

**THE BENEFITS OF AND POSSIBLE IMPROVEMENTS TO UNIVERSITY EXTENSION  
EDUCATION IN LUSAKA PROVINCE**

**BY**

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## **DEDICATION**

This dissertation is dedicated to my husband Sampa Chipalo, My son Favour Chipalo and my daughter Bukata Petroneller Chipalo. Their encouragements to my studies have been a great inspiration.

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I, Stabile Namwai Nga'mbi do declare that this dissertation represents my own work and that it has not been presented either wholly or partially for any other degree at this or any other university. Where people's work has been drawn upon, acknowledgements have been made.

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**CERTIFICATE OF APPROVAL**

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## ABSTRACT

The purpose of the study was to investigate the benefits of and possible improvements to university extension education.

The objectives were to establish the benefits of university extension education to its stakeholders who were the graduates, students and members of staff and identify areas of possible improvement in the provision of university extension education.

A case study method was employed, in which questionnaires and an interview guide was used to collect data from a sample of 231 respondents. The respondents consisted of 100 student, 100 graduates, 30 part-time tutors and one resident lecturer.

The findings showed that students, graduates, tutors and the resident lecturer benefited in numerous ways from participating in university, extension education. The study revealed the following benefits:

Acquisition of knowledge; employment both in the formal and informal sector; income acquisition and increased earnings; ability to meet family responsibilities; upgrading of qualifications; opportunity to study while working; involved in the cheapest form of education; opportunity to go for further studies; chance to change career or receive promotion; change of attitude and gain of recognition and respect from society which lead to improved self-esteem.

In line with possible improvements to university extension education. The findings revealed that graduates, students, tutors and the resident lecturer suggested the following: setting up libraries and computer labs; building and buying infrastructure; improved communication by administration; employ qualified tutors; market university extension education programmes; formation of a student's union board; upgrade to teaching degrees and run as a directorate; establish recognition to courses being offered; provision of uniform teaching and learning materials; improve funding and employ more workers in the provinces.

In view of the findings the following recommendations are being suggested: university management must provide libraries and computer labs in all the centres. The university must allow extension education to teach degree courses and run as a directorate, improve tutors remuneration and increase funding to university extension education.

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## **ACRONYMS**

**AIDS**      Acquired immune deficiency syndrome

**HIV**      Human immune virus

**SPSS**      Statistical package for social sciences

**UNZA**      University of Zambia

## CHAPTER ONE

### 1.0 Introduction

The aim of this chapter is to provide background information, statement of the problem, objectives of the study, research questions, purpose of the study, significance of the study, Theoretical framework, limitations, operational definitions of the subject under study, and organisation of the study.

### 1.1 Background of the Study

The process of development in The Third World is largely dependent on the effective mobilisation and efficient utilization of the abundant human resource to address factors of under development.

In Zambia, the absence of skilled and qualified human resources lead to, amongst others, the introduction of extension work, which has been used extensively as one of the most potent instruments for urging people to transform their environment constantly with their aspirations.

According to Shannon and Schoenfield (1965), university extension is an institutional state of mind which views the university not as a place but as an instrument. Translated into an operational philosophy, extension challenges a community of scholars to make themselves as useful as possible to the whole society, or at least to the community from which the institution draws its inspiration and support.

Shannon and Schoenfield (1965) state that the birth of extension education in the United States of America was brought about by the reasons stated bellow:

*...on the 31<sup>st</sup> of December, 1899, America entered not only a new centaury but a wholly new era. The People themselves were changing. Free schools started producing a citizenry of unprecedented literacy. Many immigrants came to America and their institutions, ideas and cultures were new and different from those of indigenou Americans. A new environment was fostering an American who was about to make his own contribution to Western civilization, not least of which was a commitment to work everlastingly at that task of making learning responsive to the people and the people to learning....*

Secondly, the change in places of living or residences led to the birth of extension education due to the fact that frontier farming settlement was gone, the 1900 subsistence farm was going. The 1900 census marked the first time that those employed in industries outnumbered those employed in agriculture. Production farming required new know-how. City living raised a



multitude of problems in housing, sanitation, social and racial adjustments, and government (Shannon and Schoenfield, 1965:6).

Thirdly, change and an increase in technology led to the introduction of extension education in America. The world of the one horse shay was expiring; the world of the bomb was just around the corner. The year 1900 brought the first automobile show to promote the new-fangled horseless carriage. There were already a million and a half telephones in use. Mechanization was coming to agriculture. The Wright brothers were preparing to launch an airplane. The country was poised on the brink of an explosion in science and engineering that was to demand untold technological skills and transform home and business life (Shannon and schoenfield, 1965:6).

They further said that personality led to the birth of extension education because of the unusual conecatanation of educational leaders who shared a vision of a new university that would help lift the life of the nation to higher planes by bringing educational resources to bear on community problems in the spirit of the progressive era (Shannon and schoenfield, 1965:7).

On the other hand, the origin of extension education in Britain came about because there was need to develop human resource as a result of the rapidly growing industries. It was also aimed at reducing high levels of illiteracy especially in rural areas. Further, there was need to help farmers learn new knowledge and skills with respect to farming methods and techniques (Mannheim, 1958).

Britain was undergoing a period of industrialization. Therefore, she needed to train as many people as possible in order to work in the industries. There were also high levels of illiteracy among, the poor, especially that the society in Britain was divided into the upper and lower classes. The lower classes could not access education in its entirety in comparison to those in the upper class. Britain also realised that crop production could be improved if farmers had appropriate agricultural education (Blackburn, 1989).

The university extension education in Zambia, which initially was called extra-mural studies, was established primarily to maintain the university link with the community in general. This assertion was based on two premises; that the university had a contribution to make to society as a whole and not only to a small group of undergraduates and graduates on campus (Alexander, 1975:31).

The objectives of the Centre for Extra-Mural Studies or Extension Education in Zambia includes the provision of degree and diploma courses for students unable to attend, continuation of

professional, and vocational training and retraining through short courses and seminars, provision of specialist advices and assistance to sections of communities which might need it (Alexander, 1975:39).

