currently, extension is not restricted to farming but to other fields such as education, health, religion or traditional knowledge. This view is supported by Jyrwa (2008) who acknowledges that extension is a broad concept in that it is used in various contexts. Jyrwa (2008:5) states that:

In the context of Higher Education “**Extension**” means to reach out to a wider clientele through a process of extending knowledge, beyond the four walls of University.

Jyrwa’s concept of extension is the one practised at the University of Zambia, where knowledge is taken to rural and vulnerable people in society. Therefore, for the most part, this study utilised Jyrwa’s definition.

Bown and Olu-Tomori (1979) also view extension as a continuous education process for the development of individuals, community leaders and rural society. Singh and Nayak (2009: 12) posit that extension education is an “education for the rural people outside the regularly organised schools and classrooms for bringing out social and cultural development”. This view is also shared by Supe (1983). The traditional understanding of



extension in less developed countries is to increase production by farmers and transferring modern methods and technology to enhance such production. Therefore, extension may mean stretching out, extending, expanding or enlarging. In this study, extension is used to mean transferring of knowledge, skills and values from the University to the community who might be far from the institution. It is about reaching out to people who are far away from the centre of knowledge or skills or increasing the coverage in terms of distance. It is also about offering opportunity to those who cannot be catered for by the formal system due to their various situations. Some people may not attend school or college due to distance or employment. For example, a person may fail to enrol on full-time programme at UNZA because they are busy with work during the day. In order to cater for them, extension studies programme is availed to them.

The first four definitions regard extension as education for development, targeting the under privileged members of society. It is also clear that extension finds its origin in agriculture where the concept is used to mean taking new agricultural knowledge or skills from research stations to peasant farmers through extension units. Underprivileged refers to people who are disadvantaged by location, socio-economic situation and age. Some people are unable to access education due to the locations where they are found while others are affected by their economic status or age. This is in agreement with Tembo (1984:62) who states that: "Extra-mural courses are directed to adult persons who might have profited by university education but who never received it and are not in a position or age to receive it." In a similar vein, the initial mission of extension education was to reduce mass ignorance among adults. However, emphasis on adults would disadvantage young people who might have failed to join formal education system at an appropriate

age, and who are also in dire need of education. Although some writers have defined the concept of extension variously, they have maintained one key word to 'develop'. Chuma (2006) and Savile (1965) define extension as a process of education, whose constant aim being to develop knowledge, will power and the skill of the people to solve their own problems, through their own efforts, instead of relying on the government to do it for them.

Broadfield (1966), Bown and Olu-Tomori (1979) and Chuma (2006) are also of the view that extension studies has an ability to develop individuals, community leaders and that it is a continuous education process. Being a continuous process, extension studies is, therefore, for both the privileged and underprivileged because any person, regardless of their social status, can embark on learning through extension education so that they acquire necessary information. The information so acquired enables individuals to participate meaningfully in individual and national development. Therefore, any education that does not lead to individual or community development is not worth embarking on. Individuals or members of a community need information for them to contribute to individual and/or community development. This is called *education as information*, which is concerned with preparing people to participate within the already defined parameters of their lives (Oakley *et al.*, 1991). It is said that information is power. Therefore, the education people obtain helps them to participate in issues at individual, national and global levels. For example, people can use information to elect leaders in an informed manner.

Another form of education is called “education as awareness,” which has the potential to break people’s isolation, to reverse the deeply embedded feelings of inability and inferiority complex. Education as awareness prepares people to explain things as they seem, speak out, analyse, plan and carry through a course of planned action. This form of education liberates people from hindrance and impotence, and provides the basis for their active involvement in development (Oakley *et al.*, 1991). Education as awareness is suitable to illiterate or disadvantaged people who may have no access to print or electronic media. Extension Studies is education for development because it is a utilitarian education, which enables people to improve their lives. Therefore, the knowledge, skills and values acquired through extension studies are supposed to be applied immediately to solve individual or community problems. The role of Extension Studies is to awaken individual and community members to value themselves, and utilise local resources. Through the empowering of individuals with knowledge and skills, Extension Studies open their horizons by realising their potential. Therefore, Extension Studies play the role of kick-starting or raising people’s interest in learning. It enables people to discover their potential and achieve a lot in their academic or social life.

There are various types of extension, which are determined by the need of a particular community. For example, there agricultural extension, animal extension or family extension. Some types of extension can either be simple or complex. It might be simple because it is concerned with only one aspect and complex because its portfolio is broad. The development of various types of extension work in different countries is largely depended on local conditions and needs of people (FAO, 1954). In line with this view, Nisha (2006) states that the scope of extension education is determined by the

developmental needs of the people. For example, in Denmark and Finland, extension service developed because of the need by farmers to improve upon their traditional agricultural methods in order to attain modern farming methods. In contrast, in Scotland and Switzerland, extension work was developed as a way of agricultural schools, colleges and universities to extend their teaching to communities. In India, there was a deliberate policy by Government to establish agricultural extension services through Ministries of Agriculture and Local Government (Dubey and Bishnoi, 2008). This approach is used in Zambia through Agriculture Extension Services in the Ministry of Agriculture, which employs Agriculture Extension Officers. The officers work with farmers in rural areas by demonstrating appropriate methods and skills in farming. This is the initial use of extension.

Some scholars in extension education such as Supe (1983), Nisha (2006), and Dubey and Bishnoi (2008) admit that the scope of extension education cannot be exhausted. This is because extension education deals with topical issues that people face from time to time. Therefore, it covers a wide range of knowledge, skills and values. In fact, extension education deals with all aspects of education that can easily be handled by both professionals and non-professionals. Supe (1983:8) elaborates that:

The scope of extension education includes all activities directed towards the development of rural people. The extension service must have dynamic programmes keeping pace with the constantly changing conditions.

Arising from the above argument, it can be asserted that the scope of extension education is determined by the needs of people in a particular society. According to Supe (1983) and Nisha (2006), the areas *inter alia* include: increasing efficiency in agricultural

production, increasing marketing efficiency, conservation of natural resources, management of farm and home, better family living and youth development. Supe (1983) describes extension education as education for rural people outside formal education designed to bring out social and cultural development. However, Supe's view does not fit in the current context of life in which both rural and urban areas need extension education for development. For example, people in shanty compounds, which are within the vicinity of towns and cities, may need extension education even more than people in rural areas. This is because life in urban areas has become so complicated that without survival skills, a person cannot lead a meaningful life. Essentially, Extension Studies is intended to transfer knowledge, skills and values, which enable people to change their attitudes, mentality and practices. The changes in attitudes, mentality and practices lead improved standard of living. Jyrwa (2008) views extension education as a catalyst to the change of attitudes and mentality of people. The change of attitudes and mentality of people is achieved through acquisition of knowledge, skills and values.

Dubey and Bishnoi (2008) look at dimensions of extension, which include agricultural education, training, communication, transfer of technology and research tools. The other dimension of extension is extension education. Extension education involves evening classes, correspondence courses, seminars, short courses, distance education, tele courses, exhibits, conferences, fliers and institutes. In Zambia, evening classes, distance education and short courses have significantly contributed to human resources development. Therefore, the importance and relevance of Extension Studies to Zambia cannot be over emphasized as it immensely contributes to human resources development in the nation. Indabawa and Mpofu (2006) are of the similar view when they state that

development is a form of social change, and emphasize the relevance of social change to development. Therefore, without relevant education there cannot be meaningful social change and eventually development.

In India, extension is regarded as an important part of higher education, and recognised by the University Grants Commission as the third dimension of higher education in addition to teaching and research. The importance of extension is evidenced by its presence in 102 universities spread all over India (Parthasarathy and Balasaravanan, 1997). The latest policy guidelines of 1988 on Adult and Continuing Education emphasised the need for higher education system to be involved in extension activities. The mandate of the third dimension (extension) is to promote a meaningful and sustained rapport between tertiary institutions and the community. Parthasarathy and Balasaravanan (1997) state that the Department of Adult, Continuing Education and Extension had been offering post graduate diploma, degree and doctoral programmes. This is the mandate that Extension Studies at the University of Zambia is tasked with. However, Extension Studies at University of Zambia is limited to offering certificate and diploma programmes.

The University of Wisconsin, in the USA, managed University Extension through Human Resources Development, Economic and Environmental Development and Liberal and Professional Education divisions. The Divisions provided an extensive number of programmes and services to minority groups such as Negroes, Puerto Ricans, Mexicans and Spanish-Americans (University of Wisconsin, 1967). The groups were deemed to be disadvantaged and needed such education to develop and sharpen their capacities.

Musa (1994) highlights the relevance of Extension Studies in developing countries for the role it plays in national development. He points out that Extension Studies has the ability to transform individuals and communities. As the name suggests, Extension Studies extends knowledge, values and skills from a university to communities that are located away from it. Therefore, extension education is regarded as instructional activities offered by a university beyond the confines of regular classes in order to reach out to the majority of the people. According to this view, extension education might include evening classes, short courses, correspondence courses, exhibits, tele-courses, distance education seminars and institutes especially if they are offered closer to the beneficiaries. Jalihal and Veerabhadraiah (2007:6) define extension as a “system of education for development”. The two authors arrived at this definition upon realising that many people used terms “extension” and “development” synonymously while “extension education” was referred to as “developmental education”. Dubey and Bishnoi (2008:3) are of the view that:

Extension is an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the behavioural sciences, synthesized with useful technology in a body of philosophy, principles, content and methods focused on the problems of out of school education for adults and youths.

Arising from the quotation above, extension is supposed to focus on solving the problems of youths and adults.

Freire (1993) views students as active participants but not containers or receptacles awaiting the teacher to fill them. The core purpose of extension education is to change attitudes, mentality and practices of people through imparting of knowledge, skills and

values. Extension education like Extension Studies aims at providing an avenue for people to continue learning. This is popularly known as continuing education. Extension education is meant for immediate application and not for banking. The weakness of the banking concept of education is that it limits the scope of learners to what they receive from the teacher, and takes long to be applied. Extension education liberates people in that it empowers them with knowledge, skills, values and attitudes, which enable people to be independent. It also reconciles contradictions between the teacher and learners. According to Freire (1993:53), “Education must be given with the solution of the teacher-student contradictions by reconciling the poles of the contradiction so that both are simultaneously teachers and students.” The teachers’ role is to guide students in their discussions, deliberations, research or class activities. Participants only embark on the courses when there is a need for a particular knowledge. Extension Studies programme aims at developing critical thinking and consciousness, which results in transformation of individuals and society. Such transformation would eventually cause progressive change in the world.

This study adopted two orientations of meaning of extension. The first one is extension as reaching out or stretching by Jyrwa (2008) and Levine (2004), while the other is extension as development of people by Bown and Olu-Tumori (1979) and Supe (1998). Both concepts of stretching and development are in line with what study is about in that the knowledge or skills taken to end-users lead to development at individual, national and global levels.



### **2.3 The use of Extension in Ancient and Modern Times in Selected Countries**

This section presents the use of extension in ancient and modern times in selected countries. Extension has existed in human history, which cannot be accounted for in that most of ancient life was orally based. This is because the earliest human beings did not know how to read and write.

One of the earliest recorded forms of extension dates back to the 1800 B. C. in Mesopotamia, where archaeologists found clay tablets bearing inscriptions of advice on watering crops and eradicating rats (Jones and Garforth, 2005). The clay tablets can be likened to fliers of modern days distributed to farmers. The method was effective and sustainable as the tablets could be passed on to generations. The measure was aimed at avoiding loss of tax revenue from farmers who contributed to government income (Ahmed, 1982). Productivity of land had been a preoccupation and source of livelihood of ancient communities and societies. Around 6 B. C., imperial China had started using some form of extension education to convey agricultural information to landlords and their tenants for the purpose of improving crop production. There is abundant evidence that extension-related activities continued from Han Dynasty 25-220 A.D. through to Chíng from 1644 to 1912 dynasty (Jones and Garforth, 2005). According to Delman (1991), the term extension had been used in China since the period of Song Danasty from A.D. 960 to 1278. This is an indication that extension started a long time ago.

The Nile River has been the source of and sustenance of agriculture for Egypt. There would be no agriculture in Egypt without the Nile River. Therefore, the Nile River appears very prominently in Egyptian history. Archaeological findings, in form of

hieroglyphs, on Egypt advised farmers to avoid crop damage and loss from the floods of Nile. The hieroglyphs date back to ancient Greek and Phoenician civilisation (Ahmed, 1982). The information became a classic and adapted by Roman writers up until 2 B. C. to 4 A. D. when Latin texts drew on practical farming experiences to help Roman landowners to maintain and improve their estates and revenues (White, 1970). In this way, knowledge and skills were conserved and conveyed from one generation to another. Undoubtedly, generations benefitted from the knowledge and skills that their fore-fathers had created.

The term “extension” was used in the United States of America (USA) in Cooperative Extension Services (Dubey and Bishnoi, 2008). American Cooperatives used extension to teach rural farmers new methods in the field of agriculture. Jyrwa (2008) explains that the term was popularised in the United States of America through the use of Land Grant Colleges, which were used to extend knowledge to farmers. Extension workers went to farmers to teach them new methods of farming to enable them use land profitably. Therefore, extension made some contributions to food production. The term extension was extended to Agricultural extension, Home Science extension, Nutrition extension and Industrial extension (Jyrwa, 2008). This approach is used in Zambia by Agricultural Extension Officers to teach farmers, especially rural ones. In later years, extension developed into a specialised field. This view is shared by Dubey and Bishnoi (2008) and Jyrwa (2008). In fact, Jyrwa (2008:5) provides a historical background to development of extension when he states:

Historically, the term extension was first used in USA with reference to Land Grant Colleges, extending knowledge to farmers. Later, the term extension was expanded to include other subjects and fields like

Agricultural extension, Home Science extension, Nutrition extension, Sanitation extension, Industrial extension ... .”

In modern times, the United States of America has broadened the use of extension to include academic work. For example, the University of Washington Extension offers many credit and non-credit evening certificate programmes of study in many areas to working adults. The programmes are tailor-made to respond to the needs and interests of individuals. The programmes are also designed to prepare students to progress in their fields. To ensure that quality assurance is adhered to, all programmes are approved by the appropriate academic and later advisory boards of senior professionals of respective fields.

There is a good number of people who think that extension-related education should be restricted to providing literacy to people who cannot embark on advanced studies. Such people believe that extension studies should only offer non-credit courses or programmes. This view prompted Olubunmi (2016) to determine the possibility of providing postgraduate qualifications such as masters and doctoral degrees through extension education, which revealed that there was need to expand the number of courses offered through extension education at the University of Idaho in the United States of America. Therefore, the current status of extension education in America is that it is progressing towards providing doctoral degrees through extension. This is the exact opposite of the current situation at the University of Zambia where Extension Studies is limited to offering certificate and diploma programmes.

## **2.4 Origin of Extension Education**

This section explores the origin of the term extension education. The term extension originated from the United States of America to denote transfer of knowledge from the Land Grant College to farmers through informal education (Nisha, 2006). United States of America led the way in using the term when E. B. Vorhees of New Jersey first used the term Agricultural Extension in 1894 (Jalihal and Veerabhadraiah, 2007). The term was used to denote the fact that agricultural knowledge was being transferred to farmers, who needed to use it. On the other hand, however, the origin of the term of extension education is attributed to the United Kingdom, as an extension to term “extension” used in the USA. The British realised that if extension could be used for agriculture, it could be used for education as well. Some authors such as Kelly (1970), Chakanika (1984), Jalihal and Veerabhadraiah (2007), Dubey (2007) and Bishnoi (2008) all attribute the birth place of extension education to the United Kingdom in 1873. Prior to the coining of term “extension education” in 1873, some form of extension existed in Birmingham as early as 1789 through the Sunday Society that organised lectures in mechanics for factory workers (Shannon and Schoenfeld, 1965). The lectures organised for mechanics signified the principle of extension, taking knowledge to those who needed it.

In fact, the history of university extension education is traced to the universities of Cambridge and Oxford in the United Kingdom during the 19<sup>th</sup> and 20<sup>th</sup> centuries. The University of Cambridge and the University of Wales were the dominant institutions in providing University education. However, university education was not open to all as

admission was based on social status, religious beliefs and sex. Male children of the aristocracy, who wanted a career in politics, law or church work, were eligible for admission to the Universities of Cambridge and Oxford (Kelly, 1970). It meant that female children of the aristocracy and all children of non-aristocracy did not access university education. Therefore, the British university education system of that time is referred to as education of gentlemen (Kelly, 1970). University education was called education of gentlemen because it catered for children from the noble or upper class families. The education for gentlemen prepared people for white collar jobs such lawyer, priesthood and politician.

In addition to the name extension education, the actual genesis of the term “university extension” was in the United Kingdom (UK). University extension is attributed to James Stuart (Kelly, 1970). Stuart responded to the demand for university education for women from all social classes. He thus organised lectures for approximately 300 women per group, who were non-university students. Stuart endeavoured to convince the University of Cambridge to accept university extension as part of normal business. In 1867, James Stewart, a University of Cambridge fellow, originated the English University extension system. According to Shannon and Schoenfeld (1965:9):

. . . James Stewart, originated the English university system of extension lectures when he accepted an invitation to make a series of appearances in cities of northern England.

By visiting and providing lectures to people in cities, Stewart was extending university knowledge to those who needed it. Stewart argued that there was high demand for education, which the university should provide through a flexible system or mode

capable of taking university education throughout the United Kingdom (Kelly, 1970). The effort of Stuart led to the coining of the term ‘university extension’ popularly known as ‘extension education’ in the United Kingdom. The programme was called extension education because it was conducted outside the University Campus. The term extension education connoted an extension of knowledge from university to places and people far beyond (Alexander, 1975). In Zambia, and other parts of the world, modes such as evening classes, part-time, e-learning, distance learning and parallel programmes fit into extension education in people who are not to attend full-time studies are enabled to access education.

## **2.5 Contribution of Extension to human development**

The post industrial revolution saw the rise of a middle class of professionals such as medical doctors, engineers, merchants and manufacturers. The new middle class realised the folly of the university education system, which excluded their sons and daughters from university education through religious tests. The middle class pressurised universities to change the system of admitting students. The pressure prompted the universities to start thinking about extending university education to those who were not sons of the aristocracy. This marked the birth of university extension. Therefore, the meaning of university extension in the 1840s was limited to the extension of facilities of full-time university education to the sons of non-aristocracy, who did not access it previously (Kelly, 1970). The principle has now has been broadened to include everyone, irrespective of their economic or social status, who was deemed to be in need of knowledge and skills.

In response to the pressure from the middle class, the Universities also embarked on a series of reforms. Lindeman (1926) explains that extension education derives from the educational reforms of the 1850s, when discussions began in the two ancient Universities of Oxford and Cambridge about how they could serve the educational needs of the communities. In 1854, the reform to modify religious tests, which were used to exclude non-aristocracy sons from accessing university education, was implemented. Finally, the religious tests were abolished in 1871. The Universities of Cambridge and Oxford established colleges for non-aristocracy sons and others for women. Consequently, new colleges of university standard were founded in England and Wales such as Owen College in Manchester in 1851, Durham College in New Castle in 1871 and Yorkshire College in Leeds in 1874. In addition, the two Universities provided facilities for students who had not entered colleges. All these efforts were aimed at extending university facilities to those who had no opportunity of obtaining university education. The reforms of the universities led some people to start thinking of other ways of taking university education to towns or places that had no universities. In 1847, J. W. Gilbert proposed the creation of societies in towns that had no universities through which educational lectures would be offered by lecturers paid by government. Later, in 1855, Lord Arthur of Cambridge proposed to create a circuit of professors who would be nominated by University. The professors offered courses in astronomy, geology, literature in literary, natural philosophy, scientific and mechanics institutes (Lindeman, 1926). Such efforts led to the opening up of university education to non-university students. The beneficiaries included workers.

To determine the extent to which extension contributed to human resources development in the United Kingdom, Pashley (1968) conducted a study on University of Cambridge Extension, Oxford University Extension, and London University Extension from 1900 to 1924, which revealed that 905,886 participants had attended lectures in extension in three cities of Cambridge (237,158), London (282,828) and Oxford (385,900). Pashley's study showed growing interest in and demand for university education. The study also demonstrated viability of extension education as mode of study.

In India, the concept of extension has been embraced. In the 1920s, Mahatma Gandhi introduced and popularised the idea of Village Development through Rama Rajya, dubbed "Rebuild the life of countryside" (Jalihal and Veerabhadraiah, 2007). The programme was aimed at empowering rural communities with skills meant to enable people to participate meaningfully in national development. The programme to reconstruct villages was received and adopted by the villagers. In 1953, the National Extension Services (NES) was initiated to spearhead extension services. According to Jalihal and Veerabhadraiah (2007:6),

The pilot projects were taken up, which were later expanded on a nationwide basis. The Community Development Programme included multi-subject matter extension work in the fields of agricultural science, home science, social education, industries, panchayats, co-operation, animal husbandry etc. with evolution of community development programme in India in 1952.

The involvement of government in extension work facilitated the development of the field in India.



Australia is another country where extension studies is utilised. For example, Flinders University in Australia offers extension studies to high-achieving senior secondary school pupils to accord them an opportunity to explore a subject in greater depth ([www.flinders.edu.au](http://www.flinders.edu.au)). It also offers degree programmes in various fields. The Massey University School of Psychology offers an extensive extra-mural programme at Bachelor of Arts, Bachelor of Science and Diploma of Art levels (Massey University, 2009). The qualifications obtained through extension studies are highly rated. Another university in Australia that has been involved in extension studies or extra-mural programme is the University of Sydney, which has been providing a similar programme in adult education through the Centre for Continuing Education since the 1890s. The University of Sydney adopted the model of the Universities of Cambridge and Oxford in the United Kingdom (Centre for Continuing Education, 2008). The approach enabled the University of Sydney to reach out to many people.

Extension is used to provide continuing education by the University of Wisconsin-Extension Academies (UWA). It provides a variety of professional courses. The University of Western Australia works in partnership with the University of Wisconsin-Extension Academies to offer courses to community members without restriction of age or qualification in order to provide opportunities to members of the public, thereby developing their intellectual capacities. The University of Melbourne has a branch or unit called Victorian Curriculum Extension Studies (VCES), which provides programmes to students who plan to enter university education. The Extension Studies are used to prepare people for university academic life. The courses offered at main campus, and taught by University of Melbourne qualified lecturers while classes conducted at School

Centres are taught by secondary teachers who would have been adequately mentored by the University to teach Extension Studies courses. Students are assessed through continuous assessment and examinations conducted by the University of Melbourne academic staff (State Government of Victoria, 2000).

Further, Massey University Victorian Curriculum Extension Studies (MUVCES) goes beyond awarding certificates and diplomas. The programme is arranged in such a way that students proceed to degree programmes. The University of Sydney also has been running extra-mural studies for many years. The Extension Studies of the University of Washington (UW) offers both non-credit and credit qualifications with their programmes focusing on specific careers in business, industry, and technology, offering specialized training that supplements other education and work experience. This means that their students are able to use their qualifications to seek for jobs and promotion. Apart from qualifications tailored to jobs and promotions, the University of Washington offers courses of personal interest in areas such as writing, film and sound production (Australian Journal of Adult Learning, 2009). Such courses attending to the personal-interest of learners are important because they lead to self-fulfilment and self-employment, which is the ultimate goal of extension education. There are similarities between University of Zambia (UNZA) and University of Wisconsin (UW) in the way Extension Studies is organised. Like the University of Zambia where courses and programmes in Extension Studies Programme are prepared by a team of experts in the field and approved by Senate, Extension Studies at UW are designed by advisory boards of professionals and faculty of University of Wisconsin. Another similarity is that at both

institutions, classes are conducted in the evenings to accommodate participants involved in other activities during the day.

## **2.6 Extension Studies in Some African Universities**

Extension Studies-related education or learning has been conducted in pre-colonial Africa. Referring to Ki-Zerbo (1990), Nafukho *et al.* (2005) state that Africa was the first continent to know literacy and establish school system thousands of years before the Greek letters *alpha* and *beta*. Records show that ancient Egypt, a country in North Africa, is the birth of literacy Africa has had a share of institutionalised extension. As stated earlier, in this Chapter, Egypt practised a form of adult education called extension.

Adult education-related has different levels of prominence in Africa. Nafukho *et al.* (2005) observe that:

A survey of the historical records of adult education in Africa reveals that in some countries, pre-colonial adult education is not given much prominence, whereas in others, adult education appears to have experienced decline and suffered from neglect in all periods.

This is also very true for Zambia, where Extension Studies is not given prominence by the University of Zambia management. Consequently, extension studies programme has declined due to neglect.

Some African countries have seen the rise in Extension Studies. In Ghana, Extra-Mural Studies was established at the University of Ghana in 1948, before it came under the Institute of Adult Education. In order to make available education to a broad spectrum of society, the University of Ghana offers formal and non-formal education. It provides university-based adult education through branches and workers' colleges throughout the

country. It also offers formal programmes at diploma, under graduate degree, masters and postgraduate levels. The Institute of Adult Education at the University of Ghana also coordinates distance learning programme ([www.cui.edu](http://www.cui.edu), 15.11.2016). Ghana was actively pursuing the establishment of the Centre for Continuing Education where extra-mural studies would be offered. Doyle (1968) states that the University of Ghana was actively seeking a person to head its Continuing Education programme in 1968. The model of extra-mural studies at the University of Ghana is similar to that of the Extension Studies at the University of Zambia in terms of functions such as academic and non-formal education and facilitation of distance learning.

The history of Extra-Mural Studies in Nigeria started in 1948 at the University College of Ibadan (Doyle, 1968). In 1967, the Harbison Committee on Education and Human Resource Development report highlighted the role of Nigerian universities in extension education. Activities under extra-mural studies included documentary films, diploma courses in Adult Education and Community Development, commercial banking, accessing library materials, guidance, English Language and literacy. This is similar to activities of Extension Studies at the University of Zambia. Extension is found in many universities in Nigeria such as University of Ibadan, University of Nigeria-Nsukka, University of Lagos and University of Ahmadu Bello (Doyle, 1968). Arising from the wide spread and growing interest in extension that many universities in Nigeria have shown, Doyle (1968:39) optimistically states:

The Continuing Education idea will survive in Nigeria; it is more than the bricks and mortar which made up the Continuing Education Center [sic], more than the conference program [sic], more than the off-campus courses taught, more than the community development activities, and programs [sic] in women's education. It represents a dedication on the part of the

University [sic] to work for the growth and development of all the people of Nigeria – and as such, it will continue to play a major role in the development of that country.

The statement above shows the value that the Nigerian universities and Nigerian higher education system attach to extension education.

Universities in Nigeria have been urged to respond to the needs of the society. On October 20, 1961, Howard R. Neville of Michigan State University, in his report to the Principal on the Continuing education at the University of Nigeria, stated that universities must respond to the needs of society around it for them to fulfil their potentialities. Neville urged the University of Nigeria to increase boundaries of the University campus to all students irrespective of their ages, thereby enabling everyone to continue learning (Doyle, 1968). Another country in Africa that has been utilising extension-related education is Uganda, where Makerere University College in Kampala (Uganda) had started taking steps to transform its continuing education philosophy into an extension programme (Doyle, 1968). Doyle further reports that Dr. Y. K. Lule, Principal of Makerere University College, expressed strong desire to establish an adult education programme through the centre for Continuing Education in order to cater for adults who had missed the opportunity of attaining education.

Luchembe (2016) wrote about the roles and challenges of Extension Education at the University of Zambia. Luchembe points out that the role of extension education is to contribute development of human capital, overcome social, economic and scientific challenges and enable people upgrade their skills. On the other hand, Luchembe identifies challenges as competition from mushrooming tertiary institutions, understaffing, instability in teaching, low enrolment levels and globalisation. The study did not

investigate the contribution, current status and prospects, which this study deals with. Further, Luchembe (2016) investigated equity and access to university education through extension studies at Livingstone Centre in Zambia, and established that there was equity and access to university extension through Extension Studies but that students encountered difficulties in paying fees. However, the study did not cover many centres and did not quantify the contribution of Extension Studies to human resources development, current status and prospects.

Banda (2016) conducted a related study on standardised curriculum, relevance and constraints of Extension Studies at the University of Zambia. Banda's study revealed that some stakeholders benefitted from credited courses offered through Extension Studies by the University of Zambia in Chipata District. Some stakeholders were promoted at their places of work after completing studies, while others were enabled to venture into self-employment. However, Banda's study did not quantify the contribution of Extension Studies to human resources development. In another study, Banda (2016) conducted a study to determine the needs of adult learners in university extension education. The study revealed that institutions that provided university extension education seldom conducted needs assessment on their clients.

## **2.7 Selected literature on Extension Studies in Zambia**

This section explores some studies that have been conducted in Zambia on the age of participants Extension Studies at the University of Zambia.

### 2.7.1 Age of Participants in Extension Studies Programmes

Age of participants in Extension Studies at the University of Zambia has been one of the issues of interest. Meki (2001, 2002) investigated the age of participants in Extension Studies Northern Province of Zambia. The findings are presented in Table 2.1 below:

**Table 2.1: Age of Extension Studies Participants in Northern Province of Zambia**

<b>YEAR</b>	<b>AGE (YEARS)</b>					
	<b>18-20</b>	<b>21-25</b>	<b>26-30</b>	<b>31-35</b>	<b>36 AND ABOVE</b>	<b>TOTAL</b>
2001	12.2%	46.1%	27.8%	11.1%	2.8%	100%
2002	0.0 %	23.7%	50.0%	18.4%	7.9%	100%
<b>AV. TOTAL</b>	<b>6.1%</b>	<b>34.9%</b>	<b>38.9%</b>	<b>14.8 %</b>	<b>5.3 %</b>	<b>100%</b>

Sources: Meki (2001; and 2002:4)

Table 2.1 above shows that a total of 97.2% participants in University of Zambia Extension Studies in Northern Province were aged from 18-35 in 2001 while minority (2.8%) were aged 36 and above. Similarly, in 2002, a total of (92.1%) participants were aged 18-35 while minority of (7.9 %) participants were aged 36 and above.

Meki's research findings exemplify the argument that Extension Studies provides youths with an alternative route to the acquisition of education. The picture in Table 2.1 above about Northern Province might not be very different from other Provinces in Zambia. Therefore, Extension Studies is no longer a preserve of adults but for the youth as well. A youth, in Zambia, is a person aged from 15 to 35 years while an adult is aged 35 years and above (Ministry of Youth and Sport: 2015). This situation calls for extension studies

providers to make an appropriate response to demand by accommodating it through the provision of relevant and quality education. The demand should not be postponed to the time when the youths would be old, and lost both interest in learning and the sight of the value of education. Accommodating the demand for extension studies by young adults should go with the reviewing of extension education programmes so that the education they acquire be of good quality and relevance with what is obtaining in industry. The youths are using extension studies qualifications to gain employment in both government and private sectors. This is affirmed by Meki (2001), who reports that in 2001, 40% and 20.6% of the participants were employed by government and private sector, respectively. The other 22.2 % of the respondents were unemployed, while 17.2 % of them were self-employed.

The University of Zambia has been facing some challenges in running Extension Studies. This situation could have prompted some scholars to investigate challenges in Extension Studies. For example, Finch (2010) investigated the academic and professional advancement of Extension Studies graduates in Lusaka Province after completing their programmes. Finch's study revealed that former Extension Studies students were experiencing challenges in accessing degree programmes and receiving exemptions at the University of Zambia although the Vice-Chancellor had assured her the situation would change for the better. The same study further revealed that former student-respondents of Extension Studies were gaining employment and promotions. As can be observed, Finch's findings might not be generalised to other aspects of Extension Studies and provinces in that she only focused on progression of Extension Studies graduates in one province.



## **2.8 Extension Studies at the University of Zambia**

Although literature on Extension Studies at the University of Zambia is still in its infancy, some scholars have demonstrated interest of writing about some aspects. For example, Chakanika and Mtonga (1985) defended the existence of Extension Studies when the University of Zambia wanted to abolish it. There was a general perception that Extension Studies was not economically viable, therefore, a waste of money. However, the nature of the paper was to demonstrate the usefulness of Extension Studies. Therefore, it could not go into issues tackled in the current study. Chakanika and Mtonga (1988) reviewed the process of needs assessment in university extension in Zambia. Again, their study focused on needs assessment of extension studies from this study. Chakanika (1989) wrote a paper in which he critiqued extension work in Zambia. He pointed out six essential principles that support the existence and success of extension education such as being based on felt needs; according to the local conditions and starting work with the local community in harmony with their nature. Other principles are that democratic procedure should be applied in the formation and execution of the programmes, the programme should benefit the local people, and made in consultation with the community.

Chakanika and Mtonga (1995) investigated the constraints in University Extension at the University of Zambia. Some of the constraints outlined are large areas of operation, poor communication due to lack of telephones, medium of communication, ethnic origin of Resident Lecturers, professional background of Resident Lecturers, lack of qualified academic staff to offer specialised courses and programmes, political orientation of

Resident Lecturers, and non-recognition of Extension Studies certificates on the labour market. Some of the above constraints still persist. For example, in some rural provinces communities would like a Resident Lecturer from their own ethnic group. Communication is still a problem in provinces in that the internet link is not reliable. Resident Lecturers have to migrate to the Great East Road Campus in Lusaka to input details and results of students. The study focused on constraints only. Therefore, this study did not deal with the contribution of Extension Studies to human resources development, history, current status and prospects, which this study dealt with.

Chuma (1991) investigated participation of people in Extension Studies of the University of Zambia. This study was followed by the investigation of drop out problem amongst University Extension students (Chakanika and Chuma, 1999). Both studies did not tackle the issues raised in the study. Ngoma (2009) also conducted a study to establish some factors, which influenced learners to participate in University Extension Education in Chipata District. The study revealed that learners participated in extension studies due to their desire to develop new skills and acquire knowledge, improve academic and professional qualifications, change careers, achieve promotion or get better jobs. It can be observed that Ngoma (2009) only focused on what motivated learners in one district to participate in Extension Studies; to the exclusion of other aspects such as contribution to human resources development, current status and prospects, which this study dealt with.

Nduna (2010) investigated the challenges that the University of Zambia encountered in implementing university extension education in the Northern Province of Zambia. The study revealed that there was lack of qualified part-time tutors, lack of library facilities,

high tuition fees, and non-responsiveness by the University of Zambia to demands by school leavers. Other challenges were lack of dialogue between part-time tutors and participants, and insufficient staffing. Nduna's study was in agreement with Chakanika (1986) and Chuma (1991) noted that of the University of Zambia faced some challenges. The challenges were about running of Extension Studies amidst misconception by members of the public about the mode, and aligning programmes to the expectations of the participants and employers. The misconception arises from the view that Extension Studies should be standardised, which would defeat the principles that extension should be based on felt needs and local conditions of the beneficiaries. Consequently, it defeats the purpose of developing individuals who would use the knowledge in their local environment in that the standardised programme might not be applicable in the local area. Nduna's study focused on a brief history and management issues of Extension Studies in one province. On the contrary, the current study provides a detailed history of Extension studies at the University of Zambia spanning over a period of fifty years, covering all the provinces in Zambia.

Mandumbwa (2011) also investigated challenges faced by Resident Lecturers at the University of Zambia in providing University Extension. Like Nduna (2010), Mandumbwa's study revealed similar challenges such as lack of library facilities, monitoring mechanism of Resident Lecturers, and many would be beneficiaries not embracing extension studies. Mandumbwa also did not cover all the provinces to determine the magnitude of the problem. Although this study did not concentrate on challenges, it revealed a broader picture of Extension Studies at the University of Zambia in terms of history, status, contribution to human resource development and prospects.

Malama (2015) investigated the school leavers' understanding of university extension education in Lusaka District. The study revealed that school leavers in Lusaka District did not fully understand extension studies because of lack of information on the programme. Despite the lack of information, however, majority respondents had positive perceptions about extension education. Mbozi (2016) studied on key issues to be considered in designing and managing a successful university adult education programme in developing countries. Her study argued that the success of any adult education programme depended on how it responded to the needs of learners, and reflecting carefully on the responses to avoid rendering the field of adult education irrelevant to the society it intended to serve. She suggests the idea of coming up with a framework for the creation of sustainable systems based on:

...diversity of staff, responsive programmes, structured succession programmes, structure for encouraging institutional memory, and sharing of diverse ideas, and a strong monitoring and evaluation system (Mbozi, 2016:45).

Therefore, Mbozi's study shares a similar focus with the current one in that it deals with issues of institutional memory, which is about history and responsive programmes. Further, the two studies share common aspects such as current status and monitoring and evaluation system, thereby leading to constructing a framework.

Sichula (2016) also wrote on University Extension Education in terms of historical perspectives, trends and future. Although his study is in line with the current study, it lacks details on the contribution of Extension Studies to human resources development, and does not provide a specific framework for the future. The future and utility of extension studies needs planning. This can be done by analysing what Extension Studies

has been doing. Previously, the focus of extension was on rural people who were considered to be vulnerable. Through this approach, a number of people in rural areas were empowered with knowledge, skills and values. Following the demand for knowledge, skills and values in the 21<sup>st</sup> century, there is a need to transform Extension Studies at the University of Zambia into a sustainable programme that would provide quality education. This calls for a steady source of resources such as funding, infrastructure, teaching and materials and staff. Since Extension Studies at the University of Zambia is self-financing, the programme should attract and retain sufficient numbers of participants in order to generate enough funds. This calls for change from heavy reliance on classroom teaching by using other available technological methods such as social media. Sichula (2016: 3) points out that:

The reality of this is reminiscent of advances in technology and evolving trends of effective educational practices. This has led to a paradigm shift in university extension education from conventional modes of classroom setting course delivery to more scientific internet oriented modes, such as the use of social media which may include *Google, Yahoo, Skype, YouTube, Facebook, Twitter and Myspace* to mention but a selection.

This is in line with the current situation where most people are fond of using social media, especially the youths, who form the larger population of Extension Studies clientele. Some organisations have responded to the use of social media to send official information. Recently, the Bursaries Committee in Zambia started using Facebook to advertise scholarships in order to reach out to the youths who were the intended audience.

Sichula points out other important trends such as change in people and institutions, change in course delivery strategies, and change in the management and organisation of extension education. He commented and concluded that:

. . . Universities in their quest to extend their educational programmes to the periphery will have no choice but to become alive to the fact that, there are changes taking place in the world which are shaping the provision, management and financing of educational activities. Inverse action toward these changes would be leading university extension education to grounding to a halt. And considering the important role played by university extension education in providing a link between the University and society, the expectation in the near future is that more support is likely [sic] be given towards university extension education. This is because it will forever remain a stronghold of the connection between the university and society. Devoid of this link, the University will have no relevance to itself and society as a whole (Sichula, 2016:9).

Another current trend in extension studies is certification of qualifications. Previously, Extension Studies at the University of Zambia used to offer non-credit certificates. Since 2009, when programmes in Extension Studies were approved by the Senate of the University of Zambia, Extension Studies has been offering credit courses and programmes. It implied that the Extension Studies qualifications became credit qualifications (Sichula, 2016). According to Vice-Chancellor's Speech (2012), the first group of 1,867 Extension Studies students graduated with diploma under Senate on 15<sup>th</sup> June 2012. Therefore, prior to 2012, Extension Studies, certificate and diploma students at the University of Zambia never put on gowns during graduation. However, during the first Extension Studies graduation in 2012, Extension Studies graduands were allowed to put on sky blue gowns embroidered with UNZA logo on both sides of the chest and caps. This practice has been extended to all certificate and diploma students at the institution.

## **2.9 Prospects of Extension Studies**

This section deals with the aspiration of what Extension Studies should be in future in order for it to respond adequately to human resources development. It deals with establishment of university extension units or institutions, and employment of academic

and non-academic staff. Some countries have genuinely embraced extension education in their education systems. Consequently, their respective universities have adopted extension education as the third mission or function of university education. Other countries have established universities of extension education or extension education institutes or directorates. For example, the University of Wisconsin established the University of Wisconsin – Extension in 1906 ([www.uwex.edu](http://www.uwex.edu), 29.12.2016). The initiative followed a joint effort of Wisconsin President Charles Van Hise and Governor Robert LaFollette, who proposed the establishment of a third mission or function to be added to the traditional functions of teaching and research. Therefore, Wisconsin earned itself a privileged position of being one of the first states to institutionalise extension education. The University of Wisconsin offers degree programmes.

In India, there are many extension universities while some universities have extension units at department, directorate or institute levels. The Banaras Hindu University (BHU) offers formal and non-formal teaching in agriculture up to degree level ([www.bhu.ac.in](http://www.bhu.ac.in), 29.12.2016). In 1987, BHU established Extension Education Institute Jorhat in North East Region. This initiative is lacking at the University of Zambia, where extension studies is not highly regarded by management.

Another trend in Extension Studies is funding. Funding extension studies, like main stream education, is a thorny issue in many countries. Previously, Extension Studies at the University of Zambia was substantially subsidised to the extent that participants paid almost nothing. In America, Extension education was expected to fund itself under the “self support” system (Shanon and Schoenfeld, 1965:87). Under the self-support system,

extension was supposed to generate its own funds for running programmes through charging tuition fees. The system tended to favour “haves” and disadvantaged the “have nots”. The self-support system also affected the running of programmes in that only programmes that could pay for themselves were offered (Shannon and Schoenfeld, 1965). Self-support financing policy works against would-be beneficiaries who might not afford high fees for running an education programme. Beder in Kreitlow *et al.* (1981:173) opposes the idea of self-supporting system of managing adult education, and illustrates a typical situation that:

If the cost of instruction is too high or the number of interested students too low, the fee to be charged will price the learning activity out of market, regardless of how much learners need it.

Situations arose in Extension Studies at the University of Zambia when under subscribed, courses or programmes were discontinued on grounds that of not being economically viable. The decisions to discontinue a programme was arrived by conducting a course benefit analysis. During the period 2003 to 2007, there was a policy to charge students an extra 50% if the course or programme was below 15 participants. The policy disadvantaged those who needed the course or programme at the time as they were made to wait up until such a course or programme had sufficient number of participants. Therefore, the self-support policy goes against the Government of the Republic of Zambia’s policy as contained in the education document dubbed *Educating Our Future*. The mission statement on education states that:

The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin,



or any other discriminatory characteristic (Ministry of Education, 1996:xi).

Though the policy sounds all embracing, it is not backed by practical action at implementation level in that Government spends a lot of resources on formal education and very little or none on education of adults. This is reflected in the Ministry of Higher Education sponsorship policy, which excludes school leavers from accessing bursary. School leavers are individuals who would have stayed out of school more than two years after completing senior secondary school. Therefore, such a policy cannot be implemented among people who are not able to pay for their education. In the same vein, the policy emphasises the provision of equality and equity in education. It states that:

Every individual in Zambia has a right to education. Hence it is a matter of fairness or justice that access or justice that access to, and participation and benefit in, the education system be available to all. The development of education therefore seeks to promote equality of access, participation and benefit for all in accordance with individual needs and abilities. Measures to promote equality will include allocating resources to those in greatest need, providing appropriate support systems, and changing the tangible and intangible qualities of the system itself to cater for the diverse educational and interests of the population (Ministry of Education, 1996:3).

The policy is farfetched because the cost of providing education has become high. Correspondingly, the cost of acquiring education has increased almost beyond what many people can afford. Therefore, not every individual would exercise the right to education especially that Government has reneged on its plan to allocate resources to those participating in extension studies.

From inception of the University of Zambia, the Department Extra-Mural Studies was centrally funded by the University management through an imprest system, which was allocated to each provincial centre. During that time there was no consideration of the

number of participants enrolled in the course or programme. The centrally funded system led management in 1994 to deem Extra-Mural Studies as a waste of scarce University resources. Admittedly, Extra-Mural Studies did not make enough money to offset running costs. The change of policy from centrally funded to self-support financing policy brought in the issue of economic viability. However, the self-support financing policy, if well managed, is good in that it ensures the smooth running of programmes. For example, Distance Education, Extension Studies, and Parallel programmes do not depend on central funding for their operations but are able to manage smoothly.

Ng'ambi (2013) investigated the benefits of university extension education and its possible improvements. The study used a case study design focusing on Lusaka Province. Among the many findings, the study revealed that Extension Studies needed to operate as directorate. Ng'ambi recommended that the University of Zambia should allow Extension Studies to operate as a directorate so that it was able to run degree programmes.

## **2.10 Gaps Identified in the Literature Reviewed**

The literature reviewed was in line with the four research objectives of this study, which revealed some gaps that were not addressed by other researchers. In the survey of literature, it became apparent that studies focusing on Extension Studies in Zambia were still in their infancy. In fact, very little has been written on the history of Extension Studies at the University of Zambia. Therefore, very little is known about Extension Studies at the University of Zambia. The lack of history on Extension Studies has deprived it visibility in the University.

Secondly, the contribution to human resource development of Extension Studies at the University of Zambia has never been documented. Truth is that while some studies have been conducted on history, no comprehensive study has been conducted on the contribution of Extension Studies to human resources development at the University of Zambia. While the literature reviewed on extension studies in Zambia is useful, to a certain extent, they have not looked at the specific periods of history and have not quantified the contribution of Extension Studies to human resources development. Further, none of the reviewed literature, especially in Zambia, has covered the fifty years of extension studies at the University of Zambia. This study endeavoured to provide the history of Extension Studies at the University of Zambia over a period of fifty years. The study quantified the contribution of Extension Studies to human resources development in various fields.

The status of Extension Studies at the University of Zambia has also not been investigated. This poses a problem to understand the views of people about Extension Studies. It is also difficult to determine the position that Extension Studies occupies among the programmes such as full-time, part-time, distance and parallel.

Chakanika (1989) study did not examine the history, contribution to human resources development, status and prospects of Extension Studies, which this study deals with. Another study conducted by Ng'ambi (2013) did not propose the name and framework of the directorate, which this study has endeavoured to do. On the other hand, Malama (2015) only looked at the respondents' understanding of the programme and their perceptions of Extension Studies in one province of Zambia. Mbozi (2016) does not

provide information on the contribution of Extension Studies to human resources development in Zambia, and does not propose a framework. Banda (2016) focused on standardised curriculum, relevance and constraints of Extension Studies. Therefore, none of the studies focused on history, contribution to human resources development, current status and prospects of Extension Studies, while this study covers all of them.

Lastly, no study has looked at the prospects of Extension Studies at the University of Zambia. This has led to lack of planning for Extension Studies both at institutional and national levels. The current study proposes a framework.

## **2.11 Summary of Chapter Two**

Chapter Two endeavoured to review related literature from global, regional and national (Zambia) focusing on the history, contribution to human resource development, current status and prospects of Extension Studies. Some academic land marks on the history of extension Studies are class programmes for youths and adults, provision of access to 3 to 3 months of non-credit certificates, non-credit diplomas and senate (Credit) diplomas. The review covered meaning of extension as a concept and its use in ancient and modern times in selected countries. It also reviewed literature on origin of extension education, extension studies in some African universities. Further, the Chapter reviewed information on prospects of extension studies, and identified gaps in the literature reviewed. The Chapter that follows presents the research methodology used to conduct the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

The previous Chapter presented relevant literature on history, contribution to human resources development, current status and prospects of Extension Studies. This Chapter presents the research methodology that was used in the study. Daivadeenam (2002:50) describes methodology “... as a way ... or process in which various stages of analysis are employed systematically to solve the research problem and how research is done scientifically”. Similarly, Kombo and Tromp (2006) explain that methodology describes the methods applied in conducting a research study.

This Chapter consists of the following components; research design, target population, sample size, sampling techniques, research instruments, data collection procedure and data analysis. The Chapter also presents other aspects such as validity and reliability of findings, ethical considerations, delimitation of the study, limitation of the study and summary of Chapter Three.

#### **3.2 Research Design**

A research design is the scheme, outline or plan used to find solution to a problem (Orodho, 2003). In other words, a research design is a tool used to find answers to research questions. Simply stated, a research design is structure of a research. It is the *glue* that holds together all components of a study. A research design is regarded as a strategy or arrangement of conditions for collecting and analyzing data. Therefore, a research design constitutes a blue print for collecting, measuring and analyzing data

(Kothari, 2004). This description is consistent with Msabila and Nalaila (2013: 27), who describe a research design as “... a plan on how a study will be conducted or a detailed outline of how an investigation will take place.”

The study adopted a mixed research design referred to as an embedded design, which utilized both qualitative and quantitative approaches, through the use of some basic statistics. The study employed an embedded research design due to the nature of data, which was mainly qualitative with some quantitative data. The embedded design was used by Masaiti (2013).

According to Creswell (2012: 544), “The purpose of embedded design is not to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supporting role to other form of data.” In this study there were more qualitative data than quantitative data. The quantitative data, which were in form of percentages, were used to support qualitative data. The embedded design was deemed to be appropriate because it facilitated the collection and description of qualitative and quantitative data. The use of embedded design helped to explain findings, where the use of qualitative data in the study made it easier to describe the findings. Therefore, the use of qualitative and quantitative data helped to make the findings clear. In this study, both qualitative and quantitative data were collected through, document review, questionnaires and interviews.

### **3.3 Target Population**

Borg and Gall (1989) describe target population as all members or hypothetical set of people, objects, animals or events on which the researcher intends to conduct a study. This is in agreement with Chuma, *et al.* (2007), who states that a population is an entire set of objects and events or groups of people, with something in common, for the purpose of determining characteristics. Therefore, population provides space from which elements to be studied are chosen.

The target population for this study consisted of former students, current students, Part-Time Tutors, Resident Lecturers senior managers in Extension Studies at the University of Zambia. The justification for choosing former students, current students, Part-Time Tutors, Resident Lecturers and senior managers was that they were the ones acquainted with Extension Studies at the University of Zambia. Therefore, target population was estimated to be at 46, 206 consisting of 44,000 former students, 2,000 current students, 200 part-time tutors and six senior managers.

### **3.4 Sample Size**

A sample is part of the whole. In this case, a sample size is a representative number of a population. Kothari (2004) describes the sample size as number of selected participants from the target population or universe. Therefore, a sample size is a reasonable fraction of a target population.

The study targeted a sample size of 563 respondents comprising 200 former students, 300 current students, 50 part-time tutors, 10 Resident Lecturers and three (3) senior

managers. The senior managers and Resident Lecturers were conveniently targeted, while part-time tutors and both categories of students were randomly selected. Each province was allocated equal number of former students, current students, part time lecturers and Resident Lecturers. The exercise of contacting former students proved very difficult due to transfers, death, insufficient contact details or unknown whereabouts. Therefore, only 155 former students out of 200 of them were captured for this study. Initially, three senior managers and 50 part-time tutors and 300 current students were targeted but two senior managers, 10 Resident Lecturers and 43 part-time tutors and 276 current students, participated in the study.

The participants in the study consisted of both females and males. The study intended to involve 563 participants. However, only 486 (86.3%) respondents were involved. The study involved 169 (29.9%) females and 317 (56.3%) males.

### **3.5 Sampling Techniques**

The study employed probability and non-probability sampling procedures to identify participants for the study. Probability sampling involves random selection of objects, places or people, where each element of the population is given equal chances (Kombo and Tromp, 2006). Under this technique, stratified random sampling was used to select part-time tutors and former and current students in Provincial Centres. The part-time tutors were grouped according to provinces. This was followed by applying a simple random sampling technique to select five (5) participants from each subgroup. Similarly, the students were grouped according to their provinces and categories such as former and current students. Random sampling was used to select 20 and 30 participants per province



from former and current students, respectively. Probability sampling was used to select respondents from the groups of former and current student-respondents and part-time tutors. Kombo and Tromp (2006:81) state “This method of sampling aims to be theoretically representative of the study population by maximising the scope or range of variation of the study”. Probability sampling helped to come up with a reasonable number of research participants that is representative of the target population. In this way, the findings of the study were valid in that the conclusions would be based on opinions a broad spectrum of participants.

On the other hand, non-probability called purposive is used to choose elements of the population without giving equal chances to them. Purposive sampling was used to sample typical or key informants such as senior managers, who were regarded to have relevant data about the problem under investigation. Resident Lecturers were also purposively sampled because all the ten were involved. Purposive sampling can be likened to the nomination of Members of Parliament in Zambia, where the President of the country nominates members of the public with expertise who do not stand in parliamentary elections. Non-probability or purposive sampling enabled the researcher to focus on possible respondents who had relevant data.

### **3.6 Research Instruments**

In this study, questionnaires were used to collect data from 484 respondents, while an interview schedule was used to collect data from two respondents. Semi-structured questionnaires, containing open and closed statements, were used to collect data from former and current students, Resident Lecturers and part-time tutors. Each category of the

respondents had its own questionnaire. Since all the respondents were literate, each respondent was required to fill in the questionnaire independent of the researcher. An interview schedule, which contained closed-ended items, was used to collect data from the Acting Vice-Chancellor and Registrar of the University of Zambia.

### **3.6.1 Piloting of Research Instruments**

Prior to the piloting of the instruments, they were thoroughly checked by the supervisors of this study. The questionnaires for current and former students, part-time tutors and Resident Lecturers were piloted in Eastern Province where the researcher allowed the participants to fill in responses on their own. It was encouraging that some respondents phoned to seek clarifications on questionnaire items that were not clear. This helped to remove ambiguity from identified statements. Useful information, suggestions and comments from respondents were incorporated in the final questionnaires (Appendices I to IV).

### **3.6.2 Questionnaires**

Each category of respondents played a special role in the study. The management provided information on policy matters concerning the existence and management of Extension Studies at the University of Zambia. A total of 155 former student-respondents provided information about their experience of Extension Studies during and after the completion of their programmes. On the other hand, current students were handy in providing information about their experience of Extension Studies. The experiences of current student-respondents were used to check whether or not there was improvement in the management of Extension Studies. The Resident Lecturers were expected to provide

data on various aspects of Extension Studies. On the other hand, part-time tutors supplied data on the quality of the curriculum, availability of teaching and learning materials, attitude towards Extension Studies, and problems associated with teaching. The responses in form of suggestions from the students, part-time tutors, Resident Lecturers and senior managers in conjunction with data collected through document review were collected.

### **3.6.3 Interview guide**

The interview guide (Appendix V) was used to collect qualitative data from the Acting Vice-Chancellor and the Acting Registrar at the University of Zambia. These officers were presumed to possess relevant knowledge about the research problem. The interview schedule was helpful during data collection in that it enabled the researcher to collect more data than would have been collected using any other research instrument such as a questionnaire. This was so because the researcher was able to seek clarification from interviewees. The information sought was about history, contribution to human resources development, current status and prospects of Extension Studies at the University of Zambia. Daivadeenam (2002) points out that one advantage of an interview schedule method is that it has a higher percentage of response than in a questionnaire. This is because the researcher is able to probe further, which drastically avoids cases of 'Non-Response'. It was for this reason that the interview schedule was used to collect data from key respondents.

### **3.6.4 Document analysis**

Document analysis was employed to collect data about the history of Extension Studies at the University of Zambia from 1966 to 2014. The document analysed for this purpose

was the Lockwood Commission Report of 1963. In order to obtain empirical data, the study involved the analysis of Provincial Annual Reports, Department of Extension Studies and Conferences Reports and Centre for Continuing Education Annual Reports from 1966 to 2014. This study endeavoured to fill the identified gap by reviewing such relevant literature. The other document analysed was the report on the origin and development of University Extension in Zambia by D. J. Alexander in 1975.

### **3.7 Data Collection Procedure**

The researcher obtained a written permission letter from the Registrar to visit research sites. The letter (Appendix VI) was presented to the Head of the Department of Adult Education and Extension Studies and Resident Lecturers as proof of permission. Data was collected through questionnaires, which were distributed to current students by the researcher. The respondents were allowed to complete questionnaires on their own. Resident Lecturers or Centre Co-ordinators assisted in collecting the questionnaires. The questionnaires were randomly distributed by the researcher to former students as they cleared in preparation for graduation ceremony. Resident Lecturers distributed questionnaires to current students and part-time tutors at provincial centres. Each province was allocated thirty (30) current students and five (5) part-time tutors, respectively.

The researcher physically visited the University of Zambia Provincial Centres to access records on Extra-Mural Studies and Extension Studies from 1966 to 2014. Head of Department of Adult Education and Extension Studies' office was visited for the purpose of collecting secondary data about Extension Studies. In order to collect primary data, the

researcher visited and personally interviewed the two senior managers, who had privileged data about Extension Studies at the University of Zambia. The Special Collection of the University of Zambia Main Library was visited to access the Lockwood Commission Report. The Lockwood Commission Report was important for its being the genesis of Extra-Mural Studies (Extension Studies) at the University of Zambia

### **3.8 Data Analysis**

Data analysis is the most important stage in the research cycle because this is the point at which data is segregated in such a way that only the relevant one is made use of. Quantitative and qualitative methods were used to collect data in order to carry out an in-depth research. Qualitative data collected through document review, open-ended questionnaires and interviews were analysed by using description, which is a suitable way of coming up with findings (Best and Kahn, 2009). The data collected through questionnaires was both quantitative and qualitative. Data was presented through tables and themes. Interviews were conducted with two senior managers to collect data qualitatively. The results of the interviews were presented in the verbatim as stated by interviewees. Quantitative data collected through questionnaires were analysed using statistical package for social sciences (SPSS) version 16.0, and presented through tables and percentages. The data collected through document review was also analysed and presented through tables and frequencies. Data collected through interviews was manually recorded in the note book, and later analysed by grouping it in appropriate themes.

### **3.9 Validity and reliability of findings**

Validity and reliability are important elements in determining credibility of any study. The two elements namely validity and reliability, are critical especially in a qualitative study such as this one. A problem arises when dealing with different sources of data such as questionnaires, interviews and documents to ensure that the data is collaborated.

#### **3.9.1 Validity of findings**

Valid data in qualitative research refers to how well data measure what they are supposed to measure (Kombo and Tromp, 2006). It implies valid data help the researcher to make sound judgement, which cannot be doubted. Valid data is also free from bias as it is determined by sufficient evidence. It refers to the extent to which research measures what it purports to achieve.

#### **3.9.2 Reliability of findings**

Reliability of findings refers to consistency in yielding same results. Kombo and Tromp (2006) state that: “reliability is the measure of how consistent the results from a test are.” Therefore, reliability refers to the research’s ability to give similar results for the same group of respondents if administered at different times. In order to enhance reliability, items in the research instruments were carefully formulated, written in clear language, and refined after piloting. The questionnaires for Resident Lecturers, part-time tutors, former and current students were tested on the Resident Lecturer, part-time tutors and students at Chipata Centre in Eastern Province of Zambia.

### **3.10 Ethical Considerations**

In adhering to ethical concerns, the researcher abided by his responsibility to implement all ethical requirements for any educational or social research throughout the study. Ethical issues in any research are worth considering because there is a tendency to intrude into the privacy of a research participant. Creswell (2012:230) states that:

In gathering data for a qualitative project, a researcher seeks an in-depth description of a phenomenon. Participants may be asked to discuss private details of their life experiences over a period of time. This process requires sufficient level of trust based on high level of participant disclosure.

Respondents were not required to indicate their names or any mark that would identify them on the questionnaires. Consequently, questionnaires had no serial numbers before distributing them to array any fears in respondents that they would be traced. The researcher made sure that confidentiality of participants was upheld. During interview, the respondents were assured of strict confidentiality in dealing with data obtained from them. An interviewee was not identified by his or her name in the note book. The data collected through interviews were manually recorded in a note book to enhance confidentiality. All the respondents voluntarily participated in the study.

#### **3.10.1 Ethical Clearance**

Since the study was about human beings whose reputation could be injured during the study, permission was obtained from the University of Zambia Management to conduct research in University units. Further, ethical clearance was sought from the Research Ethics Committee of the University of Zambia and Ministry of Health. The researcher wrote letters to seek permission to interview senior managers. Eventually, appointments

were made with Acting Vice-Chancellor and Acting Registrar at the University of Zambia for interviews at separate times.

### **3.10.2 Voluntary Participation**

In conjunction with the clearance letter from the Registrar, verbal permission was sought from students, part-time tutors and Resident Lecturers to participate in the study. Participants were informed of whether or not to participate or opt out.

### **3.10.3 Anonymity, Privacy and Confidentiality**

The anonymity, privacy and confidentiality of the respondents and informants were guaranteed during interview, questionnaire administration, presentation of findings and discussion of findings. Notes pertaining to the study were strictly kept confidential. The names and identities of participants and research sites were not revealed in the presentation and discussion of findings. Codes derived from letters of categories and number of participants were used to conceal names of the participants. Therefore, were addressed using code names such as SM 1 Sm 2, RL 1 to RL 10, PTT 1 to PTT 43, CS 1 to CS 276 and FS 1 to FS 155. This helped to keep personal details of participants anonymous.

## **3.11 Summary of Chapter Three**

Chapter Three has presented the methodology used to conduct the study. The chapter presented methodology used for conducting the study. Effort has been made to explain the methodology and research design. The study justified the use of embedded design as a guide for conducting the study. The Chapter identified target population, sample size, sampling technique and research instruments. Data collection procedure spelt out the



procedure followed to access research sites, and it provided bench marks for conducting the research. The study also showed how different categories of data were collected and analysed. This was followed by information on validity and reliability of findings. The ethical consideration was clearly stated to protect the confidentiality and integrity of the informants and respondents.

The next Chapter presents findings of the study based on document review, questionnaires and interview guide.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Overview**

The previous Chapter provided methodology used for conducting the study. Chapter Four begins with the presentation of the analysis of demographic data of the informants and respondents. This Chapter proceeds with the presentation of findings on the history, contribution to human resources development, current status and prospects of Extension Studies at the University of Zambia.

The findings of the study were based on themes derived from research questions. The four research questions of the study were:

- (a) How has the history of Extension Studies at the University of Zambia evolved from 1966 to 2014?
- (b) To what extent has Extension Studies at the University of Zambia made contribution to human resources development in Zambia from 1966 to 2014?
- (c) What is the current status of Extension Studies at University of Zambia?
- (d) How should be the framework of Extension Studies at the University of Zambia?

#### **4.2 Demographic Data of the informants and Respondents.**

Data for the study were collected from four categories of respondents who were considered to possess relevant data to this study. The first target group was that of students, which was subdivided into two namely former and current students. The second category comprised Resident Lecturers, who organised and implemented Extension Studies in their respective provinces. The third group consisted of part-time tutors whose

role was to teach students. The fourth category consisted of senior managers, who were responsible for policy matters at the University of Zambia. Tables 4.1 below shows the distribution of respondents and participants according to category and sex.

**Table 4.1: Distribution of Respondents by Category and Sex**

<b>Category</b>	<b>Female</b>	<b>%</b>	<b>Male</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Former Students	70	12.4	85	15.1	155	27.5
Current Students	92	16.3	184	32.7	276	49.0
Resident Lecturers	2	0.3	8	1.4	10	1.8
Part-Time Tutors	4	0.7	39	6.9	43	7.6
Senior Managers	1	0.2	1	0.2	2	0.4
<b>Actual Respondents</b>	<b>169</b>	<b>29.9</b>	<b>317</b>	<b>56.3</b>	<b>486</b>	<b>86.3</b>
<b>Not responded</b>	-	-	-	-	<b>77</b>	<b>13.7</b>
<b>Targeted Respondents</b>					<b>563</b>	<b>100</b>

Table 4.1 above shows that there was a total of 486 (86.3%) participants in the study, while 77 (13.7%) participants were not available.

The study investigated age ranges of student-respondents to show that Extension Studies helped people of different age groups to access university education within their communities. Table 4.2 below shows the distribution of age range of student-respondents in the sample.

**Table 4.2: Distribution of Student-Respondents by Age Range**

Age Range	Frequency	Percent (%)
16-25	107	24.8
26-35	207	48.0
36-45	86	20.0
46 and above	24	5.6
No Response	7	1.6
<b>Total</b>	<b>431</b>	<b>100.0</b>

Table 4.2 above shows that majority 314 (72.8%) respondents were youths in the age ranges of 16-25 and 26-35, while 110 (25.6 %) of the respondents were adults in the age range of 36 years and above. However, 7 (1.6%) respondents did not indicate their age ranges.

The study investigated the marital status of student-respondents to determine the level of participation by married people. The marital status of student-respondents who participated in the study is shown in Table 4.3 below:

**Table 4.3: Distribution of Student-Respondents by Marital Status**

Marital status	Frequency	Percent (%)
Single	214	49.7
Married	207	48.0
Widow	3	0.7
Widower	3	0.7
Divorced	4	0.9
<b>Total</b>	<b>431</b>	<b>100</b>

Table 4.3 above shows that a significant number 207 (48 %) of student-respondents were married, while 10 (2.3%) respondents were either widowed or divorced. However, 214 (49.7%) respondents were single.

The professional qualifications of Part-Time Tutors were as shown in Table 4.4 below:

**Table 4.4: Professional Qualifications of Part-Time Tutors.**

Professional Qualifications	Frequency	Percent (%)
Diploma	6	14.0
1 <sup>st</sup> degree	26	60.4
MA or MSC	4	9.3
No Response	7	16.3
<b>Total</b>	<b>43</b>	<b>100.0</b>

Table 4.4 above shows that majority 26 (60.4%) respondents had first degree, 4 (14%) respondents Masters Degree, while 6 (14%) respondents had diploma. The number of part-time tutors whose qualifications could not be determined due to non-response was 7 (16.3 %).

As concerning the employment status of the sample, 287 (66.6%) student-respondents were employed. Therefore, effort was made to determine the employment status of former and current student-respondents were employed, 132 (30.6%) respondents were not employed. However, 12 (2.8%) respondents did not respond.

### **4.3 History of Extension Studies at the University of Zambia from 1966 to 2014**

This section provides information on the genesis of the University of Zambia and Extension Studies. The importance of the section is to show the link between the University of Zambia and Extension Studies programme.

#### **4.3.1 History of the University of Zambia**

This section provides location where Extension Studies is domiciled. It would be incomplete to talk about the history of Extension Studies at the University of Zambia without understanding the history of the University itself.

The idea to establish the University of Zambia was conceptualised in the early 1950s but abandoned in 1953, following the creation of the Federation of Rhodesia and Nyasaland, which led to the establishment of a university college in Salisbury (Harare) in Southern Rhodesia (Zimbabwe) (Adult Education and Extension Studies Handbook, 2008). The idea of establishing a university in Zambia was abandoned because the university college in Salisbury was intended to accommodate students from Nyasaland (Malawi), Northern Rhodesia (Zambia) and Southern Rhodesia (Zimbabwe). But in 1962, the transitional government of Zambia, under the United National Independence Party (UNIP), reactivated the idea of establishing a university in Zambia. Therefore, in March 1963, the transitional government appointed the Lockwood Commission on the establishment of a university in Zambia. The Commission was chaired by Sir John Lockwood, a former Vice-Chancellor of the University of London. The Lockwood Commission submitted its report in November 1963 in which it recommended the establishment of a university in Zambia as an independent university from one in Salisbury (now Harare).