Secondly, it was to disseminate and impart university knowledge and university ways of thought throughout the nation. These were emphasised because development in Zambia would only be realised through informed citizens (Alexander, 1975). Just like Britain was in need of qualified manpower in the industries, Zambia also, at independence, lacked qualified personnel so there was need to train as many Zambians as possible to take up positions left by colonialists. According to Camody (2004), there were 961 individuals at independence known to have passed the Cambridge school certificate (Form V) against a population of 4 million adults. It was estimated that these were 100 university graduates (GRZ, 1966). This showed that Zambia was not prepared to take over the country due to the fact that they were few educated people compared to other African countries (Camody, 2004). This implies that Kaunda's government faced human resource problems. They lacked educated and skilled personnel.

As a response to this challenge, government began to expand the educational system. Government started by extending existing structures such as primary schools, secondary schools and colleges. Secondly, they started building secondary schools in districts where there were none (GRZ, 1966). To respond to the need for high level skilled human resource, government instituted a commission of inquiry, to find out possibilities of setting up a university. Thus the Former Vice Chancellor of the University of London, Sir Lockwood, was appointed as chairperson. The Lockwood Commission recommended that an independent university be set up. In 1966, the university opened and the Department of Extra-Mural Studies was also established (Alexander, 1975).

According to Blackburn (1989), extension education came as a new educational innovation, a discovery. Today it has grown into a full-fledged discipline with its professional dimension, educating elienty for an acceptance of scientific innovation leading to increased production, better income and richer life.

Smith (1971) states that, the reasons and objectives why extension education was introduced or originated have been achieved. But the question is how have the graduates, students and members of staff who are involved in extension education benefited from it and what can be done to improve the provision of university extension education.

## **1.2 Statement of the Problem**

For a long period of time, people in Zambia and other parts of the world have been studying and graduating from university extension education programmes.

However, little is known about the benefits of university extension education to its graduates, students and members of staff. To this effect, the researcher wondered whether:

- (a) the programme benefited its stakeholders such as (graduates, students and members of staff); and
- (b) there are areas for possible improvement to the programme.

With all these unanswered questions, the researcher sought to determine the benefits and areas of possible improvement to the university extension education programme.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate the benefits of and possible improvements to university extension education.

## **1.4 General Objective**

Below was the general objective of the study.

- (a) to investigate the benefits of and possible improvements to university extension education

## **1.5 Objectives**

The specific objectives of the study were to:

- (i) establish the benefits of university extension education to its stakeholders (i.e. graduates, students and members of staff); and
- (ii) identify areas of possible improvement in the provision of university extension education.

## **1.6 General Question**

The following was the general research question:

- (b) what were the benefits of and possible improvements to university extension education

## **1.7 Research Questions**

The research questions were as follows:

- (i) what were the benefits of university extension education to its stakeholders?
- (ii) what were the possible improvements that could be made in the provision of extension education?

## **1.8 Significance of the Study**

The reason for undertaking this study was to reveal the benefits of university extension education to its stakeholders and review the possible improvements that can be made in the provision of university extension programmes. This study will, therefore, shape people's perception of adult education and probably provide meaningful direction in the provision of university extension education. In addition, agencies involved in providing extension education will be made aware of the best ways of providing extension education. The study might help people who have never known university extension education to have a deeper understanding and later join or enrol in order to gain their various qualifications. The study might also help policy makers to understand the importance of extension education. Additionally, this study may attract funding to university extension education from various financial institutions.

## **1.9 Delimitation of the Study**

The study was limited to Lusaka province. It focused on the graduates, students and members of staff from University Of Zambia's extension education programmes.

## **1.10 Limitation of the Study**

This study was limited to Lusaka Province due to the limited amount of time required to carry out the research. Furthermore, the researcher did not manage to collect data from the targeted one hundred graduates because of challenges in tracing them. Some graduates who were called on phone refused to answer the questions. Most of the respondents did not answer the questions on time. Some would take five or more days to respond. This delayed the process of data

collection. Other respondents went with the questionnaires and never returned them, hence the researcher had a challenge of looking for extra money to print more questionnaires.

### **1.11 Theoretical Framework**

According to Kombo and Tromp (2006), theoretical framework is a Collection of interrelated ideas based on theories. This study is linked to the theory of adult learning which is also known as the andragogical theory. The andragogical theory is based on at least four main assumptions that are different from those of pedagogy.

The first assumption talks of changes in the self-concept. This implies that as a person grows and matures their self-concept moves from one of total dependence to one of increasing self-directedness. Andragogy assumes that the point at which an individual achieves a self-concept of essential self-direction is the point at which he psychologically becomes an adult. A very critical thing happens when this occurs; the individual develops a deep psychological need to be perceived by others as being self-directing. Thus, when individuals find themselves in a situation in which they are not allowed to be self-directed, they experience a tension between that situation and their self-concept. Their reaction is bound to be tainted with resentment and resistance (Knowles, 1973).

The second assumption is that of the role of experience. It explains that as individuals mature, they accumulate an expanding reservoir of experience that causes them to become an increasing resource for learning, and at the same time provides them with a broadening base to which to relate new learning. Accordingly, in the technology of Andragogy there is decreasing emphasis on the transmittal techniques of traditional teaching and increasing emphasis on experiential techniques which tap the experience of the learner and involves them in analysing their experiences. The use of lectures, canned audio-visual presentations, and assigned reading tend to fade in favour of discussion, laboratory, simulation, field experience, team project, and other action-learning techniques (Knowles, 1973).

There is another more subtle reason for emphasising the utilisation of the experience of the learner. A young child identifies themselves in terms of external definers. They look at who their parents are their brothers and sisters, where they live and to what school and church they go. As they mature, individuals increasingly define themselves by their experience. To a child experience is what happens to them, to an adult, experience is what they are. So in any situation in which an adults' experience is being devalued or ignored, the adult perceives this as not just rejecting the experience, but rejecting them as an individual. Andragogues convey their respect

for people by making use of their experiences as a resource for learning. Studies in cognitive change in adult years, give evidence that both programmed experience and un-programmed experiences produce deep-seated changes in the ways adults approach problems, handle risks and organise their thinking (Hill and Nunney, 1971).

The third assumption talks about readiness to learn. This assumption states that as individuals mature, their readiness to learn is decreasingly the product of their biological development and academic pressure and is increasingly the product of the developmental tasks required for the performance of individuals evolving social roles. In a sense, Pedagogy assumes that children are ready to learn those things they ought to because of their biological and academic development. However, Andragogy assumes that learners are ready to learn those things they need to because of the developmental stage they are approaching in their role as workers, spouse, parent, organisational members and leaders. The critical importance of this assumption is the importance of timing learning experience to coincide with the learner's developmental tasks (McClelland, 1970).