In January 1964, Government of the Republic of Zambia accepted the recommendations of the Lockwood Commission. This was followed by an inaugural meeting of the Provisional Council of the University of Zambia, which was mandated to establish the University of Zambia. It was also tasked to acquire and have custody of its property and funds as well as appointing staff. In fulfilling its mandate to acquire property, the Provisional Council of the University of Zambia, in July 1964, acquired the Rhodes Livingstone Institute located near Munali Secondary School. The Rhodes Livingstone Institute was renamed as the Institute for African Studies, which was later renamed as the Institute for Economic and Social Research (INESOR). During the same year (1964), the Oppenheimer College of Social Sciences, located at the corner of Nationalist and John Mbita roads in Lusaka, was also integrated into University of Zambia (Moonga and Luchembe, 2016). The College is part of Ridgeway Campus of University of Zambia but under the custody of the School of Education through Extension Studies. It is for this reason that the office of the Resident Lecturer for Lusaka Province is domiciled at Ridgeway Campus.

In July 1965, Dr. D. G. Anglin of Charleston University in Canada was appointed Vice-Chancellor of the University of Zambia, which was legally established in October 1965 when His Excellence Dr. Kenneth David Kaunda, the then President of the Republic of Zambia, gave the legal existence of the University of Zambia by assenting to Act Number 66 of 1965 of Parliament of Zambia (<http://www.unza.zm>, 03.11.2016). The University of Zambia commenced its operations on 12<sup>th</sup> November 1965 (Adult Education and Extension Studies Handbook, 2008). The first academic year commenced on 17<sup>th</sup> March 1966 at Ridgeway Campus (UNZA Calendar, 2007-2008). Following the

commencement of operations of the University, on 12<sup>th</sup> July 1966, Dr. Kenneth David Kaunda, was installed as the first Chancellor at a meeting, which was witnessed by over fifty representatives from other universities and two thousand guests. On 13<sup>th</sup> July 1966, the newly installed Chancellor laid the foundation stone for the University of Zambia on the Great East Road in Lusaka, which is also known as Great East Road (G.E.R) Campus (<http://www.unza.zm>, 03.11.2016).

The University of Zambia started with Schools of Education, Humanities and Social Sciences and Natural Sciences. The Schools of Law and Engineering were established in 1967 and 1969, respectively. In 1970, the Schools of Medicine and Agricultural Sciences were established, while the School of Mines, Business and Industrial Studies, Environmental Studies and Veterinary Medicine were established in 1973, 1978, 1981 and 1983, respectively. Therefore, by 1983, 11 schools were established but the Schools of Business and Industrial Studies and Environmental Studies were transferred to Copperbelt University (University of Zambia Calendars, 1967-1984).

#### **4.3.2 Education during the Pre-colonial and Colonial Periods**

This section focuses on the history of Extension Studies in Zambia. It briefly covers education during pre-colonial and colonial periods in Zambia before focusing on the history of Extension Studies at the University of Zambia.

The pre-colonial “Zambian” society, like other traditional societies in Africa, relied on oral traditions to preserve and transmit their cultures. This mode of preserving and transmitting culture is referred to as extension. Extension was the main mode of learning



since people did not know how to read and write. In a veiled way, they utilised extension method in that they conserved and used proverbs to teach generations. Hoch (1968:1) states:

There were no schools in the country of the Babemba before the Europeans arrived, and yet, teaching was not neglected. From generation to generation, useful teaching was passed on by the elders of the clans and of the villages to the young people. One way in which such teaching was given, was by the means of proverbs.

Msimuko (1987) postulates how extension method was used in various Zambian traditional societies to preserve knowledge and transmit it from one generation to another. He looks at institutions of *Nsaka* and *Chisungu* in Bemba, *Mphala* and *Kulanga* in Senga, and *Zango* in Luvale societies. Further, Msimuko outlines some subject areas taught in traditional society such as social skills, history, moral education, language, music and dance, sex education, religious education, recreation and technical education. These areas were important in the life of Zambian traditional societies. The knowledge and skills were passed from one generation orally and practically. Most of the content of what Africans taught to their people in traditional societies was packed in rich proverbs.

Hoch (1968:1) states that:

The Bemba proverbs . . . are a precious treasure of ethnological, ethical, social and general knowledge, and as such they form a sure and firm guide for the preservation of right and order in the country. . . . Furthermore, using proverbs to stress a point, be it in sermons, instructions or even in daily conversation, is much more convincing for a Mubemba than any self-made argument.

As stated above, proverbs were used to teach people in imagination and alertness in a brief fashion. One proverb can teach a person on what could have been a lengthy explanation.

Africans in the land now called Zambia went through traditional education system. Traditional education catered for people of all ages. The European settlers and missionaries introduced formal education, which had age limit, thereby disadvantaging many Africans who were advanced in age. Therefore, there was a backlog of people who needed formal education. The situation continued up to independence in 1964.

Being a former colony of Britain, Zambia modelled its education on the British education system. The experiences of colonial education in Zambia later affected formal education, adult education, extra- mural studies and extension studies. During the colonial period, the provision of Western-type of education for both children and, especially, for adults was very meagre (Manchishi, 2013). The infrastructure was not developed due to the policy of the white settlers coupled with the economic problems the country was facing during the early days of the colonial government owing to lack of funding. Another reason was that missionaries, who were responsible for primary education, did not regard education as priority. Although their emphasis was on teaching children, some efforts were made to include adults in the education of children. However, there was no education specifically designed for adults. It should be noted that the core business of missionaries was evangelisation. Therefore, education was an incidental activity. In fact, the missionaries used education as a catalyst to the conversion of Africans in that the school system was used in the conversion of Africans to Christianity. Therefore, missionaries only provided education that served their purpose. Mwanakatwe (2013:11) states that:

No doubt the basic motive which prompted early missionaries to establish mission stations in Zambia was the evangelisation of the indigenous people, their conversion to the Christian faith and the reclamation of their lives. The

provision, then, of schools and educational facilities by missionaries was fortuitous or, at best, merely complementary to their much desired objective of increasing the numbers of their followers. With very few notable exceptions, little was done by missionaries to stress the importance of education for its own sake.

According to Mwanakatwe above, it was neither the intention nor plan of the missionaries to provide Africans with education that would bring about economic and social development or prepare Africans to take over from the white employees. Further to that, missionaries had very limited resources that could not support massive investment in education of indigenous people. However, Africans needed education for progress and good life. Mwanakatwe (1971:2) states that:

The citizens want more education for themselves and their children because high education is associated with prestige, success and happiness. After all, they believe that in the colonial past the white man enjoyed the comforts of life – big cars, a big house, radiogram and domestic servants because he was highly educated! Though exaggerated this notion is nonetheless basically correct.

Africans needed high education not only for their comfort but also to contribute the development of the nations. However, the colonial masters did not want Africans to be enlightened for fear of losing power. They wanted the Africans to remain unlettered.

#### **4.4 History of Extension Studies at the University of Zambia**

Extension Studies at the University of Zambia started as Extra-Mural Studies, which was a result of the recommendations of the Lockwood Commission that the new University of Zambia should establish Extra-Mural classes to benefit people who missed out on education. At independence, the situation in Zambia was that most people had not attended Western education. Assessing the situation in Zambia, the Commission

established that many people in low positions possessed potential for more responsible duties but were hindered or frustrated by lack of education. Therefore, the Commission observed that:

Intelligence and ability are the prerogatives of any particular generation. We consider that it is a matter of the highest priority to do something now for those of earlier generation who missed the educational bus; and with them we would group the “late developers” (Lockwood Commission, 1963:40).

One of the most important recommendations of the Lockwood Commission was the inclusion of full time, part-time and ‘external’ studies (Kaunda in Kabwasa and Kaunda, 1973). The Lockwood Commission argued that the new University should not restrict itself to formal education if it were to contribute to the advancement of the Zambian people. The Commission was aware that many people had missed opportunity of attending school because they were born before formal education was introduced in Northern Rhodesia (Zambia). In recommending for the establishment of Extra-Mural Studies, Extension Work and Correspondence Courses at the University of Zambia, the Lockwood Commission (1963:39) states:

One of the most regrettable features of the scene in any country whose formal educational system has, for one reason or another, been slow to develop, is the existence of large number of members of men and women of ability who had the misfortune to be born early. When they were of school and university age they were unable to gain a full school or university education, either because the facilities did not exist or undoubtedly exist in Northern Rhodesia now, and constitute a reservoir of human talent which, for the sake of the country and the individuals themselves, ought to be tapped and utilised at the earliest possible moment.

The Report made correct observations and articulated the Zambian situation very accurately because Zambia had a backlog of a large population that had no opportunity to go through formal education. The Lockwood Commission had an informed view of the

type of university Northern Rhodesia (Zambia) needed. Supporting the Lockwood Commission's approach to the nature of the new university, Kabwasa and Kaunda (1973:80-81) comment that:

But, if the aim of providing wide opportunity for higher studies is to be fully realized (sic), it would be wrong to limit the activities of the University and its contribution to the advancement of the people by restricting a formal association with the University to those who could spend several years of full-time or part-time study on the campus or in some other institution. This would deny opportunities to many potential students, especially mature students, who could benefit by the chance to read for a University qualification, but who were prevented by their employment or by other consideration from pursuing a natural ambition to improve their education, competence and standing.

We believe that the opportunities thus provided would prove beneficial to teachers, whose consequent up-grading would be of particular value to the nation. It is, therefore, of greatest importance that the regulations of the University should allow its examinations for degrees and other qualifications to be open to candidates who have pursued their studies externally. The University has a wide field in which to offer a national service through valuable incentives to study and personal betterment. The facility which we propose could be of great advantage.

The above statement was in support of the creation of not only correspondence studies, but also extra-mural studies.

The University of Zambia established the Department of Extra-Mural Studies (DEMS) in 1966. The unit was headed by a Director. The first Director was Professor Lalage Bown, who started work in May 1966, which was the "University of Zambia's first term of the first year of its existence" (University of Zambia, 1967:1). As stated earlier in this Chapter, in July 1966, the University of Zambia Senate worked out two principles, which were to link UNZA with community and to diffuse university knowledge. These two principles guided operations of the Department of Extra-Mural Studies (DEMS). It was envisaged that the University would contribute to the wider society as opposed to

concentrating on a small group of graduates and undergraduates. Further, the DEMS was tasked to pass on university knowledge and university ways of looking at issues to the Zambian society (University of Zambia, 1967:1). The link with the community and the diffusion of university knowledge were supposed to be done through class programmes, seminars, workshops, research, and public lectures on issues affecting the society.

Alexander (1975: 47) states:

Regular weekly contact with members of the community in different centres in the province in which analysis of important national and local problems occurs creates a sense of involvement between participants, tutors, University and community which cannot be replaced by short courses and seminars. If the learning situation is one which encourages good inter-personal relations then social realities and the needs of individuals are perceived.

Therefore, the Resident Tutor was expected to reach out to communities through organising Extra-Mural classes, seminars and workshops. The Resident Tutor was also required to teach courses, organise seminars, public lectures, and conduct research in her/his field of specialisation.

The Extra-Mural Studies unit enjoyed a very high status that it report directly to Senate through the Senate Committee on University Adult Education. The Department of Extra-Mural Studies (DEMS) was a member of University Senate. The Department was also represented on most Boards of Study of Schools of the University of Zambia (University of Zambia, 1967). The DEMS portrayed a University of Zambia character in that it represented the entire University throughout the country by way of the existence of a network of Resident Lecturers. This was clearly reflected in the courses that it offered, which came from different fields of various schools and units. The schools and units

played a role of approving courses before they were offered through the Department of Extra-Mural Studies.

The first provincial centre to be established outside Lusaka was Kasama between 1966 and 1967. During the same period, there were two pioneer classes in Lusaka and Kasama with an enrolment of 28 and 21 students, respectively (University of Zambia, 1967). In the first five years (1966 to 1971) of its existence, the Department of Extra-Mural Studies expanded its presence in the country. By 1971, provincial offices in Central (which included Lusaka Province at the time), Copperbelt, Eastern, Luapula, Northern, Western and Southern Provinces had been established. North Western Province was established in January, 1975. In 1999, Central Province was split into Central and Lusaka Provinces. Therefore, the Resident Lecturer was posted to Central Province (Kabwe) in September 1999. However, due to lack of office accommodation, the Central Province office only became operational on 22 February 2000 (Interview, 20.02.2015).

#### **4.4.1 Attempts to Abolish Extra-Mural Studies at the University of Zambia**

The financial challenge that affected the University of Zambia during the period 1971-1972 nearly caused the abolition of the Department of Extra-Mural Studies (DEMS). Consequent to the aforesaid, the in-coming Director of DEMS, Mr. Abdelwahid Yousif, described his position and that of the Department as a “dilemma of loneliness” because he had no strong basis on which to plan due to lack of funding (Alexander, 1975:74). This followed financial cuts to the University by the Government of the Republic of Zambia (GRZ). The study revealed that due to financial constraints the University of Zambia experienced between 1971 and 1972, the Department of Extra-Mural Studies

(DEMS) was almost abolished. As a compromise, DEMS was made part of the newly created Centre for Continuing Education (CCE) in 1975 (Alexander, 1975). The Department of Extra Mural Studies was seen as having failed to project a well-defined and economically viable Provincial Programme. It should be pointed out that DEMS was considered a failed project due to inability of the University of Zambia Management to appreciate its contribution to national development. Tembo (1984:61) postulates that:

Extra-Mural work is an activity which is accepted as a proper function of universities. This must entail acceptance by universities of the need to provide the facilities, both capital and recurrent, which such work requires. However, experience shows that in the face of limited resources, particularly finance, the needs of extra-mural work are, in many cases, among the first casualties when cuts have been made. This seems often to be due to lack of appreciation of the significance of extra-mural work in the development of a nation or to doubtful commitment to such work by the university concerned.

The University of Zambia implemented a structural adjustment programme, which led to cuts in budgets of most departments. Iliamupu (2007:2) also elaborates that:

The period 1971-1972 was a particularly difficult one for the University of Zambia financially. Most departments suffered cuts, and the Extra-Mural Department suffered the most. There were strong feelings within the University administration to either abolish the department or remove its personnel from Provinces. . . . The Extra-Mural Department was seen as having failed to project a well-defined Provincial Programme and thus did not deserve the continued financial backing. The current programmes of the time were already proving to be expensive.

The financial difficulties in the University caused some units to be used as scapegoats. There were strong feelings in the University that the Department of Extra-Mural Studies had failed to fulfil its mandate, and, therefore, did not deserve continued financial support. The University administration was also not impressed with the performance of the Department of Correspondence Studies, and expressed concern about its future. It



should be pointed out that the perceived failure could have been caused by the University's policy in that it regarded Extension Studies as a service unit to community.

As earlier pointed out, the University of Zambia established the Department of Extra-Mural Studies to show appreciation to the members of the Zambian community for the contribution they made to the establishment of the University. Therefore, members of the public paid very little or nothing towards cost of managing courses in Extra-Mural Studies. Simply put, the courses were subsidised by the University of Zambia. From the commencement of Extra-Mural Studies, the concept of self-financing programme was not emphasised. Consequently, Resident Lecturers became increasingly involved in conducting more seminars and public lectures, which generated less or no income at the expense of evening classes that were economically viable (Extension Studies Annual Reports, 1960s-1990s). For example, between 1966 and 1971, there were 11, 674 participants in public lectures, seminars and workshop against a paltry 1, 611 that participated in evening classes (University of Zambia, 1967:7, 9).

The financial problems prompted the University Management to establish an Ad Hoc Committee to examine the way forward for the Extra-Mural Studies programmes.

Alexander (1975: 88) elaborates that:

In order to achieve a secure basis and clearer objectives for the University extension the Vice-Chancellor in April 1973 approved the formation of an Ad Hoc Committee to examine in depth future programmes for Extra-Mural Department in the light of national needs and priorities.

During the deliberations of the Ad Hoc Committee, it was clear that the Department of Extra-Mural Studies was headed for removal from the University books as it was

regarded as a liability. The public objected to the impending abolishment of Extra-Mural Studies. The situation prompted two members of staff of the Department of Extension Studies and Conferences Unit, who earlier served as Resident Tutors, Mr. Wanga Weluzani Chakanika and Mr. Harry L. Mtonga, to petition the Working Party against the popular, but destructive and retrogressive idea of abolishing the Department (Chakanika and Mtonga, 1995). The public outcry coupled with the strongly worded petition by Messrs, Chakanika, W. W. and Mtonga, H. L. could have led to the rescinding of the decision to abolish the Department of Extra-Mural Studies.

The Ad Hoc Committee recommended that the Department of Extra-Mural Studies would make greatest impact if it concentrated on fields of rural development and adult education training. Based on the recommendation of the committee, the Vice-Chancellor, Prof. Lameck K. Goma, in October 1973, established a Working Party on University Extension to carry out the review (Alexander, 1975; Chuma, 1991). The Working Party was chaired by Professor B. O. Nwabueze, Dean of School of Law, while the Department of Extra-Mural Studies was represented on the Committee by the Director, Mr. A. A. Yousif, and the two Acting Directors of Correspondence Studies and Institute of Education. The task of the Working Party was to consider and make recommendations on the functions of University Extension Services and how they were interrelated. Alexander (1975: 88) further reveals that:

The Working Party was to consider and make recommendations on the functions of University Extension Services and the extent to which they are inter-related. Included in university extension services for consideration to the Working Party were not only the Departments of Extra-Mural Studies and Correspondence but also the Institute of Education which provides an associated relationship for Zambia's teacher training colleges and professional training for experienced teachers and education administrators.

The Working Party was to consider the role of university extension services in meeting needs and priorities and the type of programmes suited to the attainment of this role; appropriate structure for extension services; the possible amalgamation of the three extension units under consideration and the internal structure, administration and staffing of such an amalgamated extension unit.

In order to ensure that the recommendations were well informed, membership of the Working Party was broad based. Members were drawn from relevant organisations to extension services such as United National Independence Party (UNIP) Central Committee, Zambia Congress of Trade Unions, Ministry of Education, Zambia Adult Education Advisory Board, Zambia Federation of Employers, Department of Community Development and Ministry of Rural Development.

In the 1970s and in the 1990s, Extension Studies was almost abolished due do financial problems. Another attempt was made in 2000s to disown Extension Studies by the University of Zambia owing to the status of the programmes offered at the time. It should be remembered that since 1966, the Department of Extra-Mural Studies and later Extension Studies had been offering certificate programmes up until 2005, diploma programmes were introduced.

From inception, each Provincial Office of the University of Zambia had been supervised by a Resident Tutor, now Resident Lecturer, who is an academic member of staff, appointed by the University to work within the area of jurisdiction for the purpose of attending to people's educational and developmental needs. The task of Resident Tutors was to implement the aims laid down by Senate on extra-mural studies. Alexander (1975:46) reports:

In order to execute the above objectives and policies successfully, it was necessary to staff the Department with fully qualified academics employed on the same conditions as other members of the University academic staff. The Senate and Council agreed that there should be a network of Resident Tutors stationed in each of Zambia's eight provincial capitals. Suitably qualified graduates would be employed as part-time tutors to assist the Resident Tutor to carry out his programme. The Resident Tutors would also be supported by administrative officers/organisers and it was hoped to establish University Centres in the provincial capitals to provide permanent teaching and office accommodation.

The above statement shows that in the early years, between 1966 and 1970, of Extra-Mural Studies existence, Senate and Council had a lot of interest in the Department. The University had set high standards for those to be employed as Resident Tutors (now Resident Lecturers), part-time tutors and administrative officers. Functions of the Resident Tutors were to report local needs and interests to the Director, teach and conduct research in their areas of specialisation and adult education, and represent the University of Zambia in the province where one served as Resident Tutor (Alexander, 1975). Therefore, Resident Tutors were expected to identify needs of the communities they served and participate in the development of such communities.

Although the Working Party recommended the establishment of one academic staff per province, it was already noted that there was need for more academic staff due to the volume of work. Alexander (1975:103-104) states that:

The Working Party has recommended an establishment of ten Resident Tutors for eight provinces so that two provinces have a Resident Tutor and an assistant Resident Tutor. If the arrangement for two academic members of staff in a province justifies itself in terms of results the Working Party recommends that consideration should be given to providing the same level of staffing in each province. . . The Resident Tutor is expected to carry out functions related to the work of all the three departments of the Centre. For this reason he will not be a member of any of the three departments but responsible to the Director. The arrangement will assist the Resident Tutor to feel that he is the University's representative in his province and will give

him a direct line of communication to the Director when faced with policy decisions.

Despite increased responsibilities, the Working Party's recommendation has never been implemented. The situation has been exacerbated by the abolition of the position of class organiser in all the Provincial Centres. This, at times, culminated into a situation where some of the Provincial Centres went for a long time without the services of a Resident Tutor.

#### **4.4.2 Creation of the Centre for Continuing Education (CCE) at the University of Zambia 1975 to 1994**

The Vice-Chancellor's Working Party recommended that the Departments of Correspondence Studies, Institute of Education and Extra-Mural Studies be integrated under a Centre for Continuing Education. It was hoped that the creation of an independent unit would result in a high status and recognition of Continuing Education by the University of Zambia and the Zambian Community.

The Vice-Chancellor's Working Party of 1973, referred to above, commenced its work in January 1974. The Working Party accepted the concept of Continuing Education as being the most appropriate and relevant for university extension services. The concept was appropriate as it was also accepted by UNESCO as being "the master concept for educational policies in the years to come for both developed and developing countries" (Alexander, 1975:90 quoting UNESCO, 1972:182). The concept was appropriate and relevant because it encompasses various forms of formal, informal and non-formal education. Continuing Education is a flexible, open and non-terminal concept. Therefore, it can be utilised in any place, by any one and all the time. It provided an avenue for

creating a unit that would accommodate the Department of Extra-Mural Studies, the Department of Correspondence Studies and the Institute of Teacher Education. For this unique characteristic, Alexander (1975:91) argues that:

The concept of continuing education assisted members of the Working party (*sic*) to relate the non-formal, non-credit provision of Extra-Mural Department, formal credit provision of the Department of Correspondence Studies and the formal and non-formal provision of the Institute of Education and consider merging them into a unified division of university extension.

Arising from the above statement, it can be observed that Extra-Mural Studies, Correspondence Studies and Institute of Education dealt with education, which was organised largely outside the main stream. In April 1974, the Working Party submitted a report containing eight objectives and activities for the University's Continuing Education. The objectives were to create machinery to enable University of Zambia harness its potential of creating and influencing change in line with national aspirations, help institutions to contribute to individual and national development, provide learning opportunities that would lead to the development of adult individuals, and reduce gap between formal and non-formal education. Other objectives were to identify areas of research beneficial to community, promote knowledge in continuing education, provide training for the development of continuing education, and help to develop and co-ordinate national resources for continuing education (Alexander, 1975). Resident Tutors were supposed to awaken people from their slumber so that they were able to make use of local resources for their wellbeing.

The Vice Chancellor's Working Party agreed that Continuing Education should not be a unit of a school as it needed autonomy to enable it develop its own policies and

programmes. It was thought that placing Continuing Education under a school would subject it to the interests and procedures of the parent school. The autonomous status of Continuing Education was intended to give it a direct relationship with the central university authorities. It was hoped that the unit of continuing education would earn recognition by the University and community, and attract more resources (Alexander, 1975).

Based on the objectives of the Working Party, and realising the composition of the Centre, the Director worked out activities that catered for each of the three units.

Alexander (1975:95) outlines them as follows:

- (1) Full-time and/or part-time/correspondence degree, diploma and certificate study programmes for certain categories of working adult educators, administrators, extension workers, etc;
- (2) Non-credit courses in the fields of education and mass communication, leadership, human relations, etc;
- (3) Refresher courses in Humanities, Social Sciences, Natural and Applied Sciences, etc. designed to up-date the academic and professional knowledge of teachers, scientists, engineers, agriculturalists, doctors, etc;
- (4) Research into the problem of adult education;
- (5) Consultative and advisory work in the Ministry of Education, i.e. the present associateship function of the Institute of Education;
- (6) Participation in the initiation and co-ordination of plans and programmes that will enable the University to tackle specific problems in rural areas;
- (7) Provision of services, consultation and advice to other agencies of continuing education in the planning and evaluation of their programmes;
- (8) Provision of opportunities for promoting cultural activities in such fields as art, drama, literature and music; and
- (9) Annual public lecture programmes.

The Centre for Continuing Education comprised the following Departments: Adult Education and In-service Training, Correspondence Studies and Mass Communication.

The three departments were previously separate units. The main reasons for merging the

Department of Extra-Mural Studies with other departments were to cut cost, failure by Resident Tutors to implement rural development programmes, and lack of clear objectives. Alexander (1975:74) explains that:

The major themes of rural development and adult education training have been adopted by the Department but have not always been followed by Resident Tutors in the field. The class programme has been reduced and cost cut. But the Department's objectives were still blurred and until November 1973 when the Vice-Chancellor's Working Party on University Extension Services was appointed there has been a climate of drift rather than the purposive re-evaluation and action.

The above statement implies that the Department of Extra-Mural Studies and its Resident Tutors had lost direction and purpose.

In January 1975, Mr. Martin M. Kaunda was appointed as first Director of the Centre for Continuing Education, when it came into being, following the recommendation of the Vice-Chancellor's working Party on University Extension Services. Following the creation of the Centre for Continuing Education, the network of Resident Tutors in provinces that was established by the old Department of Extra-Mural Studies continued to operate under the supervision of the Director of the Centre (Alexander, 1975). There was also another unit under the Centre called Conference section, which was managed by a Conference Tutor. Just like the Extra-Mural Studies, the Conference Unit was intended to facilitate conferences of all units of the University of Zambia. The office of the Conference unit was managed by a Conference Tutor. The Conference Tutor's office was located at Ridgeway Campus in the same building with the Resident Tutor who was in charge of Extra-Mural Studies. The Centre for Continuing Education was dissolved in 1995.



#### 4.4.3 Network of Provincial Centres of Extension Studies

Extension Studies has spread to all provincial centres. Table 4.5 below shows the years in which each Provincial Centre was establishment, and the first Resident Tutor or Resident Lecturer:

**Table 4.5: Years of Establishment of Provincial Centres of University of Zambia**

SN	PROVINCE	YEAR OPENED	FIRST RESIDENT TUTOR/LECTURER
1	Lusaka	1966	N. J. Small
2	Northern	1967	R Rainford.
3	Copperbelt	1967	F. G.Gerrar
4	Western	1967	R. Johnson
5	Southern	1968	C. A. Okafor
6	Eastern	1969	D. J. Alexander
7	Luapula	1970	L. Mukwita
8	North Western	1975	P. D. Wilkin
9	Central	1999	H. B. C. Nyirenda
10	Muchinga	2014	H. Chibale

**Sources: Centre for Continuing Education and Adult Education and Extension Studies Reports, 1967 to 2014**

Mr. Mukwita was posted to Luapula Province as Resident Lecturer long after it had already been opened. Mr. Maybin Mubanga was running the Centre as Class organiser. Mr. H. B. C. Nyirenda, was posted to Central Province as Resident Lecturer following the splitting of Central Province into Central and Lusaka Provinces in 1999. Central Province was administered from Lusaka, as there was no physical office in Kabwe up until 2000. Like Kabwe, Muchinga was part of Northern Province, but was split into

Northern and Muchinga Provinces in 2011 by His Excellency Mr. Michael Chilufya Sata of the Patriotic Front. Therefore, Mr. H. Chibale was posted to Muchinga Province as Resident Lecturer in 2012.

Extension Studies at University of Zambia started as Department of Extra-Mural Studies (DEMS). In 1975, DEMS joined Centre for Continuing Education (CCE). The Centre comprised four units; Department of Correspondence Studies, Department of Mass Communication, Department of Adult Education and In-Service Training, Department of Extension Studies and Conferences Unit (DESCU) (Alexander, 1975). The Department of Extension Studies and Conferences Unit replaced the Department of Extra-Mural Studies. Following the dissolution of CCE in 1995, the Department of Adult Education and Extension Studies and Conferences Unit were combined to form the Department of Adult Education and Extension Studies and Conferences Unit (DAEES), and placed under the School of Education.

Prior to the year 1999, Central Province was administered from Lusaka, as Central and Lusaka Provinces used to be one province. It is for this reason that, the account name for Lusaka Province is called Lusaka/Central Province CCE UNZA. Similarly, Luapula Province, established in 1970, was run from Northern Province, as the two were at one time one province before they were split. The administrative organiser for Luapula Province office reported to the Resident Tutor in Kasama. In a memorandum to Members of Senate Adult Education Committee, Yousif (1971:1) reports that:

Luapula Province is looked after by an Organiser who works under the supervision of the Resident Tutor for Northern Province, and the North-

Western province is looked after by the Resident Tutor for Copperbelt – there is no University office there.

North-Western, established in 1970, was supervised by the Resident Tutor for Copperbelt Province. All the Provincial Offices are located in the provincial headquarters except for Copperbelt and Southern Provinces. At the time of this study, Copperbelt had its provincial office in Kitwe and not Ndola, the provincial head quarters of Copperbelt Province, while Southern Province still had its Centre in Livingstone in spite of the transfer of the provincial headquarters to Choma District by the Patriotic Front led government in 2011. The University of Zambia could not move its office from Livingstone to Choma due to cost implications as the University had acquired two houses in Livingstone used for operations and accommodation for the Resident Lecturer.

When the University of Zambia was established in 1966, it adopted four modes of study namely, full-time, part-time, correspondence and Extra-Mural Studies. The University of Zambia adopted Extra-Mural Studies, now Extension Studies, as one of the modes for contributing to human resources development in Zambia. Extra-Mural Studies, which is part of Extension Education or Studies, was chosen as one of the modes of delivering education to people within their communities. Therefore, extension education has been utilised in developed countries to take knowledge, skills, values or attitudes to people who were in need of them. It should be noted that extension education-related methods have been utilised in the United States of America, Australia, Britain, Egypt and India (Jalihal and Veerabhadraiah, 2007; Nisha, 2006; and Kumur and Hansra, 2000).

Additionally, the concept of extension has been used in agriculture from time immemorial as a means of spreading information about modern methods, techniques and skills in proper utilisation of land to poor farmers so that they are able to produce more crops. In education, the concept has been used as a strategy to reach out to mainly people in rural areas. Nowadays, the programme is relevant and useful to people in urban areas as well. However, this mode of teaching and learning has never been recognised in Zambia to the extent that some people think that the method is for the less intelligent people. Consequently, some institutions, organisations and employers refuse to recognise qualifications obtained through Extension Studies at the University of Zambia. The University of Zambia accepted as its obligation to:

extend opportunities for university education beyond the ranks of those who could attend University on full-time basis in order to assist the nation to mobilise its potential intellectual resources in situation of acute high-level manpower (*sic*) scarcity; (b) enable those who had left school before the opportunities for higher education in the country had come into existence to have the opportunity to realise their potential abilities to the advantage of themselves and of society as a whole; and (c) provide general 'enlightenment' by way of public lectures, conferences, and other activities. Indeed in fulfilling this obligation, the University has offered and does offer the nation's adults numerous educational programmes: both intra-murally and extra-murally; degree and nondegree; credit and non-credit (Tembo, 1984: 68).

The University of Zambia Senate set two main principles for the Department of Extra-Mural Studies which were to:

- (a) maintain the University links with the community, and recognise 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
- (b) diffuse University knowledge and University ways of thought throughout the nation, and recognise that it is possible to stimulate objective and coherent thinking among mature men and women of varying levels of formal education (University of Zambia, 1967:1).

One of the reasons for establishing the Department of Extra-Mural Studies was to show appreciation to the Zambian people for their financial and material contributions towards the establishment of the University of Zambia. It should be realised that the University of Zambia was established partly from the resources contributed by ordinary and poor Zambians. It is for this reason that fees paid by students at the University of Zambia, especially those studying through extension studies, are the lowest compared with other public universities in Zambia. Another reason that prompted the University of Zambia to introduce Extra-Mural Studies was the concern to tackle high illiteracy levels among people in the country, leading to the low levels of trained human resources (Mwanakatwe, 2013). In the light of scarce human resources base in Zambia, the University of Zambia started to prepare people for administrative positions as a way of alleviating the deficit in human resources. In fact, the Department of Extra-Mural Studies was designed to train personnel to fill the gap in the human resources deficit caused by the exodus of expatriates. The overall objective of Extension Studies is to contribute to the development of communities by enabling people to access university education.

Extension Studies, as a mode of delivering education at the University of Zambia, started with a very high status. However, along the way, most of the value attached to Extension Studies has been lost. The Extra-mural studies started as a department reporting directly to Senate. Under the Centre for Continuing Education, Extension Studies enjoyed a departmental status. In 1995, its status was sacrificed by being merged with Adult Education. The merging of Adult Education with Extension Studies reduced Extension Studies to a mere section. However, approval of Extension Studies by the University of

Zambia Senate led to the eventual recognition of qualifications obtained through Extension Studies. This situation has immensely improved the status of the latter. Unlike other institutions, where extension studies is recognised and supported, most schools at the University of Zambia do not recognise Extension Studies. A similar resistance greeted extension education in Nigerian universities. Doyle (1968) states that the Harbison Committee on Education on Human Resources Development report observed some resistance to extension education in Nigeria.