Orientation to learning is the fourth assumption. It explains that children have been conditioned to have a subject-centred orientation to most learning, whereas adults tend to have a problem-centred orientation to learning. This difference is primarily the result of the difference in time perspective. The child's time perspective towards learning is one of postponed application. For example, what I learned in primary school had little to do with functioning better as a preadolescent; I learned it in order to get a place in secondary education. Similarly, what I learnt in secondary school helped me to qualify for tertiary education.

The adult, on the other hand, comes into an educational activity largely because they are experiencing some inadequacy in coping with current life problems. Adults want to apply what they have learnt today the following day, so their time perspective is one of immediacy of application. Therefore, they enter into education with a problem centred orientation to learning (Knowles, 1973).

Knowles (1973) explains that in the process of learning, the theory believes that the learner should be active, rather than a passive listener or viewer. Frequency of repetition is still important in acquiring skill for retention through over learning. The theory says that adults learn well when they are respected and when there is dialogue between the facilitator and the learners.

### **1.12 Operational Definition of Terms**

The following terms are defined as they are used in this study.

**Adult education:** this refers to an education activity undertaken by people regarded as adults in their own society. It is an education activity whose main thrust is to achieve full human development.

**Education:** is any long term learning activity directed at preparing a person for a Variety of roles in life. It occurs through informal, non-formal and formal systems.

**Extension education:** is a process of education focused on developing the knowledge, will power and the skill of, the people to solve their problems by their own efforts, instead of waiting for the government to do it for them.

**Community:** a group of people living in the same geographical area sharing common services.

**Graduates:** a person who has obtained certain qualifications that enable them to carry out Various tasks.

**Stakeholders:** these are people who are involved in university extension education. According to this research these include the graduates, students, tutors and the resident lecturer.

### **1.13 Delineation**

This study was limited to Lusaka province, particularly; we looked at graduates from any centre as long as it was within Lusaka. Lusaka was targeted because it is one of the provinces which has the biggest number of centres. It also has the largest number of students, graduates and tutors.

### **1.14 Organisation of the Study**

Chapter one presents background information of the study on extension education. Among other issues presented include the statement of the problem, purpose of the study, objectives, and

research questions, significance of the study, delimitation, limitations, theoretical framework, definition of terms, and organisation of the study. Chapter two reviews literature related to the study of extension education. It has attempted to explore existing literature on the history of university extension education, current trends to Zambian university extension education, methods and techniques used in university extension education, challenges, achievements benefits and possible improvements to university extension education.

Further chapter 3 of the study elaborates on the methodology employed in the study. This includes the methods which were used during data collection and analysis. It also outlines the research design, universe population, sample and sampling procedure, delineation, limitations of the study and ethical considerations.

Chapter four presents research findings from all the respondents. The findings are presented using tables. This chapter has addressed all the research questions. Chapter five discusses the findings of the research. The discussion is based on the objectives of the study. Chapter six focuses on providing the conclusion and makes recommendation based on the findings of the research.

### **1.15 Summary of Chapter One**

This chapter focused on background information on university extension education. It focused on three countries which are Britain, United States of America and Zambia. The chapter has revealed that lack of trained human resource led to the genesis of extension education in the three countries.

The chapter has also discussed that Britain and America were undergoing a period of industrialisation with a number of economic changes taking place, hence the need for trained personnel. Zambia had just gained its independence, hence it needed trained citizens to take up white colour jobs left by the colonisers. It also alludes to the fact that extension education is a way in which the University of Zambia gives back to the community .This is known as taking education to the door step of the people (Shannon and Schoenfield, 1965:3).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The focus of this chapter is to review literature relevant to on the benefits of and possible improvements to university extension education. Hence it revealed literature on the brief history of university extension education, current trends in Zambian university extension education, methods and techniques used in university extension education, challenges of university extension education, achievements of university extension education, benefits of university extension education and the possible improvements to university extension education.

#### **2.1 Brief History of University Extension Education**

The term extension has its origin in the Latin word *tension*, meaning, stretching and *ex*, meaning out. The literal meaning of extension is teaching out. The common use of the term university extension was first recorded in the 1840's. Around 1850, discussions began in two ancient universities of Oxford and Cambridge about how they could serve the educational needs of the people, near to their homes of the rapidly growing population in the industrial and urban areas. It was not until 1867 when James Stuard, gave lectures to women's associations and working men's clubs in the north of England. James Stuard is often considered the "the father of university extension" (Jones, 1994).

According to White (1970), the growth and success of this work in Britain influenced the initiation of similar activities elsewhere, especially in the United States of America. There, in many states, comparable out of college lectures were becoming established by the 1890's. during the first two decades of this century, the extramural work of the land grant colleges concerned with serving needs of farm families, expanded dramatically and became formally organised, but the use of the term "extension" continued and has persisted as the designation for the work.

The overt use of the notion of extending relevant and useful information to the adult population at large, however, predates the university extension movement. Earlier in the nineteenth century, a British politician, Lord Henry Brougham, an influential advocate of formal education for the poor and mass adult education, founded the society for the diffusion of useful knowledge in 1826. Its objective was "imparting useful information to all classes of the community, particularly to those unable to avail themselves of experienced teachers, or may prefer learning

by themselves. The society sought to do this through low prices publication and established local communities, throughout the country for extending the object of society. During its twenty years existence, agricultural topics were well covered in the society's publications (White, 1970).

As we've already mention, the extension education of Britain influenced the origination and development of university extension education in United States. According to Shannon and Schoenfeld (1965), in the United States, University Extension Education came into being in the first fifteen years of the twentieth century as the product of numerous adult education impulses and a particular American environment gains has pinpointed the critical elements in the ecology of any institution or movement as people, place, physical technology, social technology, wishes and ideas catastrophe and personality. The above factors lead to the origination of university extension in America. They further alluded to the fact that they are three types of extension education which are geographic, chronological and functional extension education.

Geographical extension is also known as extension education or extramural work. This type of extension education involves the provision beyond campus walls of some of the credit- bearing educational opportunities, or approximate equivalent, offered by the proper, typically by means of off the campus classes, evening classes, correspondence instructions and radio and television instructions, all aimed at students working towards conventional college degrees.