#### **4.4.4 Establishment of Department of Adult Education and Extension Studies**

On 28<sup>th</sup> December, 1994, the Senate of the University of Zambia decided to restructure the Centre for Continuing Education so as to make the units more effective. Thus, the Department of Distance Education (DDE) was placed under the Deputy Vice-Chancellor's office. The Department of Extra-Mural Studies was transformed into the Department of Extension Studies and Conferences Unit, while the Department of Mass Communication went to the School of Humanities and Social Sciences (DAEES Departmental Handbook, 2008). Unlike Extension Studies, Department of Mass Communication has developed into a big department, offering undergraduate and postgraduate programmes.

Following the dissolution of the Centre for Continuing Education (CCE), the Department of Adult Education and Extension Studies (DAEES) was established in 1995. This followed the merging of the Departments of Adult Education and Extra-Mural Studies, which became part of the School of Education. Although Extension Studies is domiciled in the School of Education, it represents all the units of the University in provinces.

Therefore, all the Schools, Directorates and Institutes of the University are supposed to contribute programmes or courses to the Department of Adult Education and Extension Studies for dissemination (University of Zambia, 1967: 2). The amalgamation of the two Departments was intended to enhance the performance of adult education programmes- both internal extension. The Adult Education Section is responsible for full time, parallel and distance degree programmes organised at the main campus while Extension Studies organises short courses, certificate and diploma programmes in provincial and district centres. The lessons are conducted in the evening to allow for those involved in various activities during the day to participate in learning.

The Department of Extension Studies and Conferences, under the Centre for Continuing Education, represented the University of Zambia through provincial centres. The Resident Tutor was in-charge of the province and responsible for organising non-credit programmes, public lectures and seminars for the benefit of members of the community. The Resident Tutor worked with qualified members of the local community in different fields to provide courses and programmes. It needs emphasising that the Department of Extension Studies and Conferences unit was tasked with the responsibility of organising conferences, seminars and workshops at the University of Zambia through the Conferences Unit. The Department also organised conferences and seminars on behalf of government and private organisations. In addition, the Department of Extension Studies and Conferences was responsible for the facilities at Ridgeway Campus in Lusaka. During vacations, individuals and organisations would approach the Department of Extension Studies and Conferences for accommodation.

The Department of Adult Education and Extension Studies has continued to manage some facilities such as hall, classrooms, and some offices at Ridgeway Campus. The study also revealed that following the restructuring of the Centre for Continuing Education On 28<sup>th</sup> December, 1994, the Department of Extension Studies and Conferences Unit was established. It joined Adult Education to form the Department of Adult Education and Extension Studies (DAEES), which was established in 1995 and became part of the School of Education (DAEES Departmental Handbook, 2008). The Department continued to offer non-credit programmes, which were later resented by employers. The resentment had a ripple effect in that it caused students to develop negative and lack of interest in Extension Studies programmes in that some aspiring students stopped responding in the programmes. This situation led to the need to transform non-credit programmes to credit ones in order to enhance their credibility.

Non-credit programmes or courses were offered to members of the public for the purpose of equipping them with knowledge and skills. However, the programmes or courses were not approved by Senate. The influence and authority of non-credit programmes end at school or departmental level. The qualifications could not be used to earn credits on senate programmes. The qualifications were considered as mere attendance, which was misinterpreted to mean that the qualifications could neither be used for employment nor academic advancement. Therefore, with such a label, the qualifications did not merit consideration for entry to degree programmes, employment and promotion by government and even the University of Zambia. On the other hand, credit programmes are approved by senate and enjoy prestigious position of being used for academic advancement and employment.



#### **4.4.5 Transformation of Non-credit Programme to Credit Programmes of Extension Studies at the University of Zambia**

The University of Zambia had been organising attendance and non-credit programmes through Extension Studies (Extra-Mural Studies) since 1966. It is estimated that approximately 30 000 Zambians accessed university education at certificate level through Extension Studies from 1966 to 1975 (Alexander, 1975; AEES Departmental Reports, 1966-2010). The certificates were initially signed by the Head of Department and Resident Tutor and later by the Dean and Head of Department. In both arrangements, the certificates bore the name of the Department, which affected their overall acceptability within and outside the University of Zambia circles. This situation prompted staff in the Department of Adult Education and Extension Studies to persuade the Registrar's office to allow the sealing of the non-credit certificates; a decision which gave them some credibility and also protection from plagiarism. In 1999, the first non-credit certificates were stamped with the University of Zambia Senate seal but the Dean and Head of Department continued signing on them. Chuma (1999:5) reveals that:

The Sealing of Certificates (sic) has been welcomed with both hands. Students who have received new certificates are very happy with this new development. Even employers who were doubting the certificates have accepted them because of the Seal (sic). Thank you for hearing the plight of the students in the field.

Although students appreciated the sealing of their certificates, they were not satisfied with the level of their qualifications because they wanted diploma qualifications; claiming that the market was saturated with certificate holders. Moreover, certificates had lost value on the job market owing to many Zambians acquiring higher qualifications. Armed with sentiments from students, collected through various Resident Lecturers, Chuma (1999:6) made a case that:

A number of students have approached various Resident Lecturers on introducing single subject diplomas. They wondered why the University has stuck to Certificates while other colleges have introduced diploma programmes. They feel that it was high time that University took a bold step by introducing diplomas in Provincial Centres. This will not only benefit students but will reduce costs of everyone seeking entrance into UNZA on full or part-time basis. And above all, Certificates have saturated the market.

The students' demand for diploma qualifications was in line with the Lockwood Commission recommendation for the award of the University at appropriate standard through Extra-Mural Studies. Lockwood Commission (1963:40) argued and recommended that:

Not all such courses would lead to an award of the University, but there is no reason why some of them at appropriate standard and with regular written work included, should not do so. Subjects taken would most commonly lie in the social studies and arts field. We support the recommendation (No. 52) of the Tananarive UNESCO Conference on the Development of Higher Education in Africa that "African studies should play an important part in extra-mural studies." But science subjects in certain fields and at certain levels should not be precluded, provided that they could be backed up with concentrated laboratory work done on a residential basis. School laboratories, where they exist, could help.

In line the above statement, the University of Zambia offered non-credit short courses and later non-credit diplomas, which members of the public demanded in preference to certificates. The demand by students for diploma qualifications was an indication that the University of Zambia had delayed in implementing recommendation 158 of the Lockwood Commission, which supports the offering of science related subjects through Extension Studies or distance mode (Lockwood Commission, 1963). It was observed during this study that the University of Zambia had done very little or nothing to promote pure science subjects through Extension Studies. Some members of the University of Zambia have not only resisted the offering of sciences through Extension Studies, but also degree programmes.

The call to offer diploma qualifications through Extension Studies increasingly grew in intensity from year to year. Students wanted higher qualifications than certificates because the latter had lost market in that employers demanded higher qualifications. Surveys by Meki (2001, 2002), in Northern Province, which revealed that 68.3% of students were in favour of the introduction of diploma qualification in Extension Studies. Moonga (2002) also conducted an inquiry into the challenges of Extension Studies among students in Lusaka Province, and found out that 19% viewed lack of diploma programmes as a challenge. Moonga (2004:4) again reported that “The demand for Diploma Extension Studies is big and there is need to quickly start the programme.” Other Resident Lecturers reported similar sentiments from students in their areas of jurisdiction through their reports.

Arising from the demands by Zambian community for diploma qualifications, in July 2005, the Department of Adult Education and Extension Studies introduced non-credit diploma programmes in fifteen fields. The diploma programmes were first offered as School of Education programmes. The diplomas in Extension Studies at UNZA were finally approved by Senate in September 2009. Mention should be made that the approving of diploma programmes in Extension Studies by the Senate was a response to the constant complaints by former students and members of the public about the non-recognition of qualifications obtained through Extension Studies by government and some private employers. For example, in 2008, the Public Service Commission refused to promote public servants who submitted qualifications obtained through Extension Studies. The situation prompted Extension Studies students in Mongu to petition the Vice-Chancellor on the non-recognition of Extension Studies qualifications. In response,

a team of academic staff was sent to Mongu for the purpose of resolving the issue with the aggrieved students. The students strongly demanded the speedy recognition of Extension Studies qualifications offered by the Department of Adult Education and Extension Studies. The Department presented 15 diploma programmes to Senate for approval (see Appendix X).

The Government of the Republic of Zambia later recognised the Extension Studies qualifications through a letter to the Registrar of University of Zambia dated 9<sup>th</sup> November, 2012 signed by the Permanent Secretary, Dr. Velepi C. Mtonga, who wrote:

I wish to acknowledge receipt of your letter and to advise that the Division has taken note of your concerns and have since been advised by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) that the issue has been amicably resolved.

The above statement, short as it seems, helped immensely to harmonise the relationship between the Zambian Government Departments and the University of Zambia. Henceforth, Government Departments started to recognise Extension Studies qualifications by employing the holders of such qualifications. Consequently, members of the public developed trust in qualifications obtained through Extension Studies.

Although the Department of Adult Education and Extension Studies was fighting for the recognition of Extension Studies qualifications by government, some Schools at the University of Zambia did not recognise the qualifications up until September 2009, when the Curriculum Committee of Humanities, Law and Education of Senate of the University of Zambia approved programmes. To be specific, fifteen diploma programmes were approved (see Appendix XI). The Chair of the Sub Committee of Senate of

Education, Humanities and Social Sciences and Law was Professor Mwelwa C. Musambachime (MHSRP), who personally supported the School of Education's effort to transform programmes in Extension Studies from non-credit to credit. Even after Senate had approved programmes in Extension Studies, there still remained pockets of resistance as was the case with the Schools of Humanities and Social Sciences and Law, which had continued to refuse to enrol in their programmes applicants with Extension Studies diplomas.

Following the approval of the programmes in Extension Studies by Senate, candidates who had completed programmes earlier were required to do additional courses in order to qualify for the award of Senate diplomas. The first graduation ceremony for Extension Studies was held on 15<sup>th</sup> June, 2012, which included all candidates, who completed in 2007 up until 2012. The second graduation ceremony was on 20<sup>th</sup> December, 2013, which also included some candidates who completed in 2007 up until 2013. The Department of Adult Education and Extension Studies had earlier shelved certificate and diploma programmes in Adult Education due to overloads caused by the increased enrolment at degree level. Later, the Department also shelved single subject certificate courses with a view to improving them. In 2013, the Department decided to offer certificate and diploma programmes in Adult Education through Extension Studies. The Department re-introduced certificate qualifications in all the programmes except purchasing and supply management. In addition, the study revealed that the Senate of the University of Zambia approved programmes in Extension Studies in 2009 and 2013 (see Appendices XI and XII), respectively. The approval necessitated the entering of records of the Extension Studies students on student records system. This was done to facilitate

the generation of official statement of results. By the end of December 2014, a trial statement of results for Extension Studies had been printed. This signified the end of manual statement of results in Extension Studies.

Primary data were collected through open-ended questionnaires from students, Part-Time Tutors and Resident Lecturers, while interview schedule was used to collect data from the two senior managers. This is in line with a Cibemba saying that “*Umucele ukufina, bomfwa ku bausenda*”, literary meaning that “The weight of a bag of salt is felt by those who carry it.” This means that one can only appreciate a situation through those who experience it.

The finding of this study is that Extension Studies had lost its status in that it had been reduced from a department to a section. However, Extension Studies had improved academically with its programmes transformed from non-credit to credit ones. Another factor used to determine the current status of Extension Studies was motive of the students for choosing a programme. In spite of the many institutions and modes of higher education learning, students chose to study through Extension Studies. At the time of conducting this study, there were more than thirty local and foreign registered universities in Zambia. Therefore, it was necessary to find out from the respondents why they chose to study through Extension Studies at the University of Zambia. The responses were helpful in determining the respondents’ views about the status of Extension Studies at the University of Zambia.

For the purpose of this study the following aspects were used to determine current status of Extension Studies were: response to needs of learners, content, standard of teaching,

punctuality by lecturers, feedback by Part-Time Tutors, recommending Extension Studies to friends and relatives, convenience of Extension Studies, library, abolition of Extension Studies, and availability of reading materials.

#### **4.5 Coding of participants**

Participants in this study were coded according to their categories. Respondents were in four categories such as Resident Lecturers, Part-Time Tutors, former students and current students. Informants were senior managers. The coding was done as follows:

Senior Managers: SM 1 – SM 2

Resident Lecturers: RL 1 – RL 10

Part-Time Tutors: PTT 1 – PTT 43

Former students: FS 1 – FS 155

Current students: CS 1 – CS 276

#### **4.6 Extension Studies at the University of Zambia Contributed to Human Development in Zambia**

Using the existing documents, interviews with senior management and questionnaires administered to Resident Lecturers, Part-Time Tutors and students, the study sought to find out the contribution of Extension Studies to human development in Zambia from 1966-2014. The question asked was: What contribution has Extension Studies at the University of Zambia made to human resource development in Zambia from 1966-2014? The second question sought to establish the contribution of Extension Studies at the University of Zambia to human resources development in Zambia from 1966 to 2014. The question was in line with the purpose for establishing Extra-Mural Studies, which

was to train human resources. The question asked was “What contribution has Extension Studies at the University of Zambia made to human resources development in Zambia from 1966 to 2014?”

The study revealed that 867 participants obtained three month non-credit certificate from 1966 to 2000. The short courses covered ranging from practical and non-practical subjects. Some practical subjects were automotive mechanics, electricity, electronics, catering, karate, and agriculture. The non-credit subjects included languages such as Chinyanja, English Language, literature and French.

Table 4.6 below shows number of people who completed short courses from 1966 to 2000.



**Table 4.6: Extension Studies Participants in Short Courses from 1966 to 2000**

<b>SUBJECT</b>	<b>FEMALE</b>	<b>%</b>	<b>MALE</b>	<b>%</b>	<b>FEMALE/MALE</b>	<b>%</b>	<b>TOTAL</b>	<b>%</b>
Sociology	-	-	-		164	10.9	164	18.9
English/Lang./Lit.	5	0.6	6	0.7	140	16.1	151	17.4
Business/ Mathematics	3	0.3	9	1.0	128	14.8	140	16.1
Communication Skills	-	-	-	-	69	8.0	69	8.0
Automotive Mechanics	1	0.1	59	6.8	0	0	60	6.9
Electricity/Electronics	1	0.1	11	1.3	41	4.7	53	6.1
Politics/Humanism	-	-	-		73	8.4	73	8.4
Special Education	23	2.6	8	0.9	0	0	31	3.6
French	8	0.9	17	2.0	0	0	25	2.9
Basic Ceramics	-	-	-	-	20	2.6	20	2.6
Research	9	1.0	13	1.5	0	0	22	2.5
Catering	5	0.6	9	1.0	0	0	14	1.6
Methods and Tech.	6	0.7	10	1.1	0	0	16	1.8
Karate	-	-	-		12	1.4	12	1.4
History	-	-	-		10	1.1	10	1.1
Nutrition /health	-	-	-		11	1.2	11	1.2
Agriculture	-	-	-	-	7	0.8	7	0.8
Rural Development	-	-	-		7	0.8	7	0.8
Chinyanja	-	-	-	-	6	0.7	6	0.7
Creative Writing	-	-	-	-	4	0.5	4	0.5
<b>TOTAL</b>	<b>61</b>	<b>7.04</b>	<b>182</b>	<b>20.99</b>	<b>624</b>	<b>71.97</b>	<b>867</b>	<b>100</b>

**Sources:** (a) Centre for Continuing Education Reports, 1966-1995

(b) Department of Adult Education Extension Studies Reports, 1995-

**2014**

The study further revealed that Extension Studies at the University of Zambia had contributed 61,251 skilled people to human resources development in Zambia from 1966 to 2014. It should be noted that in the early years, Extension Studies offered three and later six month certificates. During the period 1966 to 2000, there were 37,677 participants who graduated with six month certificates. Following the introduction of non-credit diploma programmes in 2005, 17,625 participants were non-credit diploma qualifications. Senate of the University of Zambia approved Extension Studies programmes in September, 2009. There were 4,543 participants awarded senate diplomas while 158 participants were awarded senate certificates from 2009 to 2014.

Table 4.7 below presents data about the approximate number of students, who certified through Extension Studies from 1966 to 2014:

**Table 4.7: Contribution to Human Resource Development of Extension Studies at the University of Zambia from 1966 to 2014**

<b>Period</b>	<b>Qualification</b>	<b>Female (%)</b>	<b>Male (%)</b>	<b>Female/male* (%)</b>	<b>Total (%)</b>
1966-2000	3 month certificates	61 (0.09%)	182 (0.3%)	624 (1.0%)	867 (1.4%)
1966-2010	6 month Certificates	9, 904 (16.2%)	18,103 (29.5%)	9, 670 (15.8%)	37,677 (61.5%)
2005-2014	Non-credit Diplomas	4,941 (8.1%)	10,980 (17.9%)	2,085 (3.4%)	18,006 (29.4%)
2009-2014	Senate Diplomas	1,963 (3.2%)	2,580 (4.2%)	00 (0%)	4,543 (7.4 %)
2012-2014	Senate Certificates	81 (0.1%)	77 (0.1%)	00 (0%)	158 (0.3%)
<b>Total</b>		<b>16,950 (27.7%)</b>	<b>31,922 (52.1%)</b>	<b>12,379 (20.2%)</b>	<b>61,251 (100%)</b>

\* Column contains female and male numbers, which were not specified or separated.

Sources: Centre for Continuing Education Annual Reports 1974 – 1984; Extra-Mural and Extension Studies Provincial Reports 1982-2014.

Table 4.7 above shows that from 1966 to 2014, majority of 61,251 graduates in Extension Studies, 31,922 (52.1%) were male, while 16,950 (27.7%) were female. However, the sex of 12,379 (20.2%) respondents could not be determined due to absence of classification in the records used.

In summary, therefore, Extension Studies at the University of Zambia has contributed 61,251 skilled personnel to human resources development. Some people were offered employment using qualifications obtained through Extension Studies, while others were promoted to various positions. To this end, SM 1 stated that:

*Extension Studies is beneficial to community. In the past, it provided night school and used to upgrade qualifications of workers. Extension Studies has achieved its objectives over the years though the University needs to do more (Interview: February, 2016).*

Indeed, there were many beneficiaries of Extension Studies. Participants who wrote continuous assessment and examination were certified, while who attend workshop, seminars were not.

This was stated by RL 8, who bemoaned that:

*Extension Studies are very important, but faced with a number of challenges such as infrastructure, qualified tutors, competitions from other learning institutions, insufficient funds to run the programmes effectively, bureaucratic tendencies, limited staffing, lack of collaborative planning meetings but run in a top down approach... hence needs improvements.*

The challenges pointed out by RL 8 could have arisen due to lack direct funding and planning for Extension Studies at the University of Zambia. Emphasising the benefit of Extension Studies to society, SM 2 explained that:

*Initially, Extension Studies focused at developing skill and literacy. Since 2009, Senate had approved Extension Studies programmes. There is a presence of University in all the ten provinces with acquisition of infrastructure and land; though more should be done. The programme has been tapping on potential in community. For example, Examinations Council of Zambia has been producing about 260 000 school leavers, but University of Zambia and Copperbelt University have been able to accommodate 6000 and 5000 school leavers, respectively. Some of the school leavers enrol on Extension Studies programme (Interview: November, 2016).*

The statement by SM 2 is accurate as it is line with the finding that Extension

Studies had contributed 61,251 people to human resource.

#### **4.6.1 Popular Programmes in Extension Studies at the University of Zambia**

In its contribution to human resource development, Extension Studies offered programmes from a variety of fields. The contribution was in varying levels. The study revealed that Business Administration was the most popular programme in Extension Studies at the University of Zambia. Table 4.8 below popular programmes in Extension Studies at UNZA according to programmes students were enrolled in and views of Part-Tutors and Lecturers.

Table 4.8 below shows the number of graduates per programme from 2012 to 2014.

**Table 4.8: Graduates of Extension Studies at the University of Zambia from 2012 to 2014**

<b>PROG</b>	<b>YEAR</b>			<b>TOTAL</b>	<b>%</b>
	<b>2012</b>	<b>2013</b>	<b>2014</b>		
BUS	577	474	170	1,221	27.6
HRM	346	320	61	727	16.4
SWO	143	253	174	570	12.9
PPM	114	137	78	329	7.4
LAW	85	127	73	255	5.8
PSM	71	108	45	224	5.1
PAD	68	101	44	213	4.8
FAC	69	85	53	207	4.6
SMM	70	67	27	164	3.7
ECO	57	50	31	138	3.1
PRE	43	32	8	83	1.9
IPC	22	16	26	64	1.4
JOU	15	35	20	60	1.3
RMA	33	18	5	56	1.3
GUC	31	15	2	48	1.1
DAE	-	-	22	22	0.5
<b>TOTAL</b>	<b>1744</b>	<b>1838</b>	<b>839</b>	<b>4421</b>	<b>100</b>

**Source: The University of Zambia (2017:42-78)**

Table 4.8 above shows majority 1,221 (27.6%) Extension Studies students graduated in Business Administration from 2012 to 2014.

**Table 4.9: Popular Programmes in Extension Studies According to Students, Part-Time Tutors and Resident Lecturers**

<b>Programme</b>	<b>Students</b>	<b>%</b>	<b>Tutors</b>	<b>%</b>	<b>Resident Lecturer</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Business Administration	125	29.0	9	20.9	4	40	138	28.5
Social Work	63	14.6	12	27.9	1	10	76	15.5
Finance and Accounting	42	9.7	0	0	0	0	42	8.7
Human Resources Management	34	17.0	6	14.0	0	0	40	8.3
Law	32	7.9	4	9.3	1	10	37	7.4
Public Administration	21	4.7	0	0	2	20	23	4.8
Project Planning and Management	22	5.1	0	0	0	0	22	4.5
Purchasing and Supply Management	20	4.6	1	2.3	0	0	21	4.3
Sales and Marketing Management	10	2.3	0	0	0	0	10	2.1
Infection Prevention and Control	8	1.8	1	2.3	0	0	9	1.9
Economics	8	1.8	0	0	0	0	8	1.6
Journalism	6	1.4	0	0	0	0	6	1.2
Public Relations	6	1.4	0	0	0	0	6	1.2
Records Management	4	0.9	0	0	0	0	4	0.8
Early Childhood Education	0	0	0	0	2	20	2	0.4
Computer Science	1	0.2	0	0	0	0	1	0.2
No Response	29	6.7	10	23.3	0	0	39	6.0
<b>Total</b>	<b>431</b>	<b>100</b>	<b>43</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>484</b>	<b>100</b>

Table 4.9 above shows that 125 (29%) students, 9 (20.9%) Part-Time Tutors and 4 (40%) Resident Lecturers indicated Business Administration was the most popular programme.

FS 25 singled out Business Administration that:

*Business Administration attracts three categories of students; those who are running businesses, those employed in commercial entities, and those who would like to work in business entities.*

The finding collaborates with that of Banda (2016:62), who states that Business Administration was the most popular programme in Extension Studies at the University of Zambia.

Interestingly, business administration had the largest number of graduates (571, which is 30.2 per cent), followed by human resource management (358, which is 18.9 per cent) social work (158, which is 8.3 per cent).

Ministry of Education and Social Welfare (1974:5) states that:

. . . education also needs to be modified and enriched with new goals, so that it may contribute to the self-realisation of peoples, to the liberation of man and opening of new perspectives. Education in general, and adult education specifically is now expected to bring millions of young people into the main stream of the struggle to discover and build the future of nations. This, it seems, is the basic task of adult education in the light of direct and indirect correlations between development and education.

Extension Studies at the University of Zambia should respond to the needs of Society by offering relevant and demand-driven programmes.

#### **4.6.2 Contribution of Extension Studies to Employment and Development**

Former-students were asked to show whether or not they benefitted from Extension Studies. The study revealed that some respondents, 49 (31.6%) used Extension Studies qualifications for promotion, while 74 (47.7%) respondents did not use them. However, 32 (20.6%) participants did not respond. The respondents were asked to state the

positions they were offered after successfully completing qualifications in Extension Studies. The findings are indicated in Table 4.10 below:

**Table 4.10 Student-respondents appointed to positions after attaining Extension Studies qualifications**

<b>Position of Appointment</b>	<b>Frequency</b>	<b>Percent (%)</b>
Manager	12	7.7
Accounts/Bank Clerk	3	1.9
Social Worker/Counsellor	3	1.9
Data Converter	1	0.6
Immigration Officer	1	0.6
Library Assistant/Research Officer	1	0.6
Magistrate/Legal Officer	2	1.3
Reporter	1	0.6
No Response	131	84.5
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.10 above shows that a total of 25 (16.5%) respondents were appointed to various positions, while 131 (84.5%) participants did not respond.

Furthermore, the study revealed that some 25 (16.1%) respondents were promoted to various positions after acquiring Extension Studies qualifications. The findings are shown in Table 4.11 below:



**Table 4.11: Student-respondents promoted after obtaining Extension Studies Qualifications**

<b>Position promoted to</b>	<b>Frequency</b>	<b>Percent (%)</b>
Management	16	10.3
Accountant	5	3.2
Buyer	2	1.3
Immigration Officer	1	0.6
Stores Keeper	1	0.6
No Response	130	83.9
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.11 above shows that more respondents 16 (10.3%) were promoted to management than other positions, while the majority 130 (83.9%) did not respond.

Another interesting confirmation was made by PTT 23, who intimated that:

*The position I was offered in Extension Studies as a part-time tutor helped me a lot, and I am thinking of pursuing a teaching methodology course to enhance my teaching skill.*

Arising from the above statement, it can be concluded that Extension Studies can be used as a stepping stone to higher qualifications. PTT 26 stated that: *I want to use Extension Studies qualification to obtain a first degree and beyond. There are some people who started with Extension Studies and went on to obtain degrees.* On the other hand, PTT 30 stated that: *It has increased my knowledge and confidence through research.* Extension Studies has the potential to enable progress academically, thereby increasing in their

knowledge and confidence. Some people realise their potential and gain confidence through Extension Studies, and progress academically or professionally.

#### **4.6.3 Extension Studies' Contribution to Income Generation at the University of Zambia**

The study revealed that Extension Studies at the University of Zambia contributed to income generation.

This view was echoed by SM 2, who narrated that:

*Extension Studies have contributed to funding at the University of Zambia. However, there is need for proper marketing of the programmes to let people study. In order to attract more students, we need to change infrastructure. We can start with low cost buildings then high cost buildings to improve the image of the University of Zambia. Extension Studies has been contributing to funding of operations, salaries and infrastructure at the University of Zambia. At one time, it used to contribute K2,000,000.00 (K2,000,000,000.00 old currency) (Interview, November, 2016).*

The statement above shows that Extension Studies has potential to generate income for the University of Zambia. In addition, SM 2 explained that:

*Extension Studies has added value to the University of Zambia (UNZA) and community. It is cost effective, and generates funds for the University of Zambia. The important thing is to grow the Department into a Directorate to make it flexible to operate at higher level (Interview: November, 2016).*

From the foregoing, SM 2 appreciated not only the capacity of Extension Studies to generate revenue but also the contribution to revenue for the University of Zambia.

#### **4.7 Views about Extension Studies at the University of Zambia**

Question three was about examining the current status of Extension Studies at the University of Zambia. The research question was: "What is the current status of Extension Studies at University of Zambia?" Therefore, this section presents data on the

current status of Extension Studies at the University of Zambia. There are many aspects that can determine the current status of Extension Status at the University of Zambia such as attitudes of respondents, administrative challenges, organisation, convenience, and rating of Extension Studies in comparison with other modes of learning such full time, distance and parallel programmes.

In this vein, CS 96 suggested to:

*Promote programmes in Extension Studies side by side with other University of Zambia programmes and possibly give preference to graduates of Extension Studies when selecting full time students.*

Attitudes and perceptions play important roles in strengthening or weakening the status of a programme. Positive attitudes and perceptions help to encourage people to participate in a programme, while negative attitudes and perceptions discourage people from participating in it. Therefore, a positive attitude to Extension Studies would attract participants to Extension Studies, while a negative one would not only discourage participants from participating but also send a wake-up call for improvement in areas of deficit.

#### **4.7.1 Extension Studies is a convenient mode of study**

Convenience of a mode of study partially leads to its popularity. Therefore, the respondents were asked to indicate whether or not Extension Studies was a convenient mode of study. The study revealed that 414 (96.0%) respondents indicated that Extension Studies were a convenient mode of learning, while 11 (2.6) respondents disagreed. On the other hand, 6 (1.4%) participants in the study did not respond.

In Extension Studies, it is imperative to attend to needs of participants if a programme has to succeed; failure to which the programme may be rendered useless or ineffective in that it would not benefit the participants. The study revealed that most respondents 387 (89.8%) believed that Extension Studies at the University of Zambia responded to the needs of learners, while 37 (8.6%) respondents indicated that it did not. Needs of students include offering relevant curriculum, using methods according to abilities of students. However, 7 (1.6%) respondents did not respond.

#### **4.7.2 Positive and negative views about Extension Studies at the University of Zambia**

The other aspects, used to determine the status of Extension Studies at the University of Zambia were punctuality, feedback, reading materials, library and abolition. The study further investigated how the respondents rated Extension Studies under various themes such as content, standard of teaching, feedback, reading material, punctuality and library services. To achieve this, the study investigated attitudes of students and part-time tutors towards content, teaching, punctuality, feedback, reading materials and library services. The study revealed that students rated content, teaching standard, punctuality and feedback as being at least good. A significant number 40 (93.0%) of Part-Time Tutors also rated content as being at least good.

Table 4.12 below shows how students and Part-Time Tutors rated Extension Studies through using the said criteria:

**Table 4.12 Rating of Aspects of Extension Studies at the University of Zambia**

Category	Criterion	Responses							
		Very good	%	Good	%	Poor	%	No response	%
Students	Content	274	63.6	140	32.4	12	2.8	5	1.2
	Teaching	242	55.9	177	41.1	7	1.6	5	1.2
	Punctuality	160	37.1	209	48.5	56	13.0	6	1.4
	Feed back	120	27.8	271	62.9	32	7.4	8	1.9
	Reading materials	58	13.4	106	24.6	259	56.1	8	1.9
	Library services	16	3.7	65	15.1	340	78.9	10	2.3
Tutors	Content	16	37.2	24	55.8	2	4.6	1	2.3
	Reading materials	15	34.9	20	46.5	7	16.3	1	2.3
	Library services	5	11.6	10	23.2	25	52.1	3	7.0

Table 4.12 above shows that library services were given poor rating by both students and part-time tutors. Both students and part-time tutor respondents gave other criteria either very good or good ratings.

The study also investigated how the respondents rated Extension Studies at the University of Zambia. The purpose of this investigation was to contribute to the determination of the current status of Extension Studies at the University of Zambia. The study revealed that 404 (93.8%) respondents thought that Extension Studies were at least good; while 16 (3.7%) respondents thought Extension Studies were poor. However, 11 (2.5%) decided not to respond. The study also investigated whether or not Extension Studies at the University of Zambia was a good mode of learning. It was revealed that a large number of respondents 419 (97.2%) indicated that Extension Studies were a good mode of

learning, while 6 (1.4%) respondents indicated that it was not. However, the other 6 (1.4%) of respondents did not indicate anything.

One of the things that the study sought to find out was whether or not Extension Studies at the University of Zambia was an effective mode of teaching and learning. This section presents both qualitative and quantitative data to help in determining the effectiveness of Extension Studies at the University of Zambia as a mode of delivering education. The study revealed that most student respondents 413 (95.8%) agreed that Extension Studies were an effective mode of learning. RL 9 held a similar view that:

*Extension Studies programmes are good but they are being frustrated by UNZA. Hence, the number of students is declining especially with the mushrooming of universities offering degree programmes similar to those of Extension studies.*

Essentially, Extension Studies programme is good. However, UNZA has not been supporting the programme in areas of infrastructure and examinations. On the other hand, 13 (3.0%) respondents denied that Extension Studies was a good mode of learning, while the rest 5 (1.2%) of respondents did not indicate their opinions. The 13 (3.0%) could be on the side of the frustration pointed out by RL 9 above.

The study sought to gauge the opinion of respondents regarding Extension Studies by requiring them to indicate whether or not they would recommend it to relatives or friends. This question was asked to both students and part-time tutors. It was found that a huge number 455 (96.0%) of respondents agreed that they would recommend Extension Studies to friends or relatives. However, only a paltry 5 (1%) respondents were against the idea of recommending Extension Studies to anyone, while 14 (3%) respondents did not indicate their views.

In a bid to determine the support for Extension Studies, the respondents were asked whether they would like UNZA to continue or do away with Extension Studies. The study revealed that 458 (96.0%) respondents objected to the abolition of Extension Studies. SM 1 and SM 2 did not support the abolition of Extension Studies at UNZA. Generally, SM 1 and SM 2 said that Extension Studies programme should not be abolished because it was helping workers and those who could not find full time places at the University of Zambia. In an interview, SM 2 questioned the idea of abolishing Extension Studies saying: *Why, when it is contributing to national agenda of education for all by 2030? Actually, it should go down to all districts.*

In an interview, SM 1 and SM 2 showed support for Extension Studies. Asked whether or not the informant would support the use of Extension Studies qualification to enter the main stream University of Zambia programmes, SM 1 replied:

*Yes, the ideal situation is that diploma holders from Extension Studies are supposed to enter into degree programmes because:*

- (i) Extension Studies are UNZA programmes;*
  - (ii) people have vision to upgrade;*
  - (iii) people enter for various reasons; and*
  - (iv) we should prepare to assimilate Extension Studies into the main stream.*
- (Interview: February, 2016).*

Clearly, SM 1 was supportive of Extension Studies programmes and qualifications.

SM 2 also elaborated that:

*It is right that Extension Students are awarded exemptions because the University of Zambia awards exemptions to NORTEC students in School of Engineering, NRDC students in School of Agriculture, Evelyn Hone and Chainama Colleges in School of Medicine and Colleges of Education in School Education. It is double standard that we award exemptions to students from other colleges but deny our own whose programmes are approved by Senate. The situation is caused by lack of holistic policy (Interview: November, 2016).*

There was agreement between SM 1 and SM 2 in their approach to Extension Studies. In a similar line of thought, SM 2 narrated that:

*Generally, everyone accepts or recognises Extension Studies qualification. There should be a procedural activity involving Schools of Humanities and Social Sciences and Law to assess diploma syllabi to bring them in line with degree programmes. However, there is a perception that the quality of Extension Studies was not good and was looked down upon although the curricula were approved by Senate. Other institutions are using our qualifications to admit students (Interview: November, 2016).*

The position of SM 2 would bring about harmonisation and transition between Extension Studies and full-time programmes.

In strengthening their point, SM 1 and SM 2 pointed out that the University of Zambia Management recognised Extension Studies qualifications by employing graduates. In fact, SM 2 further stated that:

*Government recognises Extension Studies qualification. The situation was different from 2008 when Government questioned Extension Studies programme following a negative letter from the University of Zambia stating that Extension Studies was a non-credit programme. Of course, it was non-credit (Interview: November, 2016).*

If government recognised Extension Studies, it should have not questioned the programme in later years.

#### **4.7.3 Negative views about Extension Studies at the University of Zambia**

Extension Studies received negative approvals in reading materials and library services. The study revealed that reading materials and library services were poor. Table 4.12 on page 130 shows that 259 (56.1%) students indicated that reading materials were poor but 35 (81.4%) Part-Time Tutors stated that reading material were good. In a similar vein, 25



(52.1%) of Part-Time Tutors and 340 (78.9%) of students agreed that library services were poor.

Generally, the respondents said that there was no need to abolish Extension Studies because it enabled people to upgrade themselves. Despite the overwhelming rejection of the abolition of Extension Studies at the University of Zambia, a few respondents 3 (0.6%) supported the idea. On the other hand, 15 (3.2%) respondents did not answer the question. Table 4.13 below shows views of the respondents on the abolition of Extension Studies at the University of Zambia:

**Table 4.13: Views on Abolition of Extension Studies at the University of Zambia.**

<b>Response</b>	<b>Students</b>	<b>Tutors</b>	<b>Lecturers</b>	<b>Management</b>	<b>Frequency</b>	<b>(%)</b>
Abolish	3	0	0	0	3	0.6
Not Abolish	413	43	10	2	458	96.2
No Response	15	0	0	0	15	3.2
<b>Total</b>	<b>431</b>	<b>43</b>	<b>10</b>	<b>2</b>	<b>476</b>	<b>100</b>

Table 4.13 above shows 458 (96.2%) respondents did not support of abolition of Extension Studies at the University of Zambia, while 3 (0.6%) respondents did.

One of the reasons for not supporting the abolition of Extension Studies hinged on affordability by and suitability to students. CS 11 stated that: *We cannot afford full time. Moreover, it (Extension Studies) is cheap and convenient for those who work and study.* Arising from this statement, it can be inferred that Extension Studies students choose

Extension Studies because it is both affordable and convenient to those who were employed. In order to attract more many participants to Extension Studies, fees should be kept low.

The status of Extension Studies at the University of Zambia, in terms of convenience, content, teaching, feedback, was highly rated by both student-respondents and part-time tutor respondents. Further, majority respondents objected to abolition of Extension Studies. However, in terms of reading materials, Extension Studies were lowly rated.

#### **4.8 Prospects of Extension Studies at the University of Zambia**

Finally, the fourth research question of this study sought to establish the prospects of Extension Studies at the University of Zambia. The research question asked was: *How should the framework for the prospects of Extension Studies at the University of Zambia be?* This was meant to come up with a sustainable framework of Extension Studies based on literature reviewed, suggestions and comments from the respondents. The information in this section was collected through open-ended questionnaires administered to former and current students, part-time tutors and Resident Lecturers at the University of Zambia. The other part of the information was collected through interviews with two senior managers at the University of Zambia. Respondents were further asked to indicate whether or not they supported the upgrading of diplomas in Extension Studies to degree level. The study revealed that 410 (95.1%) student-respondents wanted programmes in Extension Studies to be escalated to degree level, while 9 (2.1%) respondents objected to the idea. The remaining 12 (2.8%) of the respondents did not respond. In an interview,

SM 2 stated that: *There is room to grow Extension Studies because it is suitable in that it is cheaper and offered within the community* (Interview, November, 2016).

According to SM 2, the best way to improve Extension Studies was to merge it with the Institute of Distance Education. SM 2 stated that:

*There is a plan to integrate operations of Institute of Distance Education (IDE) and Extension Studies in such a way that administratively, all staff at the provincial centre will report to the Resident Lecturer but functionary report to their line units. There is plan to recruit more Resident Lecturers depending on the sound economic performance of Provincial centres* (Interview: November, 2016).

Some Part-Time Tutors supported the improvement of Extension Studies. PTT 32 argued that:

*During selection, applicants with diplomas obtained through Extension Studies should be admitted at second or third year or be offered exemptions from relevant courses. This could help to attract students to study through extension studies.*

PTT 36 of the view that degree programmes should be offered through Extension Studies and stated that: *they should also introduce degree programmes.*

The proposal for an institute is thought about by Mbozi (2016:48), who argues that:

The vision and mission should be sustainable. A vision that is sustainable is one that mobilizes people and one that is shared by all members. In order for a vision to possess a mobilising capacity it should be made explicit. Similarly the mission (which is the process for achieving the vision) should be shared by members. Every member should be clear on how their individual role contributes to achievement of the vision. The best way of developing a vision is to engage into a participatory visioning exercise.

Mbozi was proposing a system that would be relied upon and give direction in the organisation.

#### **4.9 Summary of Chapter Four**

Chapter Four has presented data based on document review of Extra-Mural Studies, Centre for Continuing Education, Adult Education and Extension Studies reports. The Chapter also has presented data solicited from four categories of respondents such as senior managers, Resident Lecturers, Part-Time Tutors, former students and current students.

Chapter Four has provided an overview on education in Zambia during the colonial era. It established the fact that formal education, adult education, extra-mural and extension studies were not adequately catered for by the colonial masters. The Chapter further looked at the genesis of the University of Zambia and establishment of various Schools. The history of the establishment of Schools at the University of Zambia showed that the Department of Extra-Mural Studies was earlier than the Schools of Law, Engineering, Medicine, Agricultural Sciences, Mines, Business and Industrial Studies, Environmental Studies and Veterinary Medicine.

The data on tracing the history of Extension Studies at the University of Zambia from 1966 to 2014, are also presented in this Chapter. Extra-Mural Studies did not exist during the colonial era, thereby disadvantaging many people who had missed out on education. Therefore, the Lockwood Commission's findings to establish the University of Zambia included a recommendation to establishment the Department of Extension Studies and Conferences. Consequently, when the University of Zambia opened in 1966, Department of Extra-Mural Studies was opened as well. The first director of the Department of Extra-Mural Studies was Prof. Lalage Bown (University of Zambia,

1967). The employment of a professor to fill the position of head of department shows that the department was highly regarded. This section has traced the history of Extension Studies at the University of Zambia from 1966 to 2014. It provided a brief background of Education in Zambia during the pre-colonial and colonial eras. The Chapter looked at Extension Studies as a mode of delivery at the University of Zambia. In order to trace the history of Extension Studies at the University of Zambia, highlights on attempt to abolish Extra-Mural Studies, creation of the Centre for Continuing Education and establishment of the Department of Adult Education and Education Studies have been made.

Lastly, the Chapter presented information on the transformation of non-credit to credit programmes in Extension Studies. The success story of Extension Studies is that of transforming of non-credit programmes to credit programmes. The transformation of non-credit programmes to Senate programmes has enabled Extension Studies to offer recognised university qualifications. The study revealed that the status of Extension Studies at the University of Zambia is high among all the categories of the respondents and informants.

The current study revealed that non-credit diploma programmes were transformed into credit diploma programmes to become Senate programmes. The transformation followed complaints from students and members of the public about the status of Extension Status. The first graduation ceremony of Extensions Studies in senate programmes was conducted on 15<sup>th</sup> June 2012. The study also revealed the first provincial centre out of Lusaka was Kasama Provincial centre and that there were ten (10) provincial centres and same number of Resident Lecturers in 2014. Despite the improvement in the academic

programmes of Extension Studies, the number of students remained low. Interestingly, there is a relatively increasing level of participation of females in Extension Studies programmes. It is observed that an increased number of students has benefitted from Extension Studies at the University of Zambia through acquisition of knowledge and skills leading to employment or promotion.

The current study revealed that between 1971 and 1972, Department of Extra-Mural Studies was nearly abolished, as it was deemed to be not economically viable (Alexander, 1975). The University of Zambia reorganised some related units such as Mass Communication, Correspondence Studies, Department of Teacher Education, Extra-Mural Studies, to establish a Centre for Continuing Education, existed from 1975 to 1994. This move marked the beginning of the down grading of the status of Extra-Mural Studies, having lost its privilege of reporting directly to the office of the Vice Chancellor and Senate. The Centre for Continuing Education was dissolved in December 1994, upon which the Department of Extra-Mural Studies was renamed as Extension Studies and Conferences. In 1995, Extension Studies and Conferences unit were merged with Adult Education to form the Department of Adult Education and Extension Studies. The merger killed the autonomy of Extension Studies.

The study revealed that Extension Studies had survived rough times as it was almost abolished. In the process, Extension Studies had lost the status of a department, which it used to enjoy before it was merged with Adult Education in 1995. However, Extension Studies had improved academically because of the transformation of non-credit to credit programmes, making them Senate programmes. This situation enabled students to

graduate with the rest of the students in other programmes namely full time, distance and parallel of the University of Zambia.

The next Chapter below discusses the findings of the study based on the four objectives.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview**

The previous Chapter presented findings on four themes derived from research questions on the contribution of Extension Studies to human resources development from 1966 to 2014, current status and prospects of Extension Studies at the University of Zambia. This Chapter discusses findings of the study. The discussion of the findings is guided by the following four objectives, which were to: (i) trace the history of Extension Studies at the University of Zambia from 1966 to 2014; (ii) determine the contribution of Extension Studies at the University of Zambia to human resources development in Zambia from 1966 to 2014; (iii) examine the current status of Extension Studies; and (iv) propose prospects of Extension Studies by establishing a framework.

#### **5.2 Objective one: To trace the history of Extension Studies at the University of Zambia from 1966 to 2014.**

The findings on the history of Extension Studies at the University of Zambia are based on desk research and document analysis.

The study revealed that Lockwood Commission (1963), which was tasked to make recommendations for the creation of a university in Zambia recommended for the establishment Extra-Mural Studies. The Commission discovered that many adults were not literate due to the absence of modern education, which only came with the arrival of European settlers and Missionaries. The adults could have been too ashamed to learn with their children and grandchildren. The purpose of Extra-Mural Studies was to cater for the education needs of people who had missed opportunity to attend formal school.



The situation at that time was that most people who were above the required entry age could not enrol in the formal school system. Therefore, Lockwood Commission saw Extra-Mural Studies as a vehicle for conveying education to the local people.

The study revealed that the Extension Studies started as the Department of Extra-Mural Studies (DEMS) and established at the inception of the University of Zambia on 12<sup>th</sup> July, 1966. This was done to attend to the urgent need for skilled labour in the newly independent country, Zambia. The scarcity of human resource at independence is confirmed by Mwanakatwe (2013), who states that there were less than 100 graduates at independence. In the beginning, DEMS was based in Lusaka Province. The first satellite campus was Kasama, which was established between 1966 and 1967.

The study further revealed that Extension Studies has been an entity with no fixed abode in that it has moved from one department to another. Following the economic challenges of the early 1970s, the University of Zambia management thought of reorganising or get rid of some units. Extra-Mural Studies was one of scapegoats of the financial constraints, and was supposed to be abolished. Management of the University of Zambia thought Extra-Mural Studies had not fulfilled its mandate and that it was not economically viable. This position confirms the Nafukho *et al.* (2005) view that adult education Africa suffered from periods of neglect. In 1975, DEMS joined the Centre for Continuing Education (CCE). The implication of the decision was that DEMS lost the autonomy it enjoyed at inception. The move slowed down the growth of DEMS because it was competing with other units in the Centre. Instead of having its own Director and reporting directly to the Vice-Chancellor and Senate, it started reporting through the Director of the

Centre for Continuing Education. Therefore, the reduced autonomy affected the status of Extra-Mural Studies.

The Department of Extension Studies and Conferences Unit replaced the Department of Extra-Mural Studies. Following the dissolution of CCE in 1995, the Department of Adult Education and Extension Studies and Conferences Unit were combined to form the Department of Adult Education and Extension Studies and Conferences Unit (DAEES), and placed under the School of Education. Although, DAEES was placed in the School of Education, it did not fit in because of differences in their missions. For example, School of Education was focused on producing teachers, Adult Education and Extension Studies were not.

The study revealed that despite the non-growth of Adult Education and Extension Studies, over a period of almost 50 years, it improved the academic status of the Department. From 1966 to June 2005, the Department was only offering non-credit certificate programmes. The non-credit certificate programmes had lost value on the Zambian market. Therefore, in July 2005, non-credit diploma programmes in various fields were introduced. However, the non-credit diploma programmes suffered a setback as they were not recognised by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), employers, and the University of Zambia for academic progression. The non-recognition of Extension Studies qualifications led to the transformation of Extension Studies from non-credit to credit (Senate) programmes in September 2009. The study further revealed that the first Extension Studies graduation ceremony was held on 12<sup>th</sup> June, 2012. This implied that records of graduates of

Extensions Studies migrated to student records system, received official transcripts and certificates. For the first time, Extension Studies put on graduation gowns and motor board. The next session deals with objective two of the study.

### **5.3 Objective two: To Determine the Contribution of Extension Studies to Human Resources Development in Zambia from 1966 to 2014**

Objective two of the study was aimed at determining the contribution of Extension Studies at UNZA to human resources development. At independence, Zambia experienced scarce human resources (Mwanakatwe, 2013). Therefore, one of the purposes of Extra-Mural Studies (now Extension Studies) was to train the much needed human resources through short courses, public lectures, workshops and/or seminars. The programmes that attracted more students were used to determine the fields to which Extension Studies at UNZA made significant contribution to human resources development in Zambia. The problem of scarcity of human resources in Zambia has not been tackled completely, thereby making Extension Studies relevant.

The determination of areas to which Extension Studies significantly contributed to human resources development was important because being a self-financing mode, it needed to run programmes that were demand-driven. It would help those involved in the management of extension studies to focus on popular programmes and come up with similar ones. Data for this question were collected through document analysis, questionnaires and interviews. Basic quantitative data collected through document analysis was used to establish the contribution of Extension Studies to human resources development.

Extension Studies at UNZA contributed to human resources development in various ways. The study revealed that approximately 61,251 graduates obtained certificates and diplomas from 1966 to 2014 (see Table 4.7). The finding collaborates with Pashley's (1968) study, which revealed that 903,886 people successfully completed studies in Extension Education from 1900 to 1924 through four universities in England. Comparing the figures of the findings of Pashley and this study, we can argue that Extension Studies is viable and an attractive mode of study. The findings also show that Extension Studies is an effective mode of study, which could be used to deliver education to people away from university colleges or campuses. Further analysis of the finding shows that approximately 16,950 (27.7%) female and 31,922 (52.1%) male students participated in Extension Studies programme. Though the number of females is about half of males, the achievement is commendable as the study was conducted during the period when Zambia was emerging from an era when education for females was not regarded as being important (Mwanakatwe, 2013). Therefore, the study demonstrates that Extension Studies is a favoured mode of study by female participants. One reason for the favourable female participation in Extension Studies is its convenience as lessons conducted after working hours and near homes. Usually females are held back to participate in programmes conducted far away from their homes.

In addition to at least 61,251 certified skilled human resources developed during the period under study, 867 participants (see Appendix X) had benefited from Extra-Mural-Studies from 1966 to 1985 through workshops, seminars, conferences and public lecturers. Those who participated in workshops and seminars were awarded attendance certificates. This is not a small achievement for a programme, which for most of its

existence, had been operating on little support. This was so because Extension Studies received limited support from UNZA management. It can thus be argued that, in relative terms, Extension Studies had competed favourably with full time and distance modes of delivery, put together. For example, on 8<sup>th</sup> September, 2015, the Alumni Association of the University of Zambia posted information on [www.unza.zm](http://www.unza.zm) web page that approximately 40,000 students had completed studies at the University of Zambia. The figure is a sum total of full-time distance and parallel programmes from 1966 to 2014. In relative terms, therefore, Extension Studies at UNZA contributed more to human resources than full time, distance and parallel programmes put together.

During part of the period 1966 to 2014, attendance certificates were used to find employment. Therefore, a good number of former student-respondents appreciated that Extension Studies had improved their lives. In two separate interviews, the two senior management-respondents also agreed that Extension Studies had contributed to human resources development in Zambia. In fact, SM 2 said, *Extension Studies has been contributing to human resources development form its inception in 1966. There are many people who have gained employment using Extension Studies qualifications.* The statement by the senior manager is in line with Swanson (1996), who defines human resource development in terms of developing and unleashing human expertise for the purpose of improving individual performance at the place of work. The finding points to the fact that Extension Studies has capacity to contribute to human resources development. This situation where many people can access education through Extension Studies should be enhanced as a mode of delivery.

Previously, in Zambia, Extension Studies programmes had been regarded as programmes for adults. In Zambia, however, any person between 15 and 35 years is regarded as a youth (Ministry of Youth and Sport, 2015). It implies that an adult is a person who is 36 years and above. The finding of this study is that there were more youths than adults in Extension Studies. This is evidenced by the fact that overall majority 314 (72.8%) of student-respondents were youths (see Table 4.7). Therefore, Extension Studies at the University of Zambia catered for more youths than adults. The finding confirms Tembo's (1984) and Meki's (2001 and 2002) observations that programmes in Extension Studies were no longer a preserve of adults as more youths than adults participated in them. The increasing demand for extra-mural studies had caused some people to regard extra-mural courses as substitutes for the formal education system.

The demand for Extension Studies can be attributed partly to the scarcity of places in the formal system of education. The scarcity of places could have been triggered by the rush for education due to demand by employers for skilled human resources. This is in line with technical-functional theory, which emphasises the need for people to acquire skills and develop abilities through training to enable them to compete favourably for jobs, and be productive. The finding shows that Extension Studies should meet university academic standards by thoroughly preparing relevant and appropriate content. The learners should be offered quality education so that they are adequately prepared for employment and life.

Further analysis of the finding shows that 31,922 (52.1%) participants were male, while 16,950 (27.7%) participants were female. Compared to the historical gloomy picture of

female participation in education, the number of female participants is encouraging. The University of Zambia should take measures meant to encourage females to participate in education through Extension Studies. Some of the practical measures should *inter alia* include relaxed entry requirements, subsidised fees and locating learning centres close to communities. Such measures are cardinal in compensating the performance of females at Grade 12 which is affected by social and economic factors. For example, females spend most of their time doing household chores, while they have minimal access to financial means. The implication of the finding is that Extension Studies programme was an effective mode of delivering education to people away from university colleges or campuses. The fact that Extension Studies is offered in the evenings, it would accord employees and people involved in income generating activities a chance to participate in studies.

It was stated in Chapters One and Two of this study that one of the two main principles of Extra-Mural Studies was to contribute to the development of society. This was intended to be achieved through the spreading of university knowledge, skills, and critical ways of thinking to members of the community. The purpose is to realise the potential of youths and adults in thinking objectively and coherently at various levels of formal education (University of Zambia, 1967). The forerunner to Extension Studies, the Extra-Mural Studies, had a task to contribute to human resources development, which would help to fill the positions left by colonial experts who left Zambia after independence in 1964 (Mwanakatwe, 2013). Therefore, it was envisaged that through Extra-Mural Studies, shortage of skilled labour would be alleviated. Indeed, during the 1966/67 academic year, 49 beneficiaries completed studies through Extra-Mural Studies (University of Zambia,

1967). Undoubtedly, given the scarcity of skilled human resources at Zambia's independence, participants could have been absorbed in private and government organisations. In this way, Extra-Mural Studies contributed to human resources development. If the idea of abolishing Extra-Mural Studies between 1971 and 1972 had succeeded, many people would have not accessed university education.

Sharma (1992) identifies on-the-job training and self-development as some of the ways of developing human resources through education. Human resources development provides relevant knowledge, skills and values necessary for individual, organisational or national development. It implies that an individual needs relevant knowledge, skills and values in order to function properly and lead a good standard of life. The individual would use the knowledge, skills and values to perform well in an organisation so that it achieves its desired objectives. The technical-functional theory emphasises that individuals who possess knowledge and skills perform better than those who do not possess them.

Extension studies is regarded as education for development because it promotes development through equipping people with knowledge, skills and values, which are applied in bringing about development. This is in line with the technical-functional theory, which advocates that employees with knowledge and skills contribute to development. Education and development are two sides of the same coin where one cannot exist in the absence of the other. This is so because education is an important ingredient in the developmental process and vice-versa. In fact, education exists chiefly for the purpose of development. Any developmental objectives, however ambitious they might be, cannot be adequately accomplished without education playing a part. In a



similar vein, developmental process immensely influences education (Ministry of Education and Social Welfare, 1974). This is because education is a reflection of what goes on in society. This is why an education syllabus is based on the developmental needs of society.

As already stated, 61,251 obtained certificate and diploma qualifications from 1966 to 2014 (see Table 4.7). However, the study revealed that only records of 4,701 (7.7%) students were centrally kept on the student record system (SRS) of the University of Zambia. The exercise to enter data of Extension Studies students, which started in 2012 only considered Senate certificates and diplomas. It implies that records of a large number 56,169 (92.3%) of non-senate certificate and diploma holders was not entered on the student record system (SRS). Therefore, most of the information on the contribution of Extension Studies to human resources development is kept at Provincial Centres and Head of Department's office. Attention is drawn to the fact that the records are kept at Provincial Centres in a manner that is difficult to retrieve as they were stored properly. The absence of records for non-credit certificates and diploma leaves room to abuse, as the qualifications cannot be easily verified. The implication of this finding is that efforts should be made to document records of all students in Extension Studies.

Extension Studies participants have different desires for embarking on learning. Some students desire to acquire knowledge skills, while others desire to acquire employment. This study revealed that some 26 (16.8%) former student-respondents were appointed to various positions, while 25 (16.1%) former student-respondents were promoted. The study confirms Finch's (2010) finding that former students used Extension Studies

qualifications to find employment and earn promotions. The finding is in line with the technical-functional theory, which states that employers award people with relevant qualifications. Arising from this study's finding, it can be argued that Extension Studies enable some people to gain employment or promotion. In Zambia, where national and youth unemployment rates are very high the number of people who were either employed or promoted is encouraging. According to Central Statistical Office (2010), national and youth unemployment rates are 13% and 16.7%, respectively. Therefore, there is need to equip youths with skills so that they increase their chances for job prospects.

While it is shown, generally, that Extension Studies contributed to human resources in general, it should also be noted that it also contributed to individual or personal development. It needs stating also that human resources development in Extension Studies can take place through part-time tutors participating in teaching and related activities. This takes place through training on the job as part-time tutors undergo orientation, and gain tutoring experience. It should be noted that some part-time tutors had no formal training in teaching. Part-Time Tutors were asked to indicate if their offering of programmes in Extension Studies had helped them to develop their teaching skills. Some part-time tutors admitted that they had benefited greatly from teaching programmes in Extension Studies. For example, one PTT 1 indicated that: *It has greatly assisted me in sharpening my teaching skills*, while another respondent, PTT 6, stated that: *It has increased my knowledge and confidence through research*. In a similar vein, one PTT 15 admitted having benefitted from teaching in Extension Studies and stated that: *it improved my skills in teaching or enabled me to share skills at place of work and the church, where I am a District Reverend*. Through these ways, Extension Studies

contributed to the development of human resources among part-time tutors. The increase in knowledge through research is important because it enables people to function from an informed position. In fact, Extension Studies aimed at empowering people with knowledge and skill so that they are able to live a better life.

The situation in Zambia and other parts of the world is that employers require verifiable qualifications or credentials. The credentials are used to control access to jobs. This approach supports the technical-functional theory, which stipulates that employers look for knowledge and skills in employees in order for them to be productive. It is also in line with the credentialist theory, which relies on credentials to offer jobs. Bills (2004:56) states:

Job seekers would be doing all they could to enhance their skills, and employers would be doing what they could to identify and reward those skills. Credentialist theory suggests more complex social actors. If credentialist theory is correct, labour market participants “use” educational resources (degrees, licences and so on) in order to control access to good jobs and high incomes.

The statement above is consistent with the technical-functional theory, which considers acquisition of relevant knowledge and skills as a prerequisite to finding a job. Siaciwena (1980) also argues that educational credentials form a basis on which jobs are allocated. He describes human expectations and aspirations as being on the increase and that there was increasing social demand for schooling as it was about the only means of obtaining wage employment in modern society. Therefore, formal education is seen by societies in developing countries as a principal avenue to employment hence the resultant pressure on expanding enrolments and increasing demand for higher and rewarding education. Siaciwena (1980) further states that one important aspect of quality was the relevance of education to an individual’s needs like occupational interests. The relevance of education

is also evaluated in terms of national needs, production of citizens whose skills and knowledge were relevant to human resource needs of a particular country. Therefore, the role of Extension Studies is to increase knowledge, enrich values and sharpen skills of participants so that they are able to perform well at their places of work. This is the hallmark of technical-functional theory.

Dore (1976) terms demand for higher and rewarding education as certificate escalation or educational inflation. This demand for more education among those who enter the formal school system poses a major problem in view of the pyramid structures of educational systems in almost all the less developed countries. The pyramid structure is in such a way that the higher one goes up the education ladder, the fewer the school places. For example, in Zambia, there are more school places at primary level than at secondary level, and there are more places at secondary level than tertiary level. Such a system disadvantages a lot of people in that they are pushed out of the education system. Consequently, they are not able to compete favourably for jobs.

The study revealed that apart from contributing to human resources development through students, Extension Studies sharpened teaching skills of part-time tutors. Some part-time tutors admitted having experienced incidental learning by acquiring various skills. Specifically, the study revealed that part-time tutors acquired skills in keeping academic issues confidential, time management, and research. PTT 13 stated: *I have learnt a lot of professional aspects such as confidentiality in setting a test or examination paper.* Many Part-Time Tutors were not teachers by profession. Therefore, they lacked professional skills and ethics about preparation of test and examination papers. However, through

participation in extension studies as tutors, they could have been equipped with such skills and ethics through workshops. PTT 39 confirmed having learned how to keep time and stated: *I have learned time management and making students understand when taught once only.* Through Extension Studies, some part-time tutors changed their attitude towards time management as they were required to be punctual for lectures. Some Part-Time Tutors were not professional teachers, as stated earlier. Therefore, they lacked understanding of students learn. However, through participation in extension studies as Part-Time Tutor, they learned how to present concepts clearly.

Clearly, while working as Part-Time Tutors, some of them had incidental beneficial learning which is important to their careers and personal well-being. The findings imply that Extension Studies has not only contributed to human resources development among students but also among part-time tutors. The employed and unemployed part-time tutors could have applied knowledge and skills such as confidentiality and confidence at their places of work. Some Part-Time Tutors would use the experience to facilitate programmes as instructors, lecturers or supervisors effectively and efficiently. If former Part-Time Tutors were employed as Lecturers, they would use the skills of lecturing, setting examinations and marking examinations. Therefore, Extension Studies at the University of Zambia makes latent contribution to human resources development in Zambia.

Since 1966, the Department of Extra-Mural Studies has been offering demand-driven programmes. The programmes were intended to build capacity in participants in order to improve their effectiveness and efficiency at work, thereby improving their standard of

living. It should be pointed out that the contribution of Extension Studies to human resources development differed from one programme to another. In a bid to determine programmes to which Extension Studies contributed to the development of human resources, student-respondents were asked to state programmes they studied.

### **5.3.1 Popular Programmes in Extension Studies at the University of Zambia**

Some programmes in Extension Studies attract more students than others. The respondents were asked to indicate programmes that they thought were popular among students. The study revealed some programmes such as Business Administration (138; 28.5%), Social Work (76; 15.5%), Finance and Accounting (42; 8.7%) Human Resource Management (40; 8.3%), and Law (37; 7.4%) were more popular than others (see Appendix XIII). The statement above is in line with this study, which revealed, through document review, that Business Administration (1,221; 27.6%), Human Resource Management (727; 16.7%), Social Work (570; 12.9%), Project Planning Management (329; 7.4%) and Law (255; 5.8%) programmes were more popular than others (see Table 4.7). The finding collaborates with Banda's (2016) finding that some programmes were more popular than others. Banda based his finding on the statistics of graduation ceremonies of 2012 and 2014, which showed that Business Administration, Human Resources Management, Social Work, Project planning and Management and Law were in the top five in both graduation ceremonies. Consequently, this study argues that Extension Studies has made significant contribution to human resources development in various fields such as Business Administration, Human Resources Management, Social Work, Law and Finance and Accounting.

An analysis of the popular programmes shows that they are business oriented. Students could have chosen such programmes due to availability of job opportunities. In addition, the knowledge and skills acquired through such programmes are easily transferable. For example, a respondent who has a qualification in Business Administration may use the skills to own a business. The implication of the finding is that Extension Studies should offer programmes that people deem useful in their lives. Therefore, the Department of Adult Education and Extension Studies should design programmes that are demand-driven in order to avoid being irrelevant. There are programmes that attract very few students have value in their own right. Some programmes might not attract many students due to course combinations. It was observed that, at one time, human resources management programme was very attractive to students. However, when a course in Financial Accounting was introduced during the curriculum review in 2012, the number of students decreased. The inclusion of Financial Accounting was in line with the understanding that a human resources officer should have knowledge of financial transactions. Further, the combination sought to bring the human resources programme offered through Extension Studies at the University of Zambia to the standard practice in other institutions such Copperbelt University and Mulungushi University in Zambia. This would allow Extension Studies graduates to seek exemption to enable them enter at appropriate levels.

In investigating the popularity of programmes, the respondents were asked to state reasons for the popularity of the programmes. Some respondents stated that they studied particular programmes because they were demanded for by employers. For example, FS 57 stated that he studied the particular programme because the prospective employer

demanding so. Further, the study revealed that some programmes such as Business Administration, Human Resource Management, Finance and Accounting and Project Planning Management were popular because they were applicable to many fields.

The general view about the popularity of a programme was attributed to the availability of opportunities on job market for graduates. Some student-respondents attributed the popularity of Business Administration, Social Work and Human Resources to the availability of job opportunities. In addition to availability of job opportunities, the popular programmes enable people in accessing certain jobs to various fields. The trend is in line with the behaviour of adults, who embark on studies for a purpose. It implies that adults only involve themselves in learning, which is beneficial to them. Therefore, some students could have done particular programmes with a view to enjoying the prestige of the programmes. For example, a student with diploma in Business Administration would feel more privileged than a student who did records management because of the qualification can be used in the diversity of fields of employment.

Realising that unemployed adults and youths participate in Extension Studies, it is important to offer programmes that would enable students to use the qualifications to gain employment. Therefore, Extension Studies should respond to the desires and needs of participants in Extension Studies. It implies that Extension Studies should be modified, shaped and enriched in order to respond to societal needs. Education is enriched when it is made relevant by adapting some aspects of society due to the modification and shaping that the latter undergoes. The Ministry of Education and Social Welfare (1974:5) states that education should be modified to satisfy young people and



adults, and link it to development. Therefore, Extension studies should respond to the needs of society in order to discover and build the future of the world. The University of Zambia has been responding to the needs of the people by offering need driven quality programmes through Extension Studies. The next section deals with contribution of Extension Studies to economic development at the University of Zambia.

### **5.3.2 Contribution of Extension Studies to Economic Development at the University of Zambia**

In the process of contributing to human resources development, Extension Studies also contributed to the economic development of the University of Zambia through generation of revenue. It should be stated that there can be no meaningful human resources development without a strong economic base. Therefore, the economic status of Extension Studies played an important role in the development of human resources. The study revealed that Extension Studies had generated income through tuition fees. The findings were that Copperbelt Province had the highest number 467 (23.2%) students, while Muchinga Province had the lowest 50 (2.5%). Consequently, Copperbelt Province had the highest revenue of K2,194,900.00 (23.2%), while Muchinga Province had the lowest revenue of K235,000 (2.5%) in 2014 (see Appendix XIV).

The University of Zambia benefited economically from Extension Studies. From the 1990s to 2014, Extension Studies generated a lot of revenue through tuition fees. It was during this period that the Unit bought 10 new Mitsubishi L 200 vehicles, a building complex in Kitwe, a residential house each in Livingstone, Lusaka and Chipata. The University of Zambia, through Extension Studies, also bought a piece of land in Solwezi.

The School of Education used part of the money to rehabilitate the school infrastructure, build the fifth floor to increase office space and add conference hall, purchase of computers and furniture for use by academic staff. Since Resident Lecturers were just estimating the revenue, the figure could be higher than indicated. This amount is more than what some units in the University generate. In fact, the amount could be higher than the total of what other units at the University of Zambia generated through tuition fees during the year 2014. Those who wanted the Department abolished should have lived to see how it has been contributing to human resources development and generation of funds for the University of Zambia. In the harsh economic times of the University of Zambia, Extension Studies has been one of the life lines of the School of Education and University of Zambia as a whole.