In this pristine form, university extension is concerned with the caring out of the regular curriculum of the institution to a clientele who for one of the regular curriculum of the institution who for one reason or another cannot come to the campus for their education. This concept, while expanding university audience, tends to limit extension offerings to those courses that are currently available in residence, and that can be presented by instructors who can be spared from the regular regimen. Some proponents would apply also the same academic standard and requirement to off campus situations as are maintained at home base. Interpreted strictly, this approach releases only a small trickle of the total institutional resources, mostly in the form of classes for academic credits that might be applicable in the pursuit of a degree (Shannon and Schoenfeld, 1965).

Chronological extension is sometimes known as continuing education or higher adult education. It involves the selection, provision and promotion of intellectually demanding educational activities for adults who have completed formal education, the curriculum is designed to enhance the quality of individuals as individuals and to increase the effectiveness in their vocations or professions and as citizens of a free society.

Functional extension encompassing what are called educational services, community development and applied research, this type of university extension represents the adaptation of university resources to the needs and interests of off-campus youths and adults without regard to age, sex, religion, or previous academic experience. Such consultation may be rendered to individuals, groups, organisations and agencies.

*...it renders the university actively responsible in any field of education or social welfare where ever there is need for revitalisation of the old, or a gap or a lack in the new. Profound consequences issue from this approach. Extension is transformed fundamentally from a passive and dependent agency of transmission to a dynamic instrumentality charged with a special role with the university scheme. Instead of taking its clues exclusively from the established disciplines, it is obliged to step out into the main currents of life, actively seeking among the people to discover and define their problems. The problems, in turn, inspire campus research and determine the extension curriculum.... (Shannon and Schoenfeld, 1965).*

In view of this, such developments in university extension education in these countries influenced developing countries to start providing this type of education to society.

The Zambian university extension education in particular is as old as the University of Zambia. Chakanika and Mtonga (1995) state that extension education in Zambia has its origin in the Department of Extra Mural Studies. And can be traced back to the year 1966 when the University of Zambia was opened. The Extra-Mural Studies department was established as a result of the Lockwood Commission which was set up in 1963 and recommended the establishment of the university.

The background to this is that at independence in 1964, Zambia lacked skilled man power to develop the nation because very few Zambians were educated to occupy positions left by colonialists. At the time of independence, Zambia had only 100 university graduates and six hundred grade twelve school leavers. In response to this problem the strategy employed, was social infrastructural development particularly in education.

The Lockwood Report stipulated that the institution:

“Must combine practical service to the nation at a critical time at its use, with the fulfilment of the historic purpose for the university as a centre for learning, a treasure house of knowledge and a creative centre of research”(Alexander,1975).

Further, the Report also emphasised that the university should make provision both for the extension of its degree and diploma studies to people outside the university and offer non-

formal, non-credit courses to the masses who missed out obtaining a high enough education. Thus were born the Department of Extra-Mural Studies currently called Department of Adult Education and Extension Studies.

Objectives of the Department of Extra Mural studies include, the provision of degree and diploma courses for students unable to attend full-time, continuation of professional and vocational training through seminars and short courses, provision of specialist advice and assistance to section of communities which might need it and diffusion of the university's knowledge and ways of thought to the larger community (Alexander, 1975).

Extension education programmes, are dependent on the active participation of the community, which is supposed to be the beneficiary. If these extension programmes have to succeed, they must be action oriented, this means that they must be involving the community often with an illiterate majority for the purpose of changing their attitude and mental outlook to bring about improvement even in their standard of living.

Participation of the community is necessary in planning and implementation of extension programmes. It is only by getting people involved in the process of improving themselves through their own effort that they will be able to develop. According to Chuma (2004), development should aim at capacity building and self-reliance, to bring about cooperative spirit and cohesion essential extension education should be based on the felt need of people. It should be organised to the local conditions of the people and be supported by millions of people living in abject poverty. In addition, extension programmes should be made in consultation with the people through their local leaders (Chuma, 2004)

## **2.2 Current Trends of Zambian University Extension Education**

It has been observed that university extension education is currently experiencing an increasing demand from various sectors of the Zambian society. According to Luchembe (2010), there has been an increase in the enrolment levels every year. This demand has been influenced by the recognition of this qualification by different organizations and government agencies on how relevant they are to their organizations and departments.

Arising from this, University Extension Education in Zambia has taken a different shape, for instance, it has moved from the initial non-credit programmes to credit programmes thereby according to the would be graduates a chance to pursue a degree programme at any university in a relevant field. However, it has taken a number of years for such a change to be effected. When explaining this slow change Musa (1994), says that extension education has had difficulties to

win acceptance by society in developing countries especially that most forms of extension education target the adult population in which adult education has been received with hostility. It is recently that interest has been directed towards extension education as a field of study in developing countries. The establishment of adult education, continuing education, extra-mural and community services departments in most African countries is a true reflection of the relevance of extension education. It is central to any university which is not to divorce itself from the fabric of society in which it is based.

According to Jones (1994), extension education takes different forms: community development strategies, cooperative education, agriculture extension services and extra mural activities, which link experts with a target population through a given medium. Similarly, extension education at the University of Zambia has been organised in such a way that it remains responsive to the needs of society. Chuma (2004) explains that since inception of the Extra-Mural Studies Department in 1966, now known as the department of Adult Education and Extension Studies, there has been an effective structure of resident lecturers in all provinces of the country, assisted by an organiser or administrative officer, clerk or typist and a driver or messenger.

Some of the extension education programmes executed by a resident lecturer are, evening courses, packaged courses, seminars or workshops public lecturers and theatre for development.

### **2.3 Methods and Techniques Used In University Extension Education**

According to Chuma (2005), methods of university extension education can be classified as individual, such as correspondence study, apprenticeship, group related such as classes, discussion groups and seminars, or community related such as mass campaigns.

On the other hand, techniques used in extension education include, lectures, panel discussion, debate, field trip, symposium, forum, buzz group discussion, role-play and demonstration. According to Ngoma (2009), the best technique is one which suits the facilitation, the learning situation and the learning needs of your learners. In other words, the facilitator is free to choose a technique or method which will assist him or her and their learners to achieve the objectives of each session in a particular learning situation.

### **2.4 Challenges of University Extension Education**

There are a number of challenges that extension education has faced. Luchembe (2010) points out that, university extension education has faced challenges of emerging learning institutions which university extension has to compete with, under staffing at provincial office, staff to work

as part time lecturers are difficult to find because most of them are taken from government departments and other institutions and are often transferred. It is not easy to replace such lectures immediately. Most of the centres do not manage to raise enough funds to be able to pay tutors salaries. They usually depend on centres that are doing well financially. This problem is compounded by the fact that participants are not able to pay more than the stipulated fees to supplement tutors salaries because that would defeat one of the principles of adult education such as affordability.