Extension Studies has capacity to generate revenue for the University of Zambia. Both senior managers agreed that Extension Studies had contributed to raising funds at the University of Zambia. SM 1 explained that Extension Studies generated revenue for the University of Zambia, and said: *Extension Studies used to bring in a lot of money, and has the potential for revenue generation, if well supported and managed.* The statement by SM 1 resonates with the other finding that in 2014, Extension Studies generated K9,469,100.00 (see Appendix XIV). RL 5 also stated that: *Extension studies programme has potential to be a money spinner for the University if it is well organised in terms of staffing, transport, infrastructure and teaching materials.* All 10 (100%) Resident Lecturers were of the view that Extension Studies were helpful to people. Therefore, Extension Studies could generate more income for the University of Zambia if adequately supported.

Arising from the findings in objectives one and two, it can be argued that Extension Studies at the University of Zambia contributed to human resources development in various fields. Similarly, Extension Studies contributed to the development of skills in part-time tutors

#### **5.4 Objective three: To find out the current status of Extension Studies at the University of Zambia**

Objective two focused on determining the contribution of the University of Zambia's Extension Studies to human resources development from 1966 to 2014. In the third objective, the researcher embarked on finding the current status of Extension Studies at the University of Zambia. This objective targeted four hundred and seventy-four (474) respondents, who included students and part-time tutors. In this study, the current status of Extension Studies was partly determined using materials from the history of Extension Studies at the University of Zambia, and the attitude of respondents towards Extension Studies. The historical development of Extension Studies at the University of Zambia helped to determine the current status. On the other hand, the respondents' attitude was determined through the rating of content, teaching standard, punctuality, feedback, reading materials, library services and mode of delivery of Extension studies. These factors have great impact on participants' attitude towards Extension Studies.

The study revealed that a number of factors, such as content, teaching standard, punctuality, feedback, reading materials, and library services affected the attitude of respondents towards Extension Studies. This finding is similar to that of Cherry (2013), who shows that factors such as home, social environment, government, media, teachers

and curriculum influence attitude of individuals towards extension education. Attitude, which is the degree of positive or negative effect associated with psychological objects, contributes to the status of an institution. A learning institution of high status of a programme or an institution attracts more participants or clients. In this highly competitive academic environment, a programme or an institution needs to be of high status in order to survive.

As established in Chapter Four, negative attitudes are both internal and external. The finding of this study is that Extension Studies experienced internal negative attitude. The internal negative attitude was a result of the University of Zambia's non recognition of Extension Studies qualifications for both academic progression and employment. In 2008, the then Registrar of the University of Zambia wrote letters to the Office of the President, and Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) stating that qualifications obtained through Extension Studies were not valid. The internal rejection of qualifications acquired through Extension Studies triggered external rejection in government departments, which stopped recognising Extension Studies qualification at the University of Zambia. However, the status of Extension studies had started to improve following the approval of diploma programmes by Senate of the University of Zambia in 2009 followed by the graduation of students in 2012. Tembo (1984) states that, previously, each Resident Lecturer at the Provincial Centre took the initiative to organise some form of graduation ceremony. Therefore, such graduations did not appear on the University of Zambia calendar.

#### **5.4.1 Rating aspects of Extension Studies to determine its status**

Some aspects of Extension Studies such as content, teaching standard, feedback, reading materials, library services, punctuality, and response to needs of learners were used to determine the status of Extension Studies. Others factors, were recommending Extension Studies to friend or relative, mode of learning, effectiveness, attitude and abolition of Extension Studies.

The target groups for rating content were students and part-time tutors as they were familiar with it as learners and facilitators respectively. Content of a programme is very important because it contributes to the quality of the graduates. Content contributes to the production of quality graduates, while poor content produces ill equipped graduates. Content is what the facilitator uses to change the behaviour of participants. The findings of this study revealed that some 274 (63.6%) student-respondents rated content as very good, while other students 140 (32.4%) said content was good (see Table 5.1). Therefore, the total number of students who said content was at least good was 414 (96.0%) respondents. However, a small number 4 (1.4%) of current student-respondents said that content was poor. Though it is a small percentage, it should not be ignored. The respondents might have participated in better programmes than the ones offered through Extension Studies. It is also a reminder that content through Extension Studies was not perfect. In fact, CS 125 suggested to: *improve standard of syllabus*. Such a comment is helpful as it helps in reviewing curricula.

In a similar vein, Part-Time Tutors were asked to rate the content of programmes in Extension Studies at the University of Zambia. This study revealed that 40 (93%) of Part-

Time Tutors stated that content in Extension Studies was at least good (see Table 4.12). The approval rating of content by Part-Time Tutors 40 (93.0%) was similar to that of student-respondents. The agreement between students and Part-Time Tutors shows that content of programmes offered through Extension Studies is good. Therefore, PTT and students in this study had positive attitude towards content in Extension Studies. The difference between the rate of current student-respondents and that of part-time tutors was 1.5%. In spite of this difference, it can be argued that both categories of respondents strongly felt that content in Extension Studies was good. This is an indication that the respondents had high regard for content in Extension Studies at the University of Zambia. However, 1 (2.3%) respondent indicated that content was poor. The fact that one Part-Time Tutor rated content as being poor was an indication that content of Extension Studies was not perfect.

Despite such negativity, the apparent strong agreement between students and Part-Time Tutors cannot be ignored. The finding was valid because it was supported by part-time tutors who were practising experts in the courses they offered. It has been the policy in Extension Studies to employ subject experts as part-time tutors. Since the finding on content from student-respondents collaborated with that of part-time tutors, it can be concluded that content was good, and this helped in determining the status of Extension Studies. Despite the disparity in the rating among students and part time teachers, there was a general agreement that that content of Extension Studies was good. It is important that Part-Time Tutors and students are satisfied with content, which learners seek to achieve. Supe (1983) states that content should be appropriate to the needs of learners.

Content is important in any academic programme because it contributes to the quality of education.

The positive attitude of student-respondents points to the fact Extension Studies enjoyed a high status among students. On the other hand, student-respondents indicated that reading materials and library services in Extension Studies were poor. However, part-time tutors rated content and reading materials highly, while they rated library services poorly. Since students rated reading materials and library services poorly, it is very difficult to justify the part-time tutor's contrary rating of the same aspects. It is clear that reading materials are not available in Extension Studies.

In exploring the status of Extension Studies at the University of Zambia, the study also investigated the attitude of student-respondents towards the programme. The study revealed that student-respondents indicated that Extension Studies at the University of Zambia was a good mode of learning. This shows that the respondents were satisfied with Extension Studies. Status of a programme is determined by the attitude of its participants towards it. The study targeted students to collect information about their attitude towards teaching standard because they were the beneficiaries who had experienced the standard of teaching. Content, teaching material and teaching standard are very closely related. There exists a symbiotic relationship among the three concepts as none of them would be useful in isolation. It implies that without content and learning materials there would be no teaching activity, and vice versa. Singh and Nayak (2009) state that for teaching to take place, it requires content and methods. High standard of teaching is important because it facilitates effective learning of content. It is through teaching that the

facilitator shares knowledge, skills and values with learners. Therefore, the study sought to find out the standard of teaching that went on in Extension Studies. The finding of this study is that majority of student-respondents 419 (97.2%) viewed teaching standard in Extension Studies at the University of Zambia as being at least good (Table 4.12). This is a strong indication that student-respondents were satisfied with the standard of teaching in Extension Studies.

On the other hand, 7 (1.6%) student-respondents indicated that the standard of teaching in Extension Studies was poor. Despite the low percentage of those who indicated that the standard of teaching was poor, their voice was loud enough to be ignored nor dismissed. The voice points to the fact that there were some part-time tutors/lecturers who did not put in their best in teaching. The voice was also in line with three responses, which suggested the retention of experienced tutors. CS 37 suggested to: *Retain experienced and qualified tutors*. The experience could have come from previous engagements or participation in teaching on extension studies programmes. The statement could be an indication that experienced part-time tutors were better than in-experienced ones. This calls for serious evaluation of part-time tutors' performance followed by remedial measures. Arising from the findings, it can be argued that the University of Zambia should employ and retain qualified and experienced part-time tutors. It needs mentioning that the professional qualifications of part-time tutors were in line with the University of Zambia requirement in that most 30 (69.7%) of them had at least a first degree, while 6 (14%) had diploma qualification. The opinion of the minority is worth noting because it is important that educators are qualified. The finding of this study confirms Cameron's (1981) view that educators should be highly skilled in order to motivate learners and



facilitate acquisition information and skills. It needs stating that part-time tutors were adequately qualified. Part-time tutors with diploma qualification could teach certificate students as the practice at the University of Zambia.

The other aspect used to determine the status of Extension Studies at the University of Zambia was punctuality of part-time tutors. Students were targeted for the findings on this aspect. The study sought to establish whether or not part-time tutors reported for lectures early. This factor is very important because it helps to determine the amount of time part-time tutors and students spent on teaching and learning respectively. If part-time-tutors reported late for lectures, they would spend less time on teaching, thereby depriving students of sufficient learning time. Punctuality also helps to determine the seriousness of staff in Extension Studies. Additionally, it indirectly trains students to be punctual for events or work.

The finding of study is that part-time tutors were punctual for lessons. This is evidenced by 369 (83.7%) student-respondents who indicated that punctuality was good. Therefore, the punctuality of the part-time tutors for lectures contributed to the status of Extension Studies. However, 56 (13%) student-respondents indicated that the punctuality of part-time tutors was poor. It implies that 13% of the learners thought that they lost time for learning through the late reporting of the part-time tutors. This could have had a negative effect on learners in that when facilitators report late, learners might develop a tendency to report late also. It is extrapolated that some learners could have also developed the tendency to report late, thereby missing some content. Such a situation requires change of attitude to work by part-time tutors. No wonder CS 67 urged the University of Zambia to

improve in the area of punctuality by simply stating: *Improve on punctuality*. Some Part-Time Tutors could have had a tendency to report for lectures late. The tendency of reporting late for lectures by part-time tutors could have adversely affect students and image of Extension Studies programme among the students. Therefore, it is imperative that part-time tutors report in time for lectures.

The study targeted students to establish the status of Extension Studies using their rating of feedback. In teaching and learning, feedback is the process of learners getting to know the outcome of their effort. It helps to motivate and encourage learners to work hard or correct their mistakes. The study revealed that the level of feedback that students received from part-time tutors was good. This is evidenced by a total number of 391 (85.6%) respondents, who stated that feedback was at least good (Table 4.12). This shows that feedback from pat-time tutors was strong. However, 32 (7.4%) student-respondents indicated that feedback was poor. It implies that 32 (7.4%) student-respondents experienced delayed or no feedback from part-time tutors or management. The situation could have negatively affected the learning of such participants as they did not know their performance.

Feedback is important especially to adult learners because it enables them to take appropriate decisions such as working hard and looking for relevant information. For example, adult learners need to have a detailed schedule of activities in order for them to fit their activities into the other schedules of activities at home or/and work. Employed extension studies students need to obtain permission to leave early. CS 69 stated that: *Management should improve on feedback between coordinators, students and tutors*.

Students need feedback in order to improve on their academic performance so that they can learn from their mistakes. An old adage says: *adults learn from their mistakes while young ones learn mistakes*. Once adults receive feedback, they would identify their mistakes and work on them. While the rating for feedback is strong, there room for improvement. Learners should receive feedback in good time, as information is power.

Related to feedback is the response of Extension Studies at University of Zambia to the needs of learners. The students were targeted to provide views on the response of Extension Studies to the needs of learners. The study sought to find out the attitude of the respondents to how Extension Studies the responded to the needs of learners. This aspect was important in determining how the respondents viewed the programme. The nature of education, especially education delivered through Extension Studies, is that it should respond to the needs of society from which the learners come. It is for this reason that curriculum developers go through the process of situational analysis.

#### **5.4.2 Response of Extension Studies to Needs of Learners**

The finding of the study is that Extension Studies responded to the needs of learners. This finding is represented by 387 (89.8%) student-respondents, who affirmed that Extension Studies respond to the needs of learners. The finding is in line with Mbozi (2016) and Chuma (1991), who argue that for Adult Education to be successful, it should respond to the needs of participants. Responding to needs of learners involves offering relevant programmes at appropriate levels. In addition, it involves resolving problems that learners or part-time tutors encounter. However, a small number of student-respondents (37 or 8.6%) stated that Extension Studies did not respond to the needs of learners. For

example, CS 83 stated that Extension Studies did not respond to the needs of learners by justifying that there was: *very poor monitoring and evaluation of programmes, complaints never attended to, system is so fragile and management does not adhere to time-table and late giving of certificates*. This finding is crucially significant and highlights the weak side of Extension Studies. There is need for Resident Lecturers who are directly involved in the management of Extension Studies to monitor and evaluate the programme regularly. Although there is strong approval for Extension Studies, the disapproval rating needs to be taken care of to enhance the approval rating.

The study further investigated the reasons for their positive responses. Some respondents commented on the performance of part-time tutors. In fact, CS 89 summed up the performance of part-time tutors as follows: *Lecturers are keen on their work, competent, friendly, encouraging, credible, motivating, and always on time*. Some respondents claimed that management attended to their problems. For example, CS 94 stated that: *When I complained about something, management used to work on it*. CS 94 further stated that: *Extension Studies programme provides learners with different courses or programmes*. The programme responded to the needs of students because it had keen, competent, friendly, encouraging, credible, motivating and punctual part-time tutors. However, some 37 (8.6%) respondents denied that Extension Studies responded to their needs. In contrast, CS 97 stated that: *complaints were never attended to by responsible officers*. In relation to failure to attend to complaints, CS 103 lamented that: *there are no proper facilities such as books, computers and libraries*. It was also the view of some student-respondents that management at the University of Zambia did not attend to the complaints of Extension Studies students, while others stated that management did not

consult them. For any programme to succeed, it should respond to the needs of clients. A good number of respondents considered the provision of different programmes and decentralisation of centres as a form of responding to the needs of learners. The finding is in line with Nduna (2010), whose study revealed that Extension Studies did not respond to the needs of students. The finding is not good for success of Extension Studies, as prospective clients might shy away. Some respondents who stated that Extension Studies did not respond to the needs of learners argued that the programme lacked educational facilities.

The students and part-time tutors were targeted to investigate whether the reading materials were available in Extension Studies. Reading materials consist of books, journals, magazines and modules. The study revealed that majority of respondents (259 or 60.1%) stated that the quality of reading materials was poor, while 164 (38.0%) student-respondents indicated that the quality of reading materials was good. There was a disagreement between students and part-time tutors in that a total of 35 (81.4%) part-time tutors stated that materials were at least good (Table 4.12). This scenario could have arisen because part-time tutors used reference books loaned to them by the University of Zambia, in addition to their own resources.

Reading materials are important because they enable students to supplement lecture notes. They help teachers and students alike to read widely, thereby enriching themselves with knowledge and deepening their understanding of concepts. The findings clearly show that there were poor reading materials in Extension Studies. It implies that students were not acquiring sufficient knowledge. In fact, the respondents who stated that reading

materials were very poor could have been correct because most Extension Studies centres of the University of Zambia lacked reading materials. Consequently, students depended on the tutors' and their own resourcefulness to access reading materials. The University of Zambia does not provide reading materials to Extension Studies students. To make matters worse, there are no University libraries in provincial centres with the exception of Copperbelt Province. When the respondents were asked to suggest ways of improving Extension Studies, most of them suggested improving of reading materials. One of the ways of improving Extension Studies is by improving on the supply of reading materials.

The availability of library service was one of those matters of concern in this study. The picture of this matter was not a good at all. The study revealed that students and Part-Time Tutors were dissatisfied with the library services provided in all the provinces. This, of course, does not make a good impression and reduces the status of the programme, knowing that library is an essential part of tertiary education. This finding is evidenced by 340 (78.8%) student-respondents, and 25 (52.1%) Part-Time Tutors, who indicated that library services were poor. The finding is in agreement with Mandumbwa (2011) and Nduna (2010), who found that library facilities were lacking. Library is the place where Part-Time Tutors and students search for knowledge, libraries should be well stocked. Therefore, a library is a teaching tool, which supports independent study of learners in their acquisition of knowledge in the absence of facilitators.

The study further investigated the attitude of the students towards Extension Studies as a whole. The study targeted 431 student-respondents. The study revealed that Extension Studies was a good mode of learning. Majority 404 (93.8%) respondents indicated that

the programme was a good mode of learning. The finding is another strong indication that majority of student-respondents were satisfied with Extension Studies at the University of Zambia. This implies that Extension Studies enjoyed a high status among the students. However, a few 16 (3.7%) student-respondents indicated that Extension Studies at the University of Zambia was poor. Extension Studies had a negative tag, as some people viewed it as inferior. The negative opinion of this minority group of the respondents could not be ignored in that it would serve as a reminder that not everything in Extension Studies at the University of Zambia is well. The negative minority opinion provides room for reflection and improvement of the programme. It was difficult to determine opinion of the 11 (2.5%) respondents who did not give their views on Extension Studies as a good mode of learning at the University Extension Zambia.

Further, the study sought to find out why the respondents thought that Extension Studies was a good mode of learning. The respondents gave various reasons to justify why Extension Studies was a good mode of learning. Some students felt that Extension Studies was a good mode of learning because it catered for people with various commitments. Extension Studies also enables workers or people who attend to family matters to attain university education, and it is easily accessible by people of all ages. It is inclusive in that it caters for youths and adults. It is for this reason that Shannon and Schoenfeld (1965) state that students of extension represent a variety of interests, vocations and ages. For some respondents, Extension Studies was a good mode of learning because it enabled them to acquire knowledge. However, there were a few respondents who were of the view that it was not a good mode of learning, citing lack of professionalism in teaching by stating that there was: *lack of professionalism in teaching*

*and handling of results* (CS 106). This opinion is an indication that, in some cases, staff in Extension Studies were not adhering to professional ethics in the teaching and handling of results. It should be noted that some Part-Time Tutors were not professional teachers.

As to how effective extension studies was, the response from student-respondents who had gone through extension studies, rated Extension Studies highly as an effective mode of learning in delivering education 413 (95.8%). This group was crucial in determining the effectiveness of Extension Studies because it had experienced the mode. The finding was important because it proved that the current status of Extension Studies was good. However, there were 13 (3.0 %) student-respondents who denied that it was an effective mode of learning mode. The importance of the finding was that there was room for improvement in the delivery of Extension Studies at the University of Zambia. Therefore, organisers of Extension Studies at UNZA should ensure that corrective measures are taken to improve upon the programme.

The other aspect of attitude towards Extension Studies was also captured through the question on whether or not student-respondents would support the idea of abolishing Extension Studies at the University of Zambia. Student-respondents were targeted. In rejecting the support for abolishing Extension Studies at the University of Zambia, one respondent postulated that there was no need to abolish Extension Studies because it acted as a stepping stone to higher qualifications such as degrees. Kabwasa and Kaunda (1973) argue that if the aim of providing higher studies was to be fully realised, it would



be wrong to restrict formal association with the University to those who study through full-time or part-time on the campus.

The study revealed that 458 (96.2%) respondents and informants did not support the abolition of Extension Studies at the University of Zambia, while 3 (0.7%) respondents did with 13 (2.7%) students not responding (Table 4.13). An analysis of figures showed that 413 (86.8%) student-respondents and all the Resident Lecturers and Part-Time Tutors and both Senior Managers did not support the abolition of Extension Studies at the University of Zambia. The finding represented a very strong and positive attitude towards the existence of Extension Studies at the University of Zambia. The finding contradicted the view of the University of Zambia to abolish Extra-Mural Studies, between 1971 and 1972 (Alexander, 1975). There was no reason why Extension Studies should be abolished, while many youths were trying to improve their careers. Extension Studies enable people to acquire or upgrade their qualifications and skills. This is in line with the technical-functional theory, which requires employees upgrade their knowledge and skills.

On the other hand, the finding collaborated with Tembo's (1984) support for the existence of extension studies, arguing that it served those who could not access formal tertiary institutions due to scarcity of places. In fact, it is for this reason that the Ministry of Agriculture and Fisheries in Zambia offers extension services to farmers for free. This approach is supported by Richardson (2000), who states that university extension education should be affordable to people of different socio-economic backgrounds. It is in line with such thinking or view that Shannon and Schoenfeld (1965) and Beder (1981)

do not promote self-support funding model of extension education, as it disadvantages genuine beneficiaries. Partially, it is from this background that Extension Studies at the University of Zambia, charges the lowest tuition fees out of the four modes of delivery at undergraduate level. At the time of this study, tuition fees in Extension Studies offered the lowest fees per year, irrespective of the programme. Figure 5.1 shows tuition fees per programme and mode of study:

**Table 5.1: Tuition Fees per Programme at the University of Zambia in 2016**

<b>Programme</b>	<b>Tuition Fees per year</b>
Full-Time Art-Based	K19, 390.00 per year
Full-Time Science Based	K23, 950.00 per year
Parallel	K19, 390.00 per year
Distance	K11, 424.00 per year
Extension Studies	K4.500.00 per year

[http://www.unza.zm/files/students/Fees/UG/2015/draft\\_2015\\_tuition\\_fees.pdf](http://www.unza.zm/files/students/Fees/UG/2015/draft_2015_tuition_fees.pdf), retrieved on 24.02.2016.

Table 5.1 above shows that Extension Studies programme at the University of Zambia had the lowest fees in 2016.

The study revealed that tuition fees charged in Extension Studies were lower than in other programmes at the University of Zambia. One of the reasons for keeping the cost of Extension Studies low at the University of Zambia is that this form of education is treated as a community service. The issue of Extension Studies being regarded as a community

service arose from the financial and material contribution the Zambian people made to the establishment of the University. The reduced cost has potential to encourage participants to advance in their studies. Unmistakably, it can be stated that people enrol in Extension Studies with a view to furthering their qualifications. Through Extension Studies, people are enabled to learn, and participate in the economic development of Zambia. The finding is supported by Richardson and Moore (2002), who state that extension education is the most affordable form of education in terms of tuition costs. Extension Studies is supposed to cater for economically disadvantaged people, who might not afford high or any tuition fees. Real extension studies are offered for free to benefit the poor.

The respondents who did not support the abolition of Extension Studies at the University of Zambia gave various reasons. CS 1 stated that: *Extension Studies gives good opportunity to many people who missed full time learning due to many factors.* This comment was in line with Lockwood Commission's (1963) view when it recommended for the establishment of Extra-Mural Studies at the University of Zambia. The Commission encouraged that the University of Zambia should provide a second chance to the Zambians who had missed an educational opportunity due the late introduction of education, which found some people grown up and beyond formal school age. Extension Studies enables people who want to update themselves with current development in knowledge, technology or profession. This is supported by the technical-functional theory, which emphasises that people should acquire knowledge in order to contribute to development.

It has been argued that the provision of Extension Studies provided a second opportunity to people who had either stopped school or had not gone to school. Reddy (1976) argues that people who had gone to school a long time ago do not need to do a formal university programme in order to acquire new knowledge or technology. They can access the new knowledge or technology through extension education within their localities. CS 19 reasoned that: *People in employment will be disadvantaged as fees at full time studies are very high.* The statement could be interpreted to imply that people in employment earn money to pay for fees but if the programme was abolished, they would leave employment and embark on full time studies for which they would fail to pay tuition fees. The situation would also affect production as more people would withdraw labour to pursue studies. It would also affect the achievement of the Seventh National Development Plan (7NDP), which emphasises “... increased enrolment in tertiary institutions, increasing formal and informal education quality” (Ministry of National Development Planning, 2017:32).

Some respondents who supported the abolition of Extension Studies said that it lacked qualified lecturers and library services. This is true because the University of Zambia Provincial Centres do not have libraries. In fact, even Local Government Provincial Libraries are either non-existent or they are poorly stocked and are devoid of academic literature. However, lack of a physical library service cannot be a valid reason for abolishing the programme, as most students depended on internet to access up-to-date information. The assertion that lecturers were not qualified contradicts the findings, which show that majority 30 (69.8%) Part-Time Tutors had a minimum of first degree, while 6 (14%) respondents had diploma qualification. The University of Zambia offers certificate

and diploma programmes through Extension Studies. According to the University of Zambia, the minimum qualification for teaching at diploma and certificate is first degree and diploma, respectively. Therefore, part-time tutors with degree qualifications facilitate programmes at both certificate and degree levels, while those with diploma qualifications are restricted to certificate programmes. The suitability of qualification of part-time tutors or lecturers was another issue that the study investigated. The qualifications of part-time tutors or lecturers are an integral part of quality control, which contributes to the status of a programme. Both respondents confirmed that the qualifications of part-time tutors were appropriate but they needed orientation.

The other respondent compared the qualifications of part-time tutors or lecturers at the University Zambia with those of lecturers in colleges, and concluded that the qualifications were the same. SM 2 further argued that: Qualification of tutors in Extension Studies is appropriate because it is similar to the qualification used by lecturers in colleges. This argument is in line with Cameron (1981:76), who states that:

Instructional activities therefore [sic] require highly skilled educators who can motivate individuals to learn, facilitate learning of both information and skills through well-designed instructional materials and activities, and convince the learners that the new behavior [sic] will be exhibited in appropriate situations.

However, the minority finding is supported by Nduna (2010), whose study revealed that there was lack of qualified part-time tutors in Extension Studies at the University of Zambia.

### **5.4.3 Recommending Extension Studies to Friends or Relatives**

When 43 part-time tutors and 431 students were asked whether or not they would recommend Extension Studies to friends and relatives, 455 (96.0%) respondents indicated that they would recommend Extension Studies to a friend or relative. Some respondents reasoned that Extension Studies had flexible payment and convenient time to working people. The flexibility and convenience of Extension Studies at University Zambia had attracted some unlikely participants such as females especially married women. The study revealed that 16,950 (27.7%) females participated in Extension Studies from 1966 to 2014 (Table 4.7). The finding is supported by Reddy (1976), who states that extension education is flexible in the learning time, thereby enabling people engaged in different activities to participate in learning.

The study also used marital status to investigate the current status of Extension Studies. The worth of a programme is partially determined by the type of people who participate in it. This aspect was investigated to establish whether or not Extension Studies at the University of Zambia was convenient to both married and unmarried student-respondents. Marital status in Zambia has immense influence on married women. Their participation in educational activities is hampered by their active involvement in household chores. The finding of this study is that a slight majority of respondents 217 (50.3%) were either married, widowed or divorced, while 214 (49.7%) student-respondents were single (see Table 4.3). The finding is in line with Jalihal and Veerrabhadariah (2007) who viewed extension studies as being all encompassing and all inclusive in that it is about all kinds of educational efforts involving both the young and

adults. The finding shows that Extension Studies was convenient to people with family responsibilities. Usually, people with family responsibilities, especially females, tend to shy away from activities such as education that would require them to stay away from family responsibilities for a prolonged period of time. The study revealed that a large number 414 (96%) of respondents indicated that Extension Studies were convenient. Going by this finding, one may argue that Extension Studies should be enhanced and supported by the University of Zambia as it was enabling married people to access university education. Indeed, Extension Studies has a flexible schedule in terms of learning time schedules.

It is quite clear from the responses that the respondents had positive attitude towards Extension Studies, and regarded it as a way of acquiring necessary skills required by employers. This opinion is in line with Hakala (2008), who postulates that the biggest benefit enjoyed by participants of extension education is upgrading their qualifications and work skill, leading to improved performance on the job. Therefore, upgrading of qualification and relevant skills might signify to the employer that the employee cares about his or her job in that they are putting in effort to add value to the company through improved skills. This idea is within a broad theoretical framework of the technical-functional theory, which emphasises the need for the individuals to increase their knowledge and skills in order to compete favourably on the job market. Individuals have realised that the surest way of convincing employers to offer employees good rewards if they acquire relevant credentials (Bills, 2004). It is true that before employers observe the skill and performance of a potential employee, they would consider qualification. This

means that employees who perform well may not be promoted if they do not possess required qualification.

It is worth stating that despite the overwhelming support for recommending Extension Studies to a friend or relative, 5 (1.3%) of student-respondents denied that they would recommend Extension Studies to a friend or relative. Such respondents might have observed something wrong with the programme. Though the number is insignificant, it calls for a comment as it is likely to consist of whistle blowers who might be bringing to the fore a genuine problem affecting Extension Studies at the University of Zambia. For example, their reason for not recommending Extension Studies to a friend or relative was that part-time tutors were not putting in their best in teaching. This could be a candid observation because students are the ones who observe performance by some tutors. In fact, there have been cases where students have complained about such poor performance. In this case, part-time tutors should be monitored so that non-performers are either encouraged to work hard or weeded out.

The respondents were further required to make general comments on Extension Studies. Some Resident Lecturers saw potential in Extension Studies. Resident Lecturers indicated that Extension Studies helped to people to acquire university education. Consequently, RL 7 commented that: *it is very useful and helpful to those who cannot study on full-time basis due to different reasons*. Extension Studies-related modes of study such as distance learning parallel have contributed to human resource development at the University of Zambia. Extension Studies mode is appropriate to people who are busy with other chores.



However, though Extension Studies were good and helpful, they were hampered by internal and external challenges. RL 8 lamented that Extension Studies at the University of Zambia encountered some logistical challenges such as infrastructure, insufficient funding for running programmes, bureaucracy, shortage of staff, and lack of planning meetings. On infrastructure, RL 8 could have based his opinion on the prevailing situation, where the University of Zambia was renting rooms at primary schools to hold lectures for Extension Studies students. It should be stated that primary school infrastructure in Zambia is not suitable for adult learners in that the desks are very small, while the classrooms are not conducive to adult learning. Competition from other learning institutions is real especially that the University of Zambia was not as aggressive in marketing Extension Studies programmes as other institutions.

The bureaucratic tendencies RL 8 could have referred to the long and tedious procedure of approving academic programmes. The bureaucratic tendencies are good for quality control purposes. It should be emphasised that adequate staffing and collaborative planning are necessary for the effective and efficient implementation of programmes. However, it is surprising that the Resident Lecturer cited lack of qualified tutors as one of the challenges because Resident Lecturers were the ones who identified and recommended part-time tutors for appointment. Arising from the above, it can be argued that there should be investment in infrastructure and other support services. As pointed out in Chapter Four, RL 9 decried that although programmes in Extension Studies were good, they were frustrated by UNZA management. The frustration could have been due to the limiting of Extension Studies to offering certificates and diplomas. The failure by the University of Zambia to offer degree programmes through Extension Studies is

contrary to the recommendation by Lockwood Commission, which proposed the offering of programmes at all levels. It is clear that though Extension Studies was good, it was being frustrated by UNZA, leading to declining number of students.

The study investigated the use of Extension Studies qualifications to enrol in degree programmes at the University of Zambia. Both respondents admitted, in principle, that Extension Studies qualification could be used to enter degree programmes at the University of Zambia. Both SM 1 and SM 2 supported the view that Extension Studies was a good mode of learning. According to SM 1, diploma holders from Extension Studies were supposed to enrol for degree programmes on the basis of such diplomas, and urged to link Extension Studies to main stream programmes. SM 2 argued that the negative perception about the quality of Extension Studies was not correct because the programmes were approved by the Senate of the University of Zambia. It is clear that the senior managers were of the view that Extension Studies qualifications could be used to enrol on degree programmes. The practice of enrolling students on the basis of diplomas was used in the Department of Adult Education and Extension Studies and the Department of Educational Psychology, Sociology and Special Education. In both Departments, students who had done Diploma in Adult Education or Special Education with the University of Zambia or any recognised institutions were allowed to enrol in the Adult Education Degree at third year.

Related to entry was the issue of employment at the University of Zambia. On the use of Extension Studies qualifications to gain employment at the University of Zambia, the respondents were asked, in separate interviews, whether or not the University of Zambia

would employ someone with Extension Studies qualifications. Both informants agreed that the University of Zambia would employ holders of Extension Studies qualifications. In fact, SM 1 affirmed that: *Yes, graduates from Extension Studies can be employed or promoted by the University of Zambia.* The other respondent confirmed that the University of Zambia was in the processes of upgrading one member of staff with Extension Studies in one school to a higher position. The SM 2 explained that: *We (University of Zambia management) are in the process of promoting a member of staff in the School of Humanities and Social Sciences* (Interview: November, 2016). This is testimony that the University of Zambia has changed its attitude towards Extension Studies qualifications.

Following the controversy on the recognition of Extension Studies qualification by government, the respondents were asked to state the current status of Extension Studies. Both respondents (senior managers) agreed that the qualification of the Extension Studies at the University of Zambia were recognised by government. SM 2 explained that: *Of late, government has been recognising extension studies qualifications.* In a similar vein, the other respondent explained that the situation had changed for the better, unlike in 2008 when government questioned the validity of Extension Studies following a self-inflicted negative publicity that emanated from the University of Zambia management. SM 2 was referring to the letter from the University of Zambia management to Office of the President stating that Extension Studies was a non-credit programme, implying that the qualification was not genuine. In the University of Zambia context, a non-credit qualification is one, which is not approved by Senate. However, the qualification is suitable for employment. Non-credit qualifications are in the group of short courses organised at department or school levels.

The study also investigated if Extension Studies qualification was recognised by private employers being one of the consumers of University of Zambia graduates. The respondents confirmed that private employers recognised Extension Studies qualification. SM 1 confirmed that: *Yes, employers in the private sector have had no problem with Extension Studies qualification.* SM 2 explained that: *We usually receive enquiries from private organisations requiring us to confirm the authenticity of the Extension Studies certificates.* (Interview: November, 2016). In this case, management sent such enquiries to responsible departments or schools for verification because such documents are not kept at academic affairs office. The practice at the University of Zambia is that holders of diplomas from recognised institutions are awarded exemptions from relevant courses. The exemptions are awarded in form of course (s) or academic years. For example, applicants with diploma from affiliate colleges are exempted from sociology of education and psychology of education, while those with a diploma in adult education or special education are admitted at third year level as long as they enrolled in a relevant programme of their diploma qualification.

The two senior managers also had no problem with awarding exemptions to holders of Extension Studies qualification, arguing that it was the practice of the University of Zambia to offer exemptions to students with diplomas from recognised institutions. SM 2 explained that: *Similarly, diploma holders from Extension Studies should be awarded exemptions in relevant courses and programmes* (Interview: November, 2016). The other senior manager also argued that the University of Zambia should award exemptions to Extension Studies students because it awards exemptions from recognised institutions such

as Natural Resources Development College (NRDC), Northern Technical College (NORTEC), Evelyn Hone College and other affiliate colleges.

The study endeavoured to find out if Extension Studies had achieved the objectives for which it was established. This question was first posed to the two senior managers. In response, SM 1 replied that Extension Studies was beneficial to the community and achieved its objectives because it enabled people to upgrade their qualifications through night school or evening classes. The response by SM 1 collaborates with the finding that Extension Studies at the University of Zambia has been beneficial to a good number of Zambians and achieved objectives for which it was established in that it has contributed to human development in Zambia having produced approximately 61, 251 qualified personnel (Table 4.7).

In a separate interview, SM 2 admitted that Extension Studies had achieved some of its objectives but indicated that there was room to do more. The failure to achieve objectives was one of the reasons advanced for the abolition of Extension Studies at the University of Zambia. According to SM 2, Extension Studies achieved its objectives in that it provided opportunities to 61,251 youths and adults to access university education. This finding demonstrates that Extension Studies reduced gap of deficit of places in higher education institutions in Zambia.

Further, the study targeted two senior managers to investigate the role of Extension Studies in the community. In a face-to-face interview, SM 1 explained that: *The role of Extension Studies is to provide a link between the University of Zambia and Community*

*and to provide university education to community* (Interview: February, 2016). SM 2 said: *the role of Extension Studies is to provide a link between UNZA and community, attract students, and enable members of community acquire education for employment* (Interview: November, 2016). The University of Zambia has been linking with and taking education to community through provincial centres. The network of Resident Lecturers acts as link between the University and community by participating in the economic and social development within their respective communities.

The reader should be informed that the figures in the following sections could not be converted to percentages because respondents were allowed to give more than one response. There were many (178) responses in support of the idea to upgrade Extension Studies to degree level in order to enable many people study and obtain degrees. CS 121 stated: *to enable any one to study even those who cannot afford to go to main campus*, while CS 127 said: *because students of extension studies need to upgrade to degree level*. It can be inferred that the dream of most students in extension studies is to obtain a degree. For some student-respondents, obtaining a degree was a necessity. Some respondents supported the upgrading of Extension because they found it difficult to go for fulltime studies while working. FS 29 explained that: *It is difficult to pursue degree when you are working*, while another said ... *some people are working for companies that do not have provision for leave to allow them to go and further their education*.

There were 85 responses, which indicated the view that Extension Studies was convenient in many respects. One of the aspects was that many employed students, who could not afford to go to main campus were able to learn. As a matter of fact, introducing degree

programmes through Extension Studies would also reduce travel and up-keep costs. In a similar vein, some respondents viewed Extension Studies, as a stepping stone to higher education. People use Extension Studies, as a good entry point to degree programmes at the University of Zambia and other universities. In fact, some former Extension Studies graduates had used the qualification to enter higher institutions of learning.

However, there were 13 responses, which objected to the upgrading of Extension Studies from diploma to degree level. Some respondents did not support the upgrading of Extension Studies at the University of Zambia on account of lack of teaching materials, lack of library and bad learning environment. For example, FS 35 stated: *teaching, and learning materials are not of high standard, another cited unavailability of library services*, while FS 37 said: *learning environment was not good*. It should be emphasised the students who objected had a point in that teaching and learning materials, library and conducive environment were cardinal to successful teaching and learning.

Arising from the findings of this study, it can be stated that the respondents had positive attitude towards Extension Studies at the University of Zambia. The study revealed that Extension Studies was very strong in content, teaching, punctuality and feedback and that it responded to the needs of learners. The respondents indicated that they would recommend Extension Studies to other people, and strongly opposed its abolition at the University of Zambia. The high rating of Extension Studies was good for its continued existence and growth. The findings show that the respondents held Extension Studies in high esteem, thereby according it a high status. However, the programme is very weak in reading materials and library services, which are supposed to support content and teaching.

The findings imply that students could have relied on information from part-time tutors, internet or other sources. Unfortunately, the tutors also had no access to reading materials and library services, implying that the information they shared with learners was limited.

The next objective looks at the prospects of a framework that would sustain Extension Studies at the University of Zambia.

#### **5.5 Objective Four: To Propose Prospects of Extension Studies at The University of Zambia.**

The fourth objective sought to establish the prospects for Extension Studies at the University of Zambia. The exploration and upgrading of Extension Studies programmes to degree levels at the University of Zambia would be done before proposing the prospects of Extension Studies.

It should be stated again that although Extension Studies has been offered as a mode of study at the University of Zambia for approximately 50 years, from 1966 to 2014, it has not been accepted as one of the viable and important functions of the University of Zambia. The University of Zambia has not actualised the vision of the Lockwood Commission, which recommended that:

The University should throw open its degrees and other awards to private students working externally and should set up correspondence courses and advisory extra-mural and extension services to assist such students. This concession should not be restricted to Northern Rhodesia (Lockwood Commission, 1963:15)

However, some universities in Africa have established Extension Studies that offer degree programmes. In some African countries such as Ghana, Uganda and Nigeria, universities started offering degree programmes in extension education as early as the late



1960s. For example, the University of Ghana is reported to have been offering formal education diploma, undergraduate and post graduate degree programmes through extra-mural studies (University of Concordia, 2016). A similar situation is reported in Nigeria, where the University College of Ibadan, University of Nigeria-Nsukka, University of Lagos and University of Ahmadu Bello have been offering degree programmes (Doyle, 1968). This would mean that the University of Zambia has not been proactive in introducing degrees at both undergraduate and postgraduate through Extension Studies.

#### **5.5.1 Expansion of Extension Studies at the University of Zambia**

The study revealed that University of Zambia Extension Studies needed to be expanded and broadened in terms of programmes. The University of Zambia has two tasks to accomplish to broaden the scope of Extension Studies. The first one is to link the diploma programmes to full time, parallel and distance degree programmes so that those who obtain diplomas through Extension Studies can proceed to degree at second or third year level. In this way, UNZA would offer degrees to many people. The implication is that the University of Zambia could rescue people from unreliable institutions that have filled the gap left by public universities. The second task is to upgrade diploma programmes to degree programmes so that participants could continue to learn within their communities, while they continue to be involved in productive work.

It should be remembered that this study found that the majority of student-respondents would like to upgrade diplomas to degree programmes through Extension Studies. It was also the view of the part-time tutors that the University of Zambia should promote Extension Studies side by side with those on full-time and distance education

programmes. According PTT 32, applicants with diploma qualifications obtained through Extension Studies should be given exemptions by entering degree programmes at second or third year, as a way of motivating and encouraging to study through Extension Studies. It would also be a practical way of recognising Extension Studies qualifications. This approach would be financially beneficial to students in that they would pay less and spend less time to complete a degree.

Some students who obtained diploma qualifications through Extension Studies refused to study with other institutions in the hope that the University of Zambia would introduce degree programmes. It was a shared view of the respondents through interviews that the introduction of degree programmes would lead to the growth of Extension Studies and that the growth of the programme would lead to a corresponding increased resource generation for the University. One interviewee pointed out that the University depended mostly on the Institute of Distance Education for generating income. The other units that had potential to generate income were Directorate of Research and Graduate Studies (DRGS) and Extension Studies in that these units deal with students who are self-sponsored.

### **5.5.2 Potential of Extension Studies to Generate its Own Income**

The study revealed that Extension Studies had the potential of generating its own income. The advantage of the University generating its own income is that it would drastically reduce dependence on Government for funding. This can be achieved, in part, by introducing popular programmes such as diplomas in primary and secondary teacher education, and degree programmes. Some study programmes in Extension Studies are

more popular than others. The popularity of a study programme in Extension Studies is determined by its ability to enable participants find jobs. For example, at the time of this study, the most popular programmes were Business Administration, Social Work, Human Resources Management, Purchasing Supply Management, Sales and Marketing Management and Law. These programmes were considered to be marketable in that holders of qualifications in such programmes were able to find employment. However, popularity should include levels of programmes. Extension Studies should consider introducing degree programmes at both undergraduate and postgraduate levels. The current trend is that certificate and diploma programmes have lost market value.

The introduction of demand-driven programmes would lead to increased enrolment and generation of revenue. In fact, Resident Lecturers observed that Extension Studies had potential to be a money spinner for the University of Zambia if it was well organised in terms of staffing, transport, infrastructure and teaching materials. They observed that Extension Studies were very important, but faced a number of challenges such as infrastructure, qualified tutors, and competition from other learning institutions, which are well organised and well resourced. Other challenges were insufficient funds to run the programmes effectively, bureaucratic tendencies, limited staffing, and lack of collaborative planning meetings; leading to a top down approach. Lack of collaborative planning meetings implies that Resident Lecturers had less input in the planning and evaluation of Extension Studies. It would be a good idea for management to get views from Resident Lecturers on how to enhance the effectiveness of the programme.

Extension Studies is a good programme, which was being frustrated by the way the University of Zambia organised it. For this reason, there is need for the University of Zambia to revisit and revise the number of Resident Lecturers per province as the current number of one Resident Lecturer was too insufficient to adequately sell the programme. According to one interviewee, management had agreed that one Resident Lecturer per province was not sufficient, and that it was very willing to act on recommendation from the School of Education on staffing levels in order to provide quality service to the community in the current competitive environment. However, the interviewee stated that the decision would depend on the ability of Extension Studies to generate sufficient income to support the employment of more staff.

Related to the upgrading of diploma to degree programmes, was the issue of infrastructure. During the period of this study, it was observed that Extension Studies lacked adequate and conducive infrastructure with the exception of Chipata, Kitwe, Lusaka and Livingstone offices, where the Resident Lecturers had offices in University buildings. Kitwe had its own classrooms, while Lusaka used Ridgeway and Great East Road Campuses for lessons and examinations. Unfortunately, Central, Luapula, Muchinga, Northern, North Western and Western Provinces used rented offices and classrooms. In the majority of, if not all, cases, centres used ill equipped primary schools as teaching centres. It should be noted that classrooms facilities in primary schools are not fit for adults. Resident Lecturers suggested the investment in infrastructural development such as offices, libraries and lecture rooms. This view was also echoed by students and part-time tutors.

Further, part-time tutors suggested that the University of Zambia should build permanent structures to ensure its visibility in the communities they operate. The lack of infrastructure has greatly affected the visibility of Extension Studies and the University of Zambia in communities. It has also affected the existence of specialised rooms such as science laboratories, libraries and computer laboratories. Some student-respondents suggested that the University should construct its own learning centres instead of relying on rented buildings, which did not portray a good picture of the University of Zambia in that some classrooms and furniture are meant for the pupils while others are in dilapidated condition.

In addition, the student-respondents noted that learning centres should be near residential areas, and urged the University to provide hostels for students coming from distant places. Student-respondents also suggested that the University of Zambia should permit Extension Studies students to use library services at the institution, and provide other ways of accessing e-reading materials. This view was even raised in a vote of thanks at the 2012 Extension Studies graduation ceremony. The concern was raised on account of the fact that the University of Zambia Library members of staff were denying Extension Studies programme students access to the library. One of the reasons given was that Extension Studies students had no official library cards at the time. In fact, CS 44 lamented that: *there are no proper facilities such as books, computers and libraries*. Therefore, the way forward is for the University of Zambia to build its own infrastructure. This would enable the University to attract quality part-time tutors and students. It would also enable the University of Zambia to have prominence in the communities it serves as opposed to renting rooms at primary schools.

The University should come up with a deliberate policy to keep money generated through Extension Studies at the provincial centres so that such money is channelled to building infrastructure. The same strategy was used to purchase 10 vehicles for Extension Studies unit. In fact, the building of infrastructure had the blessing and support of senior management. In an interview, SM 1 explained: *I would support the development of infrastructure. In fact, we [management] have tasked School of Engineering to design a complex to be built in each provincial centre.* Like student-respondents, part-time tutor-respondents called for the introduction of libraries in centres, and preparation of modules and acquisition of reference books for part-time tutors part-time lecturers and students. It was the view of part-time tutor respondents that Extension Studies students from rural districts should be allowed to borrow books from the University Library, and suggested that the University should provide computers to centres. This was intended to provide adequate reference materials for the teaching staff and students, and use modern technology in teaching and learning.

The current management structure does not favour the growth of Extension Studies because it is restrictive. The nature of extension is such that it should be flexible in the way it is managed. For example, extension programmes are demand-driven in that beneficiaries demand what they would like to learn. In the current management, extension cannot thrive in that it is controlled by a rigid system of coming up with programmes. The Resident Lecturer-respondents proposed to the University of Zambia to start offering degree programmes in a manner similar to which the parallel programme is organised at the University of Zambia main campus. Another observation by Management was that applicants, with Extension Studies diplomas, who intended to enrol

for degree programmes at the University of Zambia should be assimilated into the main stream programmes. Additionally, diploma holders from Extension Studies should be awarded exemptions in relevant courses and programmes. Consideration should also be given to exempt diploma holders when they apply to read for a degree programme at the University of Zambia. For Extension Studies to be relevant and popular, it must be given the leeway to run programmes that are demand driven, such as Diplomas in Primary and Secondary teaching. If the rigid system does not approve such programmes, then, they cannot be offered.

The current programmes are too academic and limited in scope to serve the diverse interests of extension studies clientele. Therefore, there is need to establish an Institute of Extension Education, which would be directly responsible to University of Zambia management. The establishment of an institute would provide an avenue for arriving at quick decisions. CS 50 states that; *It would be better to transform Extension Studies into a directorate or institute so that it is flexible in running diplomas and higher qualifications.* The vision of establishing an institute is not a far-fetched idea as it has been on the mind of management. In fact, one senior manager said that Extension Studies needed to be elevated to a higher unit and detached from the School of Education. The study targeted students, part-time tutors, Resident Lecturers and senior managers.

This study revealed that there was need to come up with a framework. In a face-to-face interview, one senior manager said that there was a plan to integrate Extension Studies with the Institute of Distance Education. This approach is similar to what is proposed in this study. However, the principle is the same, which is to give autonomy to Extension

Studies. The approach proposed above points to reviving the old arrangement, where Correspondence Studies and Extra-Mural Studies were under the Centre for Continuing Education (CCE). Although the idea sounds progressive, it needs thorough investigation into why the CCE was disbanded. The arrangement has the potential to eliminate Extension Studies.

It was up to the Department of Adult Education and Extension Studies, through the School of Education, to trigger the idea. Currently, the Adult Education and Extension Studies are just ‘squatting’ in the School of Education in that the School of Education’s core business is to prepare teachers. On the contrary, Adult education and Extension Studies are supposed to prepare leaders and transform society. The two fields of education act as change agents by equipping members of society with knowledge, skills and values. The affixing of education or studies to the titles has not helped to provide proper focus adult education, extension education or extension studies. There is need to review the course titles so that they reflect the desired activities. Student-respondents also called for improvement in communication between the University of Zambia and Extension Studies students so that the latter should always keep in touch of any developments. For example, feedback was unduly delayed due to late release of results. The communication should be extended to statutory bodies to facilitate the recognition of professional qualifications offered by the University of Zambia through Extension Studies.



### 5.5.3 Upgrading Diploma Programmes in Extension Studies to Degree Levels

The study also investigated the view of learners on the upgrading diploma programmes to degree level. The study targeted 431 students. The finding of this study was that diploma programmes should be upgraded to degree level. The study revealed that majority 410 (95.1%) student-respondents indicated that diploma programmes should be upgraded to degree level. CS 15 thought outside the box by proposing the introduction of degree programmes and stated that: *would wish Extension Studies at the University Zambia to be extended to degree level*. There was agreement between Resident Lecturers and students on upgrading diploma programmes to degree programmes that are demand-driven. In this context, RL 9 suggested to: *start offering degree programmes like parallel programme in Lusaka so that students are given exemptions when they apply for a degree at the University of Zambia*, while RL 10 made proposed to: *allow Extension Studies to run programmes that are demand driven such as diploma in secondary school teaching because some programmes do not attract any students*. In order to improve Extension Studies, RL 6 proposed to increase staffing levels in Provinces, while another was of the idea to employ staff on pensionable basis.

The finding above was in line with Lockwood Commission (1963), which recommended for the introduction of degree at the University of Zambia. The vision by Lockwood Commission would only be achieved if Extension Studies was allowed to run its own affairs through the Institute of Extension Education. The proposed Institute of Extension Education should offer demand-driven programmes ranging from certificate, diploma, undergraduate and postgraduate. In this way, the Institute would be more relevant to the community. The finding was supported by Olubunmi (2016), who saw the need to

expand the number and level of courses offered through extension education at the University of Idaho in the United States of America.

#### **5.5.4 Ways of increasing number of Students**

The study revealed that there was need to employ and motivate qualified and experienced academic staff. In fact, 43 student-respondents implored the University to employ qualified part-time tutors, who should take their work seriously in order to meet the needs of students. CS 91 suggested to: *recruit more lecturers and motivate them in order to put in their best*. The need to introduce degree programmes would require the recruitment of academic and non-academic. The staff should be employed on contract or permanent basis in order to have control over them. The University should retain experienced teaching staff. In line with this view, CS 105 proposed to: *retain experienced and qualified tutors while another went further and suggested to: employ full-time tutors*. The retention of teaching staff can be ensured through good remuneration of staff. This is necessary in the competitive environment where staff have alternative institutions, which might pay well.

The study revealed that in order to attract many students, entry qualification should be reduced to 3 “O” levels. In order to increase the number of participants, some respondents suggested that the programme should attract more students by accepting applicants with three ‘O’ levels as opposed to five ‘O’ levels. According to CS 77, *the programme should incorporate even those without 5 “O” levels say three or less*. This suggestion would be counter to raising the profile of Extension Studies as being on the same footing with other programmes. The old stigma that Extension Studies is for

failures or less gifted individuals would be perpetuated. In addition, the policy would be counter to both Higher Education Authority and Zambia Qualifications Authority regulations. The increase in the number of students would be achieved through sensitisation of the masses coupled with offering community demand-driven programmes. There is a need to sensitise people in all the districts. It was the view of some respondents that Extension Studies should be marketed alongside full-time programmes. Therefore, CS 96 stated that Extension Studies should be advertised together with full-time programmes and that holders of Extension Studies qualifications should be given preference when selecting students for full-time programmes. At the time of this study, Extension Studies programmes did not receive adequate publicity.

According to some respondents, another way of improving Extension studies was to decentralise learning and examination centres. The respondents were of the view that examination centres be decentralised to districts to cut out the cost of transport and accommodation. To this effect, CS 66 suggested to: *bring them [centres] near door steps of people while another said courses should be distributed to the centres fairly*. This issue arose because most centres were located some kilometres away from the central business districts. In addition to employing qualified staff, the University of Zambia should build its own appropriate buildings. Some (41) responses stated that another way of improving Extension Studies was by offering relevant programmes. CS 99 suggested that; *The University of Zambia should link extension studies to regular degree programmes to send a good message to the public about the programme*.

Respondents suggested the provision of teaching materials, library services, communication, employment of and retention of experienced part-time tutors, adequate payment of part-time tutors, and improved learning environment as ways of improving Extension Studies. Finally, SM 1 and SM 2 shared the view that Extension Studies be transformed into a directorate. SM 2 explained that Extension Studies was cost effective, generated, thereby adding value to the University of Zambia and community (Interview: November, 2016).

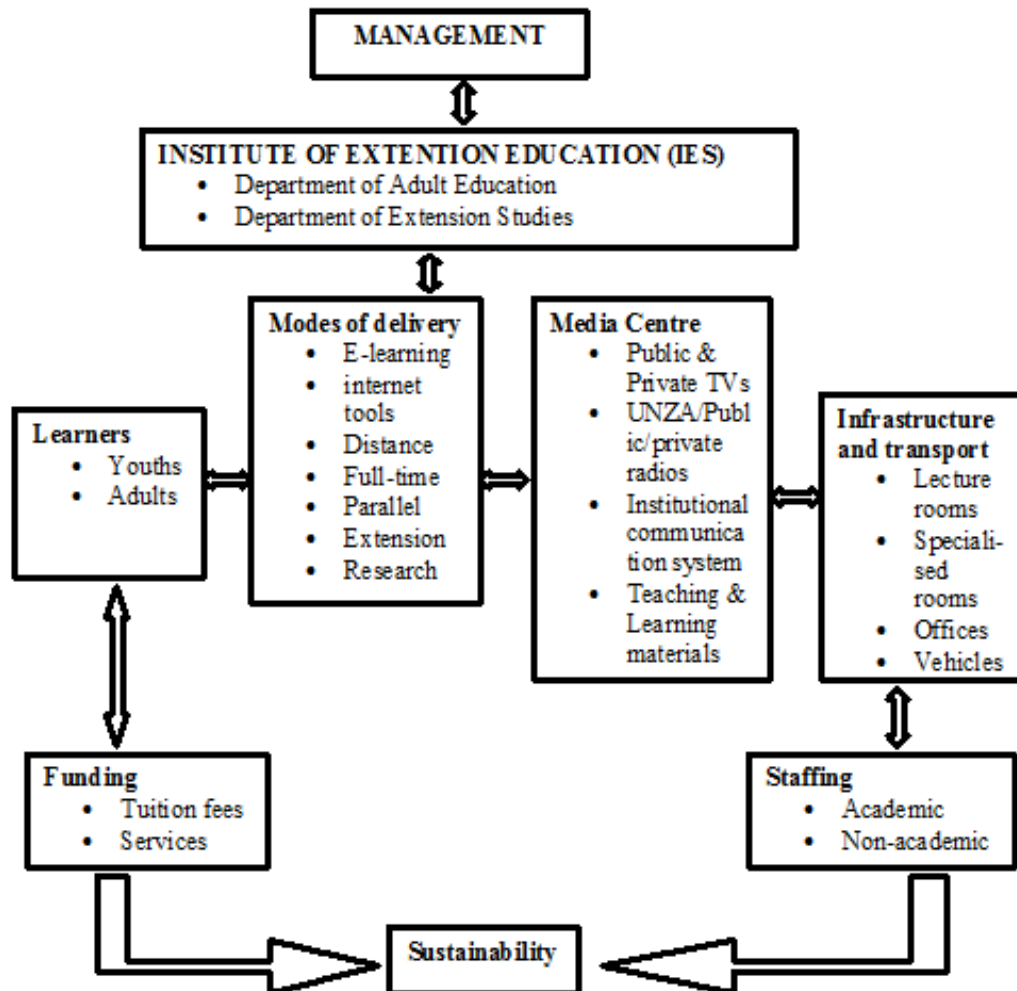
#### **5.5.5 Framework of Prospects for Extension Studies at the University of Zambia**

The study revealed that Extension Studies was supposed to be transformed into an institute or directorate. In fact, *SM 2 suggested that Extension Studies should be transformed into a directorate to enable it to operate at higher academic level* (Interview: November, 2016). SM 1 also called for the elevation of Extension Studies to a higher unit and de-link it from the School of Education (Interview: February, 2016). The statements by SM 1 and SM 2 show goodwill on the part of management.

The study revealed that Extension Studies needed a framework. The model would help to link Extension Studies to other education programmes at the University of Zambia. At the time this study, nineteen out of 20 programmes in Extension Studies were not linked to other programmes in the School of Education. This situation is a clear indication that programmes in Extension Studies do not fit in the School of Education. However, it should be stated that Extension Studies are about producing human resources in different fields and facilitating community development. This is different from the School of

Education, whose focus is to prepare teachers. This difference has led to the misunderstanding of Extension Studies by staff in the School of Education. Consequently, the situation had hindered the growth of Extension Studies because it was not supported by members outside the Department of Adult Education and Studies.

The respondents were asked to suggest the prospects for Extension Studies *vis-a-vis* ways of improving Extension Studies. Respondents were requested to suggest ways of how that could be realised. The respondents were allowed to make multiple suggestions, which could not be represented in percentages. In order for Extension Studies to run smoothly, there is a need to come up with a new model that would be supported by some factors. The model can be called The Institute of Extension Education. The model suggests that Extension Education should function as an institution to be called: Institute of Extension Education. The term Extension Education is more widely used than Extension Studies. Similarly, Mbozi (2016) argues that adult education should have a vision and mission to make it sustainable. Mbozi opines that a sustainable vision helps to bring people together, and clarifies that it should be clear to every member of the organisation. The vision Mbozi proposes is similar to the institute, which this study proposes. On the basis of suggestions and recommendations by the respondents, a model was proposed. The proposed model includes factors that might lead to the sustainability of the Institute. The factors are funding, learners, programmes, modes of delivery, broadcasting centre, infrastructure and staffing. The factors are so interrelated and interdependent that their contribution has a direct effect on one another. The following is the proposed model of a sustainable Extension Education at the University of Zambia:



**Figure 5.1: Proposed Framework for the Institute of Extension Education**

#### **5.5.6 Explanation of factors in the framework**

The following section contains brief explanations of the factors, which would contribute to the sustainability of the proposed Institute of Extension Education. The Institute of Extension Education has been preferred because the term caters for Adult Education as well. Jaliha and Veerabhadraiah (2007) state that extension is part of adult education and

different from it. In fact, extension education is broader than adult education in terms of target groups and methods.

#### **(a) Funding of Extension Studies**

Funding would play an important role in ensuring the sustainability of the Institute of Extension Education. It would act as fuel in the management of the Institute. The main source of funding in the Institute would be collected from learners through tuition fees. The funds should be kept in the Institute's account to avoid the money being spent on other activities. Extension Studies have the capacity to generate income, and sustain its operations. This study revealed that Extension Studies generated K9, 461, 100.00 in 2014 (see Appendix XIV). It should be pointed out that if Extension Studies were supported, they would enrol more students and generated more funds than it did in 2014.

#### **(b) Learners**

Funding is closely related to learners who are the main source of revenue through tuition fees. The target population of the institute are youths and adults. Youths form a large part of the population in Zambia (CSO, 2010). Meki's (2001) study revealed that a total of 97.2 % youths participated in Extension Studies. Meki's (2002) study also revealed that at total of 92.1%\* youths participated in Extension Studies in Northern Province. Meki's findings are in line with the finding of the current study, which revealed that majority 314 (72.8%) of student-respondents were youths (see Table 4.2). In order to attract quality learners, it is important to offer demand-driven programmes, which would serve as pull factor to multiplicity of learners. Although it is important to attract both adults and

youths, every effort should be made attract adults because they have sources of income. The learners would provide the much needed funding through fees.

\* Figure originally presented in percentage only.

### **(c) Mode of delivery**

In addition to offering relevant programmes, the University should make every effort to reach out to majority people through various methods of teaching. Therefore, in order to reach the majority of community members, the Institute should be proactive by using a wide range of modes of delivery such as e-learning, distance, full time, parallel and extension. It should use research for the purpose of reaching out to those who may not be able to utilise other modes of study, especially at post graduate level. There should be a link between the Institute and other units of the University so that some students of the Institute can be allowed to join either full time, parallel or distance programmes. For a long time, Extension Studies has been using traditional methods for reaching out to people. Extension Studies and the University of Zambia should move from conventional methods of delivering knowledge to modern scientific methods that are convenient to users.

There is need to move away from traditional programmes to demand-driven and locally tailored ones. Singh *et al.* (2009) observed that in the changing environment there was need to broaden extension approaches and identify priority areas. This calls for change in curriculum to include sciences, which Extension Studies at the University of Zambia does not offer. Further to that, there is need to embrace Web enabled technology



dissemination in the delivery of knowledge and skills to the participants. Singh and Nayak (2009:12) state that:

Extension is now becoming more diversified, technology intensive, knowledge oriented and more demand-driven. This requires the extension workers at the cutting edge level to be master of so many trades, which is neither practicable nor possible. Use of IT in extension enables the extension workers to be more effective in meeting the information needs of farmers. The growing Information and Communication Technology is used widely in the entire developmental sector except in agricultural sector. Use of interactive multimedia and such other tools will help the extension workers to serve the farmers better. We do not have web based technology content at one place and there is a need to develop suitable content so that the same can be accessed through ICT.

In line with this robust approach, members of staff needed to update or sharpen their skills in information computer technology so that they were able to serve students adequately. Extension Studies should make it compulsory for all the participants to acquire computer skills through an appropriately designed course. Sichula's view has been echoed by Hilker of Michigan University who encourages the use of electronic media such as wimba, Facebook, skype, blogs through the use of high speed internet ([www.aeea.org](http://www.aeea.org), 30.12.2016).

Sinha (1980) explains that in order to bring about desirable changes in the complex behaviour of human beings there was need to use various strategies and programmes by applying the latest scientific and technological innovations. This proposal is consistent with Sichula's (2016) view that university extension education should adopt internet modes such as Google, Yahoo, Facebook, Skype, You tube, Twitter, WhatsApp or Myspace. This view is also in line with Singh and Nayak (2009), who observe that the changing environment had made extension to become diversified, technology intensive, knowledge-oriented and demand-driven. Sichula (2016) and Singh *et al.* (2009)

encourage the use of information communication technology (ICT) in extension. The use of ICT would facilitate the utilisation of interactive multimedia and such other tools, which would help the extension studies to reach many would-be beneficiaries. Such modes would be suitable because most people who are actively pursuing education to have access to a desk computer, lap top or phone. This suggestion should be used as a supplement to the existing mode of delivery. The proposals by Sichula (2016) and Singh *et al.* (2009) to use social media platforms resonate with the finding of this study that there were more youths than adults in Extension Studies in that youths are fond of using skype, You Tube, Face book, twitter, my space or WhatsApp. However, to ensure uniformity in learning, students proposed the production of modules to guide the teaching staff and students on the depth and breadth of content. The different modes of learning cannot be actualised without a base.

#### **(d) Media Centre**

Therefore, the institute should establish a media centre and work in partnership with public and community television stations, and UNZA radio, public and community radio stations in order to reach out to the wide community. The institute should acquire instructional communication systems to be used for delivering its content. This unit should be tasked to prepare teaching and learning materials such a modules and discs. The study revealed that student-respondents would like Extension studies to produce modules to enable students to access content and ensure uniformity in learning.

#### **(e) Infrastructure and transport**

In this context, infrastructure is important. The infrastructure would give the presence of an institution. It should consist of lecture rooms, offices and specialised rooms. The specialised rooms are library, computer laboratory and science laboratories. The library and computer laboratory should be connected to internet to facilitate an effective and efficient e-learning. The existence of science laboratories would enable the proposed Institute of Extension Education to offer science based programmes. The Institute should acquire vehicles to facilitate mobility of staff. There should be utility vehicles for outreach activities. This would enable staff to be field workers and not armchair officers.

#### **(f) Staffing**

The factors in the above framework depend on human resources to manage them. All the other factors such as funding, learners, modes of delivery, media centre, and infrastructure and transport would need the intervention of staff in order for them to contribute to the sustainability of the Institute. Therefore, staffing is of critical importance in ensuring the sustainability of the Institute of Extension Studies. Extension Studies should be mandated to hire its own staff. Improved programmes, services and initial infrastructure would result into having more students and income to the Institute of Extension Education. This may in turn lead to move infrastructural development and further expansion of Extension Education at the University of Zambia. Ultimately, this would reduce dependency on central management in financing the operations of Extension Education, hence leading the unit to becoming self-sustaining. The institute would need both qualified academic and non-academic staff to move the institute forward. This is because members of staff are responsible for coming up with objectives

of the institute and ensuring that the objectives are achieved through prudent management. The employment of full time qualified academic staff would ensure stability in teaching as part-time tutors' availability was unpredictable. The problem of reduced number of periods per day had been partially due to lack of own infrastructure. The framework can also be called the Institute of Extension Education. This would ensure that the concept of extension is not lost at the University of Zambia.

## **5.7 Summary of Chapter Five**

Extension Studies have undergone structural, administrative and academic changes from its inception in 1966. Academically, Extension Studies have improved from non-credit to credit programmes. Following the approval of programmes in Extension Studies by Senate in September 2009, students in Extension Studies have benefited in form of receiving official transcripts and certificates. Students have been sharing graduation fora with full time, parallel and distance education students. Since then, Extension Studies have contributed to human resources development in various fields. A good number of former students could have taken up positions in both public and private sectors. Others might have used Extension Studies to progress to higher qualifications. The status of Extension Studies could have taken highs and lows at different times but still rated highly by participants. In order for Extension Studies to survive, the University management should create a framework to enable the field operate effectively. The framework would enable Extension Studies to offer viable and demand-driven programmes at appropriate levels.

The next Chapter marks the end of the study. It deals with summary, conclusion and recommendations of this study.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

Chapter Five above discussed the findings of this study. Therefore, Chapter Six marks the end of the Thesis. It consists of summary, conclusion, recommendations for policy on Extension Studies, and recommendation for future research.