It has also been observed that a number of courses cannot be taught because there are no qualified personnel to meet the university qualification criteria for part time lecturing. Others lectures are qualified in different fields but lecturing in a field that is close to their qualification. This is common in social sciences where it is found that one lecturer has studied development studies but is lecturing in social work. This is a great challenge because such lectures might be found wanting in the knowledge of social work since they are not experts in that field.

There is also the challenge of poor conditions of service; staffs are not well paid and are never paid on time. The appointment letter states that the part time lectures will be paid every month when in actual fact they are paid at the end of the semester and sometimes their payment is even delayed.

Infrastructure is yet another challenge faced by university extension education. Most of the centres do not have infrastructure of their own to conduct their educational activities. They do not have libraries and computer labs which result in difficulties for students researching and studying. They also lack their own lecture theatres. This implies that most of the activities are done in hired buildings (Luchembe, 2010)

Garrerth and Gwyn (1994) state that, university extension education has been falsely accused of being inefficient and ineffective for its quest to respond to the needs of society by agencies whose agenda is to bring it down.

According to Chuma (2004), poor road network has prevented resident lectures to take extension education programmes in certain areas. Most of the feeder roads are gravelled and not well maintained hence impassable during rainy season. This makes connection from one district to the other by resident lecturers difficult.

Lack of teaching and learning materials is another challenge faced by university extension education. Mostly, the centres don't have teaching and learning materials. Other candidates still

need intensive coaching in order for them to acquire the self study skills. In some cases, teaching and learning aids are destroyed in rented institutions making it difficult for the resident lecturer and tutor to display these teaching materials. As a result of this situation, electronic equipment like computers, power point, over head projectors and flipcharts cannot be installed for fear of being stolen. As a result, there is never enough time for the tutors to complete their course contents (Luchembe, 2010).

## **2.5 Achievement Of University Extension Education**

University extension education has managed to set up extension centres in all the nine provinces in Zambia except in the recently created 10<sup>th</sup> province of Muchinga. Luchembe (2010) explains that evening courses are offered to impart knowledge and skills to help people with ever-changing demands of life at work, and the changes taking place in social-political spheres. These courses are offered to meet the educational needs of participants.

Chuma (2004) says that extension education provides organization with various courses that they request for. Themes depend on the clients need. They have managed to organise various seminars and workshops which are educative, and relevant to various communities.

Mwansa (1992), states that through theatre for development, extension education has achieved a considerable amount of success in reaching the grass roots of the Zambian society. Chuma (2004) explains that by use of drama, performing arts and puppetry the department has been able to conscientised people on some of the problems faced by society. This can be attributed to the fact that popular theatre addresses itself to the common man in his language and idioms and deals with problems of direct relevance to his situation. This year, extension education has managed to conduct the first graduation ceremony for its students.

## **2.6 Benefits Of University Extension Education**

Extension education has benefited its stakeholders in various ways. Chuma (2004) explains that evening courses are provided under University Extension Education. This implies that those who are unable to attend full time classes have been able to obtain degrees and diplomas because of the flexibility of the time table of extension education. Through university extension education, participants have been able to develop their personal interest. For instance, people who have an interest in business have been able to expand their knowledge in the field by studying a course in business administration.

Richardson and Moore (2000) say that extension education is the most affordable form of education in terms of tuition costs. Cost saving or reduced expenditure that participants realize can often be easily identified in determining the economic impact of programmes. The American education partner's team (2010) emphasised on the fact that the tuition fees for university extension programmes are far less than those of traditional university degrees.

Since extension education learning content is decided by the university based on what learners have suggested to the resident lecturer, graduates have benefited from it because they have developed better understanding of current problems.

Extension Education conducts public lectures where they invite qualified personnel in specific fields to teach people on particular issues. Some of the topics they focus on are; water, air pollution, diseases such as cholera, HIV/AIDS, malaria and swine flu. People who graduate from such programmes are well informed when it comes to solving problems in their communities. Participants gain knowledge which gives them power to adapt and fit into any environment that they might encounter.

Savile (1965:4) states that “knowledge and experiences in which field problems find their way into laboratories and results are in turn taken back to farmers and villagers. There must be a two way channel, people need feedback.”

Participants in University Extension Education have become relevant to communities. In other words, they contribute to the development and productivity of their communities. According to Chuma (2004), through workshops and seminars, leadership skills have been imparted to those taught. As a result, graduates of extension studies benefit from their studies because they improve in their communication skills, leadership skills and decision making skills. If they are leaders, individuals become better decision makers and gain skills that are not taught through existing sources (Bown and Olu Tomari, 1997).

The skills and knowledge obtained by participants have enabled them to escape from the routine and change careers. Gillard (2005) defines routine as, a habitual or fixed way of doing things. People in employment often become tired of doing the same things over and over again so much that it loses its meaning and direction. The work activities become boring in such a way that it leads to inefficiency even if one had received adequate training in the particular job. Extension education participants are able to escape from this routine work because of their new qualifications empower them in the event of an opportunity, to change their career.



Completion of a university extension programme provides participants with the prestige of having earned an education qualification from a university. This accomplishment can be added to students resumes and help them advance their career or even change it (American educational partners placement team, 2010).

Graduates who were in employment during their studies and have obtained a diploma and degree improve their chances of being promoted and may qualify for higher wages. It is often required that one completes specialised training to qualify for certain jobs such as management or administration positions.

Many people, especially in the education sector, have stayed in the same position for long periods of time. For one to move up in position in any organisation, it is important that they attain an educational programme that will give them a certificate, diploma, degree or masters degree so that they increase their chances of being considered for promotion. There had been what was called “diploma disease” but in recent years has been referred to as the “degree disease”. Acquisition of these papers has lead to professional advancement ([www.mbl.unsgn.ch](http://www.mbl.unsgn.ch)).

According to Hakala (2008), one of the biggest benefits enjoyed by participants of extension education is the ability to upgrade their qualifications and work skill. Performance on the task or job is also improved. This demonstrates two things to their employers. First, it shows that they care about their job and that they can be valuable to the company. Skills and knowledge gained helps graduates to secure their jobs. For instance, in the working world of today, computers are ubiquitous. Every company needs them, all employees use them: as an employee, if you don't keep up with the skill required to use these technological tools in your job you soon become redundant as an employee. You lose your value to your employers.