#### **6.2 Summary of the Study**

A summary of findings, according to the information about the history of Extension Studies, contribution to human resource development, current status, and prospects of Extension Studies at the University of Zambia are presented below.

The study revealed that Extension Studies, previously known as Extra-Mural Studies, was established in 1966. The Department of Extra-Mural Studies enjoyed a high status up until it was merged with other units in 1975 to the Centre for Continuing Education. Later, the Extension Studies went through troubled time to the extent that it was about to be abolished. DEMS used to offer non-credit certificates from 1966 to June 2005, when it started offering non-credit diploma programmes. In 2009, Extension Studies programmes were approved by the Senate of the University of Zambia. On 12<sup>th</sup> June 2012, the first graduation ceremony for Extension Studies was held at the University of Zambia. At the time of this study, Extension Studies was a unit in the Department of Adult Education and Extension Studies. Extension Studies contributed to human development in many ways. From the beginning, the unit offered public lectures, workshops and seminars. Further, the unit offered short courses for which attendance

certificates were awarded. It estimated that 867 participants underwent short courses in various disciplines (Appendix X). Extension Studies had contributed to human resources development having produced 61,251 human resources in various fields at certificate and diploma levels from 1966 to 2014.

The current status of Extension Studies is positive in that it rated highly by the respondents in terms of content, teaching standard, mode of delivery, punctuality and feedback. They also strongly objected to the abolition of Extension Studies. However, Extension Studies lacked suitable infrastructure, library facilities, and teaching and learning materials.

The study revealed that there was need to come up with a sustainable framework of Extension Studies. The purpose of a sustainable framework would ensure autonomy of Extension Studies so that it was able to make its own decisions about academic programmes, and only report to University of Zambia management.

### **6.3 Conclusion**

The purpose of this study was to trace the history of Extension Studies from 1966 to 2014, establish contribution of Extension Studies to human resources development from 1966 to 2014, current status, and propose the prospects of Extension Studies at the University of Zambia.

This study was guided by the technical-functional theory. Through the use of this theory, the researcher was able to see the relationship between skills and employment. The

technical-functional theory supports the study because it emphasises skills development as a pre-requisite to employment. Ballantine (1985) states three aspects of technical-functional theory such as (i) the skill requirements of jobs in industrial society constantly increase owing to technological change, (ii) formal education provides training in specific skills or general capacities that are necessary for highly skilled jobs and (iii) educational requirements for employment continue to rise, requiring large population to spend long time in school. The theory helped the researcher to understand what motivates people to upgrade their qualification despite the limited time and financial resources. The objectives of this study were to (i) trace the history of Extension Studies at the University of Zambia from 1966 to 2014, (ii) establish the contribution of Extension Studies to human resources development from 1966 to 2014, (iii) examine the current status of Extension Studies, and (iv) propose prospects of Extension Studies. The problem identified in study was that there has been no comprehensive study embracing or exploring the history of extension studies, its contribution to human resources development, its current status and its prospects.

There were four hundred and eighty-six (486) respondents and two (2) informants, who took part in this study. The respondents came from four sub groups of the population such as senior managers, Resident Lecturers, part-time tutors, and students. In fact, the students were subdivided into former and current students. This study consisted of two (2) senior managers, ten (10) Resident Lecturers, forty-three (43) part-time tutors, one hundred and fifty-five (155) former student and two hundred and seventy-six (276) current students. The respondents came from all the provinces except the senior managers, who came from Lusaka Province. Random sampling technique was used to

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select part-time tutors and students, while purposive sampling technique was used to select senior managers and Resident Lecturers. Primary data were collected through the use of questionnaires and interview guides, while document analysis was used to collect secondary data.

The researcher piloted questionnaires in Chipata, and sought the advice of the two supervisors. This was done to ensure that the data collected were reliable and valid. Piloting of the questionnaires helped to identify defects, which included, spelling errors, unclear items and repetition of some ideas.

The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data to generate frequencies and percentages. Inductive analysis method was used analyse qualitative data by coding and grouping emerging themes.

The first objective of the study revealed the genesis and historical evolution of Extension Studies from a department reporting directly to the Vice-Chancellor and Senate to a section in a department reporting to the Dean in a school. This situation limited both administrative and academic expansion of Extension Studies in that it lacked space to do so. In spite the limitation, Extension Studies transformed its programmes from non-credit to Senate programmes, and upgraded certificate to diploma programmes. The process of upgrading programmes in Extension Studies should continue so that people are able to enrol on degree programmes from the comfort of their communities.



The resilience of Extension Studies at the University of Zambia is an indication that the mode will continue to be relevant in the generations to come. This evidenced by the fact that Extension Studies has been adapting to different situations since its inception. For example, at inception, it embarked on General Certificate of Education through evening class programmes for youths. Extension Studies also offered short courses, workshops and seminars to members of the public. Due to shifting demands, Extension Studies offered three-month and six-month certificates. As reported by Meki (2002) and Moonga (2002 and 2004), there was demand for diploma in that certificates had seemingly lost value on the market. Employers were demanding qualifications higher than certificates. To begin with, non-credit diplomas were introduced in July 2005 up until September 2009, when the diploma were approved by Senate of the University of Zambia. All the qualifications served a purpose in their own time and context. Therefore, none of the qualifications offered through Extension Studies was useless.

The second objective focused on the contribution of Extension Studies at the University of Zambia to human resources development from 1966 to 2014. The study revealed that 61,251 obtained either certificates or diploma qualifications through extension-related programmes during the period under review. In addition, 867 (see Table 4.6) people participated in short courses, and received attendance certificates. The beneficiaries acquired knowledge and skills through studying programmes in various fields. Extension Studies also contributed to the economic development of University of Zambia and part-time tutors. As stated in the above paragraph, even some of those who obtained attendance certificates used them to find employment. Apart from employment some

graduates used the qualifications as a stepping stone for advancing academically and professionally.

Extension Studies also helped Part-Time Tutors to develop various skills. Indirectly, Part-Time Tutors developed their teaching, ethics and organisational skills. Some Part-Time Tutor admitted that Extension Studies sharpened his teaching skills, which he used when he was employed as a lecturer.

The third objective dealt with the current status of Extension Studies. The study revealed that generally, the respondents had positive attitude towards Extension Studies. The respondents were happy with content, teaching standard, punctuality of part-time tutors, response to the needs of learners and feedback to learners. The current status was enhanced by the respondents' rejection of the abolition of Extension Studies at the University of Zambia. The aspect that contributed to high current status was the calibre of students who enrolled on the programme. The fact that majority 458 (96.2%) respondents objected to the abolition of Extension Studies at UNZA, shows support for the continuation of the programme. Some students were degree holders, while other had very good 'O' levels. In a similar vein, some part-time tutors had masters degree with professional experience. However, the respondents were not satisfied with infrastructure, teaching and learning materials and library services. This situation requires urgent attention in order to improve the performance and achievement of part-time tutors and students, respectively. The transformation of programmes from non-credit to credit (Senate) programmes, coupled with the upgrading of certificate to diploma programmes

strengthened the current status of Extension Studies. The transformation of the programmes made them acceptable by employers and learning institutions.

The fourth and final objective looked at the prospects of Extension Studies at the University of Zambia. The respondents made suggestions on what they wanted Extension Studies to operate in a sustainable manner. This view was in line with Mbozi (2016) who suggested the need for sustainable vision and mission with mobilising capacity of people and resources. Therefore, the prospects were captured in a diagrammatic form indicating modes of delivery, media centre, infrastructure and transport, staffing, learners and funding. The model can only succeed if it has autonomy. Therefore, prospects of Extension Studies can only be realised if it is transformed into an institute. Further, Extension Studies to pro-active in order to survive the highly competitive environment. Extension Studies should respond to the needs of society and offer demand-driven programmes. There is need for the University of Zambia to be aggressive in the marketing of programmes by using all kinds of social media, to which most prospecting students are hooked. This is in line with the findings of this study that majority of students are youths.

The thesis of this study is that Extension Studies programme at the University of Zambia has contributed to human resources development in different fields and contexts, and will continue to do as long as needs of the nation and the people continue to evolve.

#### **6.4 Recommendations for Policy on Extension Education**

Arising from the findings revealed in Chapters Two and Four, and discussed in Chapter Five, some recommendations were generated. It is recommended that the University of Zambia should:

- (i) establish an Institute of Extension Education, with its own infrastructure of university standard in Provincial Centres and transform them into University of Zambia campuses in order to improve its visibility, and have the latitude to offer demand-driven programmes;
- (ii) formulate a policy, which will provide strategies of how on Extension Studies programme relates with other academic programmes at the University of Zambia so that Extension Studies feeds into distance, parallel and full time programmes;
- (iii) respond to the needs of the Zambian society by offering community driven programmes at undergraduate and graduate levels in various fields including sciences to enable people access higher education;
- (iv) equip Extension Studies with library facilities, science laboratories computer laboratories in order to utilise e-learning and internet tools to reach out to many members of society in need of knowledge and skills; and
- (v) The University of Zambia should introduce measures that would encourage females to participate in education through Extension Studies. Some of the practical measures should include relaxed entry requirements, subsidised fees, and locating learning centres close to communities.

Arising from the above findings, it can be concluded that Extension Studies has a long and industrious history during which 61,251 graduates were awarded certificate and diploma qualifications in various fields. The current status of Extension Studies was high though it needed improvement in infrastructure, library services and response to the needs of students. Extension Studies should be transformed into an institute to enable it grow and develop its own programmes as demanded by society.

### **6.5 Recommendations for Further Research**

A study like this one, covering a period of approximately 50 years, cannot comprehensively cover every aspect of the field. For example, the study could not establish how former student-respondents benefitted from Extension Studies either academically or professionally. Therefore, it is recommended that a:

- (i) tracer study be conducted by lecturers or students at the University of Zambia to determine performance of former Extension Studies students;
- (ii) study should be conducted by lecturers or students Extension Studies at the University of Zambia to establish how former students used Extension Studies qualifications to achieve higher qualifications;
- (iii) detailed study should be undertaken by Resident Lecturers in Extension Studies at the University of Zambia on ability of Extension Studies to generate income for the University; and
- (iv) study should be conducted on dynamics of Extension Studies at the University of Zambia and influence on development and contribution to quality of life.

## **6.6 Summary of Chapter Six**

Chapter Six presented the summary, conclusion and recommendations of the study. The summary contains main findings of the study, while the conclusion deals with final remarks on each objective. The recommendations highlight the gaps identified in the study and suggested ideas for future research in that this study could not exhaust the topic.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR FORMER DIPLOMA AND CERTIFICATE STUDENTS IN EXTENSION STUDIES

Serial Number.....

**Dear respondent,**

I am a postgraduate student at the University of Zambia, in the school of Education, Department of Adult Education and Extension Studies, carrying out a research on the contribution of Extension Studies of the University of Zambia to human resources development.

We are humbly requesting you to participate in this research as a respondent. The information you will provide will be used for academic purposes only. The source of information as well as your responses will be treated with maximum confidentiality.

Your cooperation is highly appreciated.

#### *INSTRUCTIONS*

1. Please answer all the questions.
  2. Mark a tick [✓] against the answer of your choice or write your answer in the space provided.
  3. Please, do not write your name on the questionnaire to enhance the principle of confidentiality.
- 
-

1. State your sex
  - (a) Female [   ]
  - (b) Male [   ]
2. What is your age?
  - (a) 16-25 [   ]
  - (b) 26-35 [   ]
  - (c ) 36-45 [   ]
  - (d) 46 and above [   ]
3. Indicate your marital Status
  - (a) Single [   ]
  - (b) Married [   ]
  - (c ) Widow [   ]
  - (d) Widower [   ]
  - (e) Divorced [   ]
4. What is your academic qualification? .....
5. What programme of study did you undertake? .....
6. Why did you choose the programme in 6 above? .....
7. Why did you choose to study with the University of Zambia through  
Extension Studies? .....



8. Is Extension Studies a convenient mode of study?

(a) Yes [ ]

(b) No [ ]

9. What made you to pursue the programme?

(a) Diploma [ ]

(b) Certificate [ ]

10. If you were enrolled at the University of Zambia in the same field, would you like to be awarded exemptions?

(a) Yes [ ]

(b) No [ ]

11. Have you ever been admitted to any learning institution on the basis of Extension Studies qualification?

(a) Yes [ ]

(b) No [ ]

12. If your response to 13 above is “Yes”, name the learning institution.

.....

13. Were you exempted from some courses which you already did in Extension Studies at UNZA?

(a) Yes [ ]

(b) No [ ]

14. Did you use your certificate/diploma to apply for a job?

(a) Yes [ ]

(b) No [ ]

15. If your response to 16 above is “Yes”, state the position you were offered?

.....

16. If you were already working, did you use your new qualification for promotion?
- (a) Yes [    ]
- (b) No [    ]
17. If your response to 18 above is “Yes”, specify the position you were given.  
 .....
18. Do the University of Zambia Extension Studies respond to the needs of learners?
- (a) Yes [    ]
- (b) No [    ]
19. Justify your response in ‘21’ above. ....  
 .....
20. What is your rating of Extension Studies at the University of Zambia?
- (a) Very Good [    ]
- (c) Good [    ]
- (d) Poor [    ]
21. What is your rating of Extension Education offered by at the University of Zambia?
- (i) Content
- (a) Very good [    ]
- (b) Good [    ]
- (c) Poor [    ]
- (ii) Teaching
- (a) Very good [    ]
- (b) Good [    ]
- (c) Poor [    ]

- |   |               |       |
|---|---------------|-------|
| (iii) Feedback  | (a) Very good | [   ] |
|   | (b) Good      | [   ] |
|   | (c) Poor      | [   ] |
| (iv) Reading materials  | (a) Very good | [   ] |
|   | (b) Good      | [   ] |
|   | (c) Poor      | [   ] |
| (v) Punctuality   | (a) Very good | [   ] |
|   | (b) Good      | [   ] |
|   | (c) Poor      | [   ] |
| (vi) Library  | (a) Very good | [   ] |
|   | (b) Good      | [   ] |
|   | (c) Poor      | [   ] |
| 22. Is extension studies at the University of Zambia effective mode delivering education? |               |       |
|   | (a) Yes       | [   ] |
|   | (b) No        | [   ] |
| 23. State reasons for your response to “24” above. ....                                   |               |       |
| .....   |               |       |
| .....   |               |       |
| 24. Would you recommend Extension Studies to relatives and friends?                       |               |       |
|   | (a) Yes       | [   ] |
|   | (b) No        | [   ] |
| 25. State reason(s) for your response to ‘26’ above. ....                                 |               |       |
| .....   |               |       |

26. In what ways should Extension Studies at the University of Zambia programmes be improved upon? .....

27. Make comment(s) on Extension Studies at UNZA in the space provided below.  
.....  
.....

We have now come to the end of our questionnaire. I wish to thank you very for the time and effort that you spent and put in to respond to the questions in the questionnaire.

Should you wish to contact me, my cell phone numbers are indicated below.

Thank you.

Name: Mr. Phillip Kotati Mwansa

Address: Department of Adult Education and Extension Studies  
School of Education  
University of Zambia  
P. o. Box 32379  
Lusaka

Cell phones: 0955/0966/0977 508622

## **APPENDIX II: QUESTIONNAIRE FOR CURRENT DIPLOMA STUDENTS**

**Serial Number.....**

Dear respondent,

I am a postgraduate student at the University of Zambia, in the school of Education, Department of Adult Education and Extension Studies, carrying out a research on the status and contribution of Extension Studies of the University of Zambia to human resources development.

I humbly request you to participate in this research as a respondent. The information you will provide will be used for academic purposes only. The source of information as well as your responses will be treated with maximum confidentiality.

Your cooperation is highly appreciated.

### ***INSTRUCTIONS***

1. Please answer all the questions.
2. Mark a tick [✓] against the answer of your choice or write your answer in the space provided.
3. Please, do not write your name on the questionnaire. This is meant to enhance the principle of confidentiality.

=====

1. State your sex.
  - (a) Female [   ]
  - (b) Male [   ]
2. State your age range.
  - (a) 16-25 [   ]
  - (b) 26-35 [   ]
  - (c) 36-45 [   ]
  - (d) 46 and above [   ]
3. Indicate your marital status
  - (a) Single [   ]
  - (b) Married [   ]
  - (c) Widow [   ]
  - (d) Widower [   ]
  - (e) Divorced [   ]
4. State your academic qualification
  - (a) Degree [   ]
  - (b) School Certificate [   ]
  - (c) G C E [   ]
5. Why did you choose this programme? .....
6. How do you intend to use the qualification? .....
7. Is Extension studies a convenient mode of study?
  - (a) Yes [   ]
  - (b) No [   ]
8. Give reason(s) to your response in 10 above. ....

9. Would you like to use Extension Studies qualification to enter university?

(a) Yes [ ]

(b) No [ ]

10. Give reason(s) to your response in 12 above.

.....

.....

.....

11. Were you exempted from some courses which you already did at certificate level at the University of Zambia Extension Studies?

(a) Yes [ ]

(b) No [ ]

(c) NA [ ]

12. What challenges have you been encountering during your studies? .....

.....

.....

.....

13. Explain how you having been resolving the challenges in 15 above.

.....

.....

.....

14. Do Extension Studies respond to the needs of learners?

(a) Yes [ ]

(b) No [ ]

15. Give reason(s) to your response in 14 above. ....  
 .....  
 .....

16. What is your rating of Extension Education offered by at the University of Zambia?

- |                        |               |       |
|------------------------|---------------|-------|
| (i) Content            | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |
| (ii) Teaching          | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |
| (iii) Feedback         | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |
| (iv) Reading materials | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |
| (v) Punctuality        | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |
| (vi) Library           | (a) Very good | [   ] |
|                        | (b) Good      | [   ] |
|                        | (c) Poor      | [   ] |



17. Do you think that Extension Studies is a good mode of learning?

(a) Yes [ ]

(b) No [ ]

18. Is Extension Studies at the University of Zambia effective mode delivering education?.....

.....

.....

20. In what ways should Extension Studies of the University of Zambia programmes be improved upon .....

.....

.....

21. Would you like Extension Studies to be extended to degree?

(a) Yes [ ]

(b) No [ ]

22. Give reason(s) to your response in '21' above. ....

.....

.....

.....

23. Would you like Extension Studies to be abolished at the University of Zambia?

(a) Yes [ ]

(b) No [ ]

24. Give reason(s) to your response in 23 above.....

.....

25. Make comment(s) on Extension Studies at UNZA in the space provided below.

.....

.....

.....

We have now come to the end of our questionnaire. I wish to thank you very much for the time and effort that you spent on responding to the items in the questionnaire.

Should you wish to contact me, my phone numbers are indicated below.

Thank you.

Name: Phillip Kotati Mwansa (Mr.)

Address: Department of Adult Education and Extension Studies

School of Education

University of Zambia

P. o. Box 32379

Lusaka

Cell phones: 0955/0966/0977 508622

### **APPENDX III:        QUESTIONNAIRE FOR RESIDENT LECTURERS**

**Serial Number.....**

Dear respondent,

I am a postgraduate student at the University of Zambia, in the school of Education, Department of Adult Education and Extension Studies, carrying out a research on the status and contribution of Extension Studies of the University of Zambia to human resources development.

We are humbly requesting you to participate in this research as a respondent. The information you will provide will be used for academic purposes only. The source of information as well as your responses will be treated with maximum confidentiality.

Your cooperation is highly appreciated anticipation.

#### ***INSTRUCTIONS***

1. Please answer all the questions.
2. Mark a tick [☐] against the answer of your choice or write your answer in the space provided.
3. Please, do not write your name on the questionnaire to enhance the principle of confidentiality.

1. State your sex  
(a) Female [ ]  
(b) Male [ ]
2. What is the name of the province that you served or serving? .....
3. State the period when you served in this Province. ....
4. When did you join the Extension Studies? .....
5. Why did the University of Zambia establish Extra Mural Studies? .....  
.....
6. Why did the University of Zambia establish extra-mural (extension) studies?
7. How many students do you enrol per year in the province? .....
8. What is the target group of Extension Studies in the province? .....
9. Justify your response to '8' above? .....  
.....
10. Give reasons for the dominance of the group in '9' above? .....  
.....
11. List two popular programmes in the province in their descending order.  
(a).....  
(b) .....
12. Why do you think these are programme popular? .....  
.....
13. How much money does this province raise per year?.....
14. How has the University Zambia been funding Extension Studies? .....  
.....

15. What administrative challenges does Extension Studies section face? .....
- .....
16. Which categories of administrative staff does the province require? .....
- .....
17. How many academic staff should be based in the province? .....
18. Should holders of diploma qualifications in Extension Studies enter degree programmes at the University of Zambia? (a) Yes [ ]
- (b) No [ ]
19. Should the University of Zambia Council promote or employ holders of Extension Studies diploma qualifications? (a) Yes [ ]
- (b) No [ ]
20. Should Extension Studies diploma holders be awarded exemptions in relevant courses on degree programmes? (a) Yes [ ]
- (b) No [ ]
21. Do former students find employment using Extension Studies qualification? (a) Yes [ ]
- (b) No [ ]

22. Has Extension Studies at the University of Zambia contributed to human development in Zambia?

(a) Yes [ ]

(b) No [ ]

23. If your response to 22 above is 'Yes', approximate the number of graduates.

.....

24. What should the University of Zambia do to improve the status of Extension Studies?

.....

25. Make general comments about Extension Studies. ....

.....

We have now come to the end of our questionnaire. I wish to thank you very for the time and effort that you spent and put in to respond to the questions in the questionnaire.

Thank you.

Should you wish to contact me, my cell phone numbers are indicated below:

Name: Mr. Phillip Kotati Mwansa

Address: Department of Adult Education and Extension Studies

School of Education

University of Zambia

P. o. Box 32379

Lusaka

Cell phones: 0955/0966/0977 508622

**APPENDIX IV: QUESTIONNAIRE FOR PART-TIME TUTORS EXTENSION STUDIES.**

**Serial Number.....**

Dear respondent,

I am a student at the University of Zambia, in the school of Education, Department of Adult Education and Extension Studies, carrying out a research on the status and contribution of Extension Studies of the University of Zambia to human resources development.

I humbly request you to participate in this research as a respondent. The information you will provide will be used for academic purposes only. The source of information as well as your responses will be treated with maximum confidentiality.

Your cooperation is highly appreciated.

***INSTRUCTIONS***

1. Please answer all the questions.
  2. Mark a tick [✓] against the answer of your choice or write your answer in spaces provided.
  3. Please, do not write your name on the questionnaire. This is meant to enhance the principle of confidentiality.
-

1. Indicate your sex.  
(a) Female [ ]  
(b) Male [ ]
2. What is your age?.....
3. What is your professional qualification? .....
4. Do you have a full time job?  
(a) Yes [ ]  
(b) No [ ]
5. How has your participation in teaching on Extension Studies helped you to develop your teaching skill? .....  
.....
6. How do you rate the content of Extension Studies?  
(a) Very Good [ ]  
(b) Good [ ]  
(c) Poor [ ]
7. Would you recommend anyone for enrolment in Extension Studies?  
(a) Yes [ ]  
(b) No [ ]
8. Justify your response in 8 above .....  
.....
9. What do you think should be the future of Extension Studies? .....  
.....
10. Which sex is majority?  
(a) Female [ ]  
(b) Male [ ]



11. Give reasons for the scenario in 10 above. ....  
.....

12. Which programme is the most popular? .....

13. Why is the programme in “12” above the most popular? .....  
.....

14. Would you like Extension Studies to be abolished at the University of Zambia?

(a) Yes [ ]

(b) No [ ]

15. Give reason(s) to your response in ‘14’ above.....  
.....

16. Suggest ways of improving Extension Studies. ....  
.....

We have now come to the end of our questionnaire. I wish to thank you very much for the time and effort that you spent on responding to the items in the questionnaire.

Should you wish to contact me, my phone numbers are indicated below.

Thank you.

Name: Phillip Kotati Mwansa (Mr.)

Address: Department of Adult Education and Extension Studies

School of Education

University of Zambia

P. o. Box 32379

Lusaka

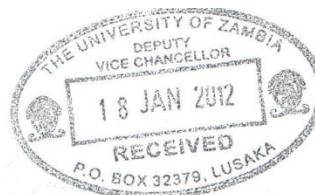
Cell phones: 0955/0966/0977 508622

**APPENDIX V:        ÌINTERVIEW GUIDE FOR SENIOR MANAGERS AT THE  
UNIVERSITY OF ZAMBIA**

1.    When did the University of Zambia establish extra-mural (extension) studies?
2.    Why did the University of Zambia establish extra-mural (extension) studies?
3.    Has the Extension Studies achieved its objective/s?
4.    What is the role of Extension Studies between the University of Zambia and community?
5.    How has the University of Zambia Management been funding Extension Studies?
6.    Are diploma holders of diploma qualifications in Extension Studies allowed to enter into degree programmes at the University of Zambia?
7.    Would the University of Zambia Council promote or employ holders of Extension Studies diploma qualifications?
8.    Do government and private employer recognise Extension Studies qualifications?
9.    Would the diploma holders from Extension Studies be awarded exemptions in relevant courses on degree programmes?
10.   What do you think should be the qualification of part-time tutors?
11.   Has Extension Studies contributed to raising funds for the University of Zambia?
12.   In your opinion, has Extension Studies contributed to human development in Zambia?
14.   How does the University of Zambia intend to improve the status of Extension Studies?
15.   Would you support the abolition of Extension Studies at the University of Zambia?
16.   What is the prospect of Extension Studies?

Sir/Madam, we have now come to the end of our interview. I wish to thank you very much for the time and effort that you spent and put in to respond to the questions in the questionnaire.

**APPENDIX VI: LETTER OF CLEARANCE FROM THE UNIVERSITY OF ZAMBIA**



16<sup>th</sup> January, 2012

Mr. P K Mwansa  
Department of AEES  
School of Education  
P O Box 32379  
**UNZA**

Dear Mr. Mwansa,

**RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN THE  
UNIVERSITY OF ZAMBIA UNITS**

Reference is made to your letter dated 12<sup>th</sup> January, 2012 on the matter captioned above.

I am pleased to inform you that approval is granted for you to conduct the research in the University of Zambia Units. Please contact the Dean of the School of Education and the Acting Deputy Registrar (Academic Affairs).

Yours sincerely,

  
Dr. A. N. Ng'andu  
**REGISTRAR**

c.c. Vice-Chancellor  
Deputy Vice-Chancellor  
Dean, School of Education  
Deputy Registrar (Administration)  
Assistant Dean (PG), School of Education  
Acting Deputy Registrar (Academic affairs)  
Dr. O. C. Chakulimba, Supervisor, School of Education

**APPENDIX VII: PAYMENT FOR ETHICAL CLEARANCE FROM UNIVERSITY OF ZAMBIA RESEARCH ETHICS COMMITTEE**

**THE UNIVERSITY OF ZAMBIA**  
P.O. Box 32379, LUSAKA - ZAMBIA

**RECEIPT No 1295363**  
DATE 17. 12. 2014

RECEIVED WITH THANKS FROM Phillip Kotani Mwanse

THE SUM OF Two hundred and fifty Kwachas only POUNDS  
KWACHA  
DOLLAR

PENCE  
NGWEE  
CENTS

PARTICULARS	Code No.	AMOUNT
<u>Ethical Clearance</u>		<u>K 250.00</u>

CASH / CHEQUE No.                      TOTAL K K 250.00

                      
FOR BURSAR

17 DEC 2014  
GRADUATE STUDIES  
P.O. BOX 32379, LUSAKA

Associated Printers Ltd

## APPENDIX VIII:

## ETHICAL CLEARANCE FROM THE MINISTRY OF HEALTH

*All Correspondence should be addressed to the  
Permanent Secretary  
Telephone: +260 1 253040/5  
Fax: +260 1 253344*



REPUBLIC OF ZAMBIA  
**MINISTRY OF HEALTH**

*In reply please quote:*  
**MH/101/17/6**

*No. ....*

NDEKE HOUSE  
P. O. BOX 30205  
LUSAKA

15<sup>th</sup> January, 2015

Mr. Phillip K. Mwansa  
University of Zambia  
School of Education  
Department of Adult Education and Extension Studies  
P. O. Box 32379  
LUSAKA

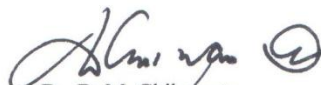
Dear Mr. Mwansa,

### Re: Request for Authority to Conduct Research

The Ministry of Health is in receipt of your request for authority to conduct research titled **"The contribution of the University of Zambia Extension Studies to Human Resource Development in Zambia from 1966 to 2014"**. I wish to inform you that following submission of your request to my Ministry, our review of the same and in view of the ethical clearance, my Ministry has granted you authority to carry out the above mentioned exercise on condition that:

1. The relevant Provincial and District Directors of Health where the study is being conducted are fully appraised;
2. Progress updates are provided to MoH quarterly from the date of commencement of the study;
3. The final study report is cleared by the MoH before any publication or dissemination within or outside the country;
4. After clearance for publication or dissemination by the MoH, the final study report is shared with all relevant Provincial and District Directors of Health where the study was being conducted, and all key respondents.

Yours sincerely,

  
Dr. D. M. Chikamata  
Permanent Secretary

**APPENDIX IX: LETTER OF AUTHORITY FROM POST GRADUATE SCHOOL OF EDUCATION**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**INTERNAL MEMORANDUM**

**TO :** Staff Development Officer  
**FROM :** Assistant Dean (PG), School of Education  
**DATE :** 3<sup>rd</sup> August, 2012  
**SUBJECT :** **APPROVAL OF RESEARCH PROPOSAL FOR  
MR. PHILLIP KOTATI MWANSA (529004012)**

Reference is made to the above named subject.

I write to confirm that the Research Proposal for Mr. Phillip Kotati Mwansa entitled "**The Contribution of the University of Zambia Extension Studies to Human resource Development in Zambia From 1966 to 2012**" has been approved. Therefore, Mr. Mwansa needs the Research Funds to enable him undertake the field work.

Thanking you in advance.

  
Dr. S. Kasonde-Ng'andu  
**ASSISTANT DEAN (POSTGRADUATE), SCHOOL OF EDUCATION**  
cc: Dean, Education

**APPENDIX X: SENATE EXTENSION STUDIES DIPLOMA  
PROGRAMMES APPROVED IN SEPTEMBER 2009**

<b>SN</b>	<b>DIPLOMA</b>
1	Business Administration
2	Economics
3	Finance and Accounting
4	Guidance and Counselling
5	Human Resource Management
6	Infection Prevention and Control
7	Journalism
8	Library and Information Science
9	Law
10	Project Planning and Management
11	Public Administration
12	Public Relations
13	Records Management
14	Sales and Marketing Management
15	Social Work

**Source: Compiled from the Department of Adult Education and Extension  
Studies Annual Report of 2010**

**APPENDIX XI: SENATE CERTIFICATE AND DIPLOMA PROGRAMMES  
APPROVED IN 2013**

<b>SN</b>	<b>DIPLOMA</b>	<b>CERTIFICATE</b>
1	Adult education	Adult education
2	Business Administration	Business Administration
3	Computer Application skills and Concepts	Computer Application skills and Concepts
4	Early Childhood Education	Early Childhood Education
5	Economics	Economics
6	Finance and Accounting	Finance and Accounting
7	Guidance and Counselling	Guidance and Counselling
8	Human Resource Management	Human Resource Management
9	Infection Prevention and Control	Infection Prevention and Control
10	Journalism	Journalism
11	Library and Information Science	Library and Information Science
12	Law	Law
13	Law Enforcement	Law Enforcement
14	Project Planning and Management	Project Planning and Management
15	Public Administration	Public Administration
16	Public Relations	Public Relations
17	Purchasing and Supply Management	<b>Not available</b>
18	Records Management	Records Management
19	Sales and Marketing Management	Sales and Marketing Management
20	Social Work	Social Work

**Source: Department of Adult Education and Extension Studies Annual Report, 2010**



**APPENDIX XII: ENROLMENT OF STUDENTS AND INCOME PER PROVINCE IN 2014**

<b>Province</b>	<b>Number</b>	<b>Percent (%)</b>	<b>Income (K)</b>	<b>Percent (%)</b>
Copperbelt	467	23.2	2, 194,900	23.2
Lusaka	350	17.4	1, 645,000	17.4
Western	220	10.9	1,034,000	10.9
Central	200	9.9	940,000	9.9
Eastern	176	8.7	827,200	8.7
Luapula	150	7.5	705,000	7.5
Southern	150	7.5	705,000	7.5
Northern	150	7.5	705,000	7.5
North Western	100	5.0	470,000	5.0
Muchinga	50	2.5	235,000	2.5
<b>Total</b>	<b>2 013</b>	<b>100</b>	<b>9, 461, 100</b>	<b>100 (approx.)</b>

## **APPENDIX XIII: PUBLICATIONS**

### **Book Chapter**

Mwansa, P. K. (2016). “Extension Education and its Relevance in Zambia”, In: *University Extension Education in Zambia: A Reader*, Chapter 14, W. W. Chakanika, N. K. Sichula and M. Luchembe (editors), University of Zambia Press, Lusaka.

### **Journal Article**

Mwansa, P. K., Chakulimba, O. and Chakanika, W. W. (2019). “The itinerant nature of university extension education: An entity of no fixed abode and implications for its development at the University of Zambia.” *Journal of Adult Education. Vol 1 No 2 (2019); pp 1-14*