For those graduates who have never been in employment, the qualification they have gained through University Extension Education has enabled them to gain formal employment which has helped them to become independent and self-reliant. Hakala (2008) states that, education strengthens the economy. When citizens of a nation have an education, the nation's economy is strengthened. They are qualified for jobs, unemployment will go down, innovation and creativity in the work places soar. Individuals earn more and have a better standard of living.

Richardson and Moore (2000) emphasise on the fact that many times, extension programmes help participants gain new skills that enhance their job prospects, lead them to adopt innovative practices that increase yields or make other decisions that cause them to increase their income.

The value of these extension programs is the increased income. For example, through studying a diploma in financial accounting, a participant might learn about the benefits of investing in money market savings account rather than regular savings account. If, as a result of the programme, participants shift their funds to money market saving accounts, the estimated value could be the extra income earned as a result of the higher interest rates they earn.

Similarly, one can estimate additional income gained by producers who, as a result of extension programmes, adopt new or alternative enterprises that enable them to use available resources more efficiently. To estimate the value or benefit of the programme, one can compare participant's income levels before and after the programme (Richardson and Moore, 2000). University Extension Education has benefited graduates who are in self-employment by providing them with new thoughts and ideas. They have left the classroom eager to implement what they have learned and to improve their business process and prospects.

Hakala (2008) further explains that some graduates had managed to start their own organizations because of the knowledge they had acquired. These qualifications have improved their image in the family and society at large. It has also enhanced their image and has positive effects on other aspects of a person's life like socialisation and improved self-esteem; graduates are conscientised and become good decision makers. They develop critical analysis and the ability to read in between the lines ([www.mbl.unisg.ch](http://www.mbl.unisg.ch)).

It has been observed that University Extension Education has provided employment and experience in the lecturing field for those who participate in the teaching of its courses. Many degree holders participate in the lecturing of these diplomas which gives them exposure to a variety of knowledge and research.

According to Richardson and Moore (2000), many times extension programs produce very intangible results of change in human behaviour that can be evaluated but not easily valued due to their non-tangible nature. These non tangible benefits are mostly in human terms that range from increase in educational level, change in attitude and aspiration. They gain respect from society which leads to their improved self-esteem. They also exhibit various leadership skills.

Participants in university extension education work closely with classmates, instructors and outside business people during their programme and naturally develop connection with them. As a result of this networking, a number of participants have been motivated to start their own businesses. These connections have become important parts of participant's professional

business network and sources for future business opportunities (American educational partner's placement team, 2010).

## **2.7 Possible Improvements To University Extension Education**

University extension education has a number of challenges but there are a number of things that can be done to improve the provision of extension education. According to Nduna (2010), to improve the efficiency and effectiveness of university extension education, resource centres should be built in all the centres. He believes that this would help both the tutors and the learners to study for the various courses they are participating in.

Mandumbwa (2011) emphasises the fact that the Department of Adult Education and Extension Studies and the University of Zambia Library management should ensure that the library section at the Resident Lecturer's office is provided with recommended books and references in the courses that are being offered in a particular province. This will lead to improvement in the learning and quality of education being provided under university extension education. Luchembe (2010) further explained that creation of a library at each centre which housed university of Zambia was very crucial in the academic life of students. The earlier this is done the better.

Ngoma (2009) explains that the acquisition of more computers which must be made available to the learner will enable them to practice computer skills and conduct online research. Conducting online research will help improve the quality of the research work since learners will be able to get current information on their particular studies. According to Firestone (1996), a computer is a powerful tool for improving, motivating the learning process. It can create excitement in the learning process. Mandumbwa (2011) further confirms that the establishment of computer laboratories makes the learning of the learners and teaching by part-time tutors easier since information will be accessed easily and faster.

Mandumbwa (2011) discovered that part-time tutors were not pleased with the mode and amount of their remuneration, hence to improve the provision of extension education he suggested that payment for part-time tutors be processed on a monthly basis. This measure will reduce the tax deduction incurred by tutors and maintain the operation cost on the part of university management. It will in turn motivate part-time tutors to be efficient and effective in carrying out their tasks and will attract qualified staff to participate in the delivery of university extension education.

According to the monistic or economic theory of motivation, people felt highly motivated when rewarded with more money. Basu (1994) explains that Taylor, the father of scientific management, believed that people would work harder if paid more money. He said that the improvement of physical working conditions and company policy leads to job satisfaction.

According to Stone (2008), remuneration is one of the most important Human Resource functions. It can help to reinforce the organizations culture and key values and to facilitate the achievement of its strategic business objectives. By rewarding desired results, an organisation's remuneration is able to motivate employees to improve their performance continually and to strive to achieve the organizations strategic business objectives. Remuneration also attracts and keeps the desired quality and mix of employees. Hence university of Zambia must review the salaries for tutors with immediate effect.

In the same vein, Ngoitiana (1991) said that there are two main incentives for extension workers, which are considered as crucial in the provision of better extension services and training. These are improved salary and promotion. According to an evaluation study of the Home Economic Assistants in Tanzania, the absence of the two incentives has had a negative impact upon the work and morale of extension workers. Hence to encourage efficiency and effectiveness among extension workers they must be promoted and their remuneration must be increased. Other incentives like book allowance, overtime and research funds just to mention a few must also be provided.

There is need to recruit more part-time tutors who are specialised in their various fields, for example, if one is an adult educator that's what they should lecture on and not any other course. The marketability of extension education partly depends on the quality of the facilitators. Such professionals must know how to handle adult learners (Ngoma, 2009).

Ngoitiana (1991) also noted that in Tanzania it had been difficult to obtain extension workers with the right qualification and experiences to lecturer in extension programmes. Until 1988 qualified extension trainers were drawn from three major sources: colleges and universities, serving rural development staff and technical instructors from specialized government departments. These trainers only train in fields of their qualification. On the other hand, they found it difficult to train extension learners because they had never been trained in the methods of training others. Fortunately, the Tanzanian government eliminated this problem by creating a training of trainer's programme that focuses on helping the trainers learn the best techniques and methods to be used when passing their knowledge on to others.

There must be development of a system for evaluation of University Extension Education programmes that are being offered. This must be done so as to enhance the capability to offer quality programmes. Evaluation of programmes will provide the basis for improvement of planning and implementation of the programme (Mandumbwa, 2011).

Nduna (2010) advised that the university should ensure that the provincial offices are adequately staffed in order for the units to achieve their aims and objectives; that of providing education to all the people, however remote they may be.

Ngoitiana (1991) observed that there was poor communication from extension administration to its workers and learners. He said that there was need to come up with a proper channel of communication if extension education had to flourish. Ngoitiana further explained that, to have an effective extension education system it may be useful to follow the theory of communication system which states that information flow must follow the organisation hierarchy of authority

According to Zwane (1992), to enable extension education perform its functions effectively, an extension team consisting of the administrator, researcher, learner and communicators is essential. Extension education is a two-way communication process, based on the sharing of information and experiences. All extension education information must be readily available and objective.

## **2.8 Summary of Chapter Two**

Literature on university extension education has been reviewed in chapter two. This chapter has given a synoptic view of the genesis of university extension education. It focussed on three countries; these are Britain, United States of America and Zambia. From the three countries, it was discovered that the agency of human resource development lead to the genesis of university extension education.

University extension education gives an opportunity to citizens who never had a university education to gain one. Additionally, it is perceived as an avenue through which universities empower people in their own communities with knowledge and skills that are necessary to their everyday life.

The methods used in university extension education have been discussed within this same chapter. They are classified as individual, group related and seminars or community related such as mass campaign.

This chapter also identified the challenges of extension education. These include; lack of qualified personnel, infrastructure, teaching and learning materials, poor conditions of service and the high competition from emerging universities and colleges. The chapter further looked at achievements, benefits and possible improvements to university extension education.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0 Introduction**

In a dictionary sense, a method simply refers to a systematic plan followed in presenting material for instruction. It is the way in which people are organized to conduct an educational activity. This chapter presents the methods that were used during the research study. These include, research design, universe population, sample population and sampling procedure, data collection procedure, delineation, limitation of the study and ethical consideration.

#### **3.1 Research Design**

According to Sichula (2012), a research design has two meanings. It is a programme that guides the researcher in collecting, analysing and interpreting observed facts. It may also mean a specification of most adequate operations to be performed in order to test specific hypothesis under a given condition.

In order to provide an accurate account of the benefits and possible improvements of University Extension Education, a case study of Lusaka Province was conducted. A case study seeks to describe a unit in detail, in context and holistically. Research design is a way of organising educational data and looking at the object to be studied as a whole. In case studies, a number of things are learnt from the few examples of the phenomena under study (Kombo and tromp, 2006).

The reason for selecting the case study as a design was to allow for a detailed and in-depth study of this subject. Chilisa and Preece (2005) state that a case study allows for an in-depth analysis of a single phenomenon or units of analysis with the aim of making a holistic description of a phenomenon or units under study. Orodho (2003) defines it as the scheme, plan or outline that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose.

### **3.2 Universe Population**

According to Castillo (2009), population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion. The Universe Population has varying characteristics and it is also known as the theoretical study population. In this case the total population included all the students who had graduated from university extension programmes from the year 2005 to 2012, and the students who were currently studying and members of staff under the department of adult education and extension studies. According to the information obtained from Ridgway campus in the records office, the universe population was 1,462 respondents. This consisted of 896 graduates, 516 students, 50 tutors and 1 resident lecturer.

### **3.3 Sample and Sampling Procedure**

A research sample is the sub-set of the universe population upon which a study is conducted and conclusions are generalised on the universe population (Castillo, 2009). The sample selected for this study was 231. This included 100 graduates from the year 2005 to 2012, 100 students who were currently studying, 30 tutors who were lecturing under university extension education and the current resident lecturer of Lusaka province.

Snowball sampling procedure was used to obtain the sample size of graduates. Kombo and Tromp (2006) explain that snowball or chain sampling begins by asking people who know a lot about a particular issue. By asking a number of people, you can identify specific kinds of cases. Snowball sampling begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people you started out with.

Since the research was looking for graduates who could not be found in one place and the researcher did not know where to find them. The researcher used snowball sampling procedures because it helps in tracing where people are. The first thing was to visit Ridgeway campus which has all the records concerning graduates. This was done in order to find out where the graduates could be located. The resident lecturer with his members of staff helped the researcher to find out the where about of the graduate's. The researcher also asked tutors to directions direct to some of the graduates. The senior administrative officer for Lusaka province provided the researcher with phone numbers of the graduates in order to reach out to them. Unfortunately, the researcher only managed to obtained data from 80 graduates due to changed addresses and phone numbers by graduates.



On the other hand, simple random sampling procedure was used when selecting the tutors sample size. According to Chilisa and Preece (2005), simple random sampling procedure is a procedure of selecting a sample out of a population in such a way that every member of a population has an equal and independent opportunity of being selected to the sample.

And purposive sampling procedure was used when selecting students and the resident lecturer since they were the ones that had key information that the researcher was looking for. Kombo and Tromp (2006) define purposive sampling as a method where the researcher purposely targets a group of people believed to have reliable information for the study. The power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issue being studied.

### **3.4 Data Collection Procedure**

Data collection refers to the process of organising information that will be used to solve the research problem. It may involve administering a questionnaire, conducting an interview or observe what is occurring among the subjects of study (Kombo and Tromp, 2006). In this study, data was collected using a questionnaire and an interview guide.

Questionnaires are forms of inquiry which contain systematically compiled and organised series of questions (Castillo, 2009). With this in mind, a questionnaires to collect data were administered on graduates, students and part-time tutors

On the other hand, interviews are a two way method which allows dialogue between the researcher and the respondent. They involve the collection of data through direct verbal interactions (Moore and Mc Cabee, 1989). An interview was conducted with the resident lecturer who was the key informant.

The study used both quantitative and qualitative approaches because the two complement each other. The researcher combined them in order to maximize their strengths and minimize the limitations of each one of them.

### **3.5 Data Analysis**

Data analysis is the categorising, summarising and ordering of the data and describing them in meaningful terms. A number of analysis methods are used. The common ones are narrative and statistical strategies or both. However, the type of analysis method used is dependent on the research design and the method by which the data were collected or measured (Moore and Mc Cabee, 1989).

Data was analysed using the qualitative method, the data collected during the research was fed into the computer for table tabulation frequencies, percentages and other computations.

Analysis of the responses from the interview involved the processing of data into a form that allowed common patterns or themes to be established so that appropriate conclusions were made. This involved the grouping of the respondents' answers and analysing different perspectives on central issues. From the analysed data the researcher came up with research findings. Data was analysed quantitatively and qualitatively in order to allow the triangulation of information that had been collected.

### **3.6 Limitations of the Study**

According to Kombo and Tromp (2006), this section indicates challenges anticipated or faced by the researcher. The researcher faced challenges when trying to trace the graduates since they were not in one place. The student respondents also delayed in answering the questionnaire and others never returned the questionnaire. This was because at the time the data was being collected, most of the students were not attending classes because they were preparing for their end of semester examinations. For those who did not return the questionnaires the researcher overcame this challenge by reprinting and distributing the questionnaire until all the 100 students answered the questionnaire.

Similarly, most of the part-time tutors did not answer the questionnaires. The researcher made an effort to contact them by phone but still the responses were few. Many tutors requested the researcher to call them at a time that they suggested they would be free, but when the researcher called they never picked up their calls. To deal with this limitation, the researcher asked centre coordinators to assist in the distribution of questionnaires to the tutors. This plan was effective and it enabled the researcher to reach the target sample population of tutors and students. Most of the graduates also behaved in the same way. But the researcher managed to obtain the information by phoning the respondents.

### **3.7 Ethical Considerations**

Before conducting this study, an introductory letter was obtained from the university of Zambia main campus and taken to Ridgeway campus. Graduates were asked whether or not they were willing to participate in the research.

Names of the respondents were not mentioned and the information gathered from the respondents was confidential and used purely for academic purposes. Respondents were

requested to sign a consent form to show that they had agreed to the terms and conditions of participating in the research.

### **3.8 Summary of Chapter Three**

This chapter discussed the methods that were used during the research study. a case study design was conducted in order to provide the required information on the benefits of and possible improvements to University Extension Education in Lusaka province.

Both qualitative and quantitative approaches were used to collect and analyse data in order to allow the researcher to triangulate the information that was collected. The instruments used for data collection were the questionnaire and interview guide

The sample was 231 respondents which comprised 100 students who were studying under University Extension Education, 100 graduates from the year 2005 to 2012, 30 tutors and 1 Resident Lecturer. Unfortunately, the researcher only managed to obtained data from 80 graduates due to changed addresses and phone numbers by graduates.

Qualitative data was analyzed using table tabulation. While qualitative data was analyzed by processing the data in to forms that allow common themes and patterns to be established so that appropriate conclusion were made.

## CHAPTER FOUR

### RESEARCH FINDINGS GS

#### 4.0 Introduction

The study was destined to look at the benefits of and possible improvements to university extension education. This chapter presents research findings of the study, it has four sections. The first section consists of data obtained from students. The second section is the presentation of data obtained from graduates. The third section is the presentation of data obtained from part-time tutors while the fourth section is the presentation of data obtained from the Resident Lecturer who was selected purposively.

#### 4.1 Findings from the Students

**Table 1: Distribution of respondents showing different diploma programmes they pursued.**

<b>Programmes pursued</b>	<b>Number of Students</b>	<b>Percentage</b>
Social Work	27	27
Finance and Accounting	4	4
Human Resource Management	10	10
Purchasing and Supply Management	1	1
Sales and Marketing management	3	3
Project Planning and Management	4	4
Business Administration	6	6
Economics	2	2
Guidance and Counselling	5	5
Public Relations	4	4
Records management	2	2
Journalism	7	7
Law	5	5
Infection Prevention Control	12	12
Public Administration	8	8
<b>Total</b>	<b>100</b>	<b>100</b>

Table 1 above shows that 27 (i.e.27%) students were perusing a diploma in Social Work,41 (i.e. 41%) in Finance and Accounting,10 (i.e. 10%) in Human Resource Management,1 (i.e. 1%) in Purchasing and Supply Management,3 (i.e. 3%) in Sales and Marketing Management,4( i.e. 4%) in Project Planning and Management,6( i.e. 6% ) in Business Administration, 2 (i.e.2%) in Economics, 5 (i.e.5%) in Guidance and Counselling,4( i.e. 4%) in Public Relations, 2(i.e.2%) in Records Management, 7(i.e.7%) Journalism, 5(i.e.5%) Law, 12(i.e.12%) Infection Prevention Control and 8(i.e. 8%) in Public Administration.

**Table 2: Distribution of students’ responses who thought the diploma they were pursuing was adding to what they did not know.**

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>
Yes	99	99
No	1	1
<b>Total</b>	<b>100</b>	<b>100</b>

Table 2 above provides information to the effect that 99(i.e.99%) students said that the various courses they were studying were adding to what they never knew before, while1 (i.e. 1%) said that the programme they were studying was not adding to what they did not know.

**Table 3: Distribution of students’ responses showing reasons why they thought the diploma they were studying was adding to what they had not known before.**

<b>Reasons</b>	<b>Number of Students</b>	<b>Percentage</b>
Learning things never known before	26	26
Gaining understanding on how to carry out tasks in the field of study	46	46
Ability to apply the knowledge and skills gained at the work place	19	19
Change of attitude	9	9
No answer	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

Table 3 above show that 26(i.e.26%) students said that they learnt things they never knew before. 46(i.e. 46%) said that they gained understanding on how to carry out tasks in their field of study. 19(i.e. 19%) explained that they were able to apply the knowledge and skills gained at their work place, 9(i.e. 9%) said that their attitude had changed for the better and 2(i.e.2%) never gave an answer.

**Table 4: Distribution of students' responses according to who thought the diploma they were pursuing would enable them to gain employment.**

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>
Yes	93	93
No	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4 above indicates that 93(i.e.93%) students said they would gain employment while 7(i.e. 7%) said they would not.

**Table 5: Distribution of students' in relation to their responses by the types of employment they thought they would acquire.**

<b>Type of employment</b>	<b>Number of Students</b>	<b>Percentage</b>
Formal	33	33
Self-employment	3	3
Both formal and self employment	57	57
None of the above	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

In table 5 above, 33(i.e.33%) of the students said they would gain formal employment, 3(i.e. 3%) self-employment, 57(i.e.57%) both formal and self-employment and 7(i.e.7%) said they would not gain any form of employment.

**Table 6: Distribution of students' responses by reasons why they thought the diploma they were studying will not enable them gain employment.**

<b>Reasons</b>	<b>Number of Students</b>	<b>Percentage</b>
Their programme of study, Infection Prevention Control, was not registered with the Ministry of Health who are their employers	7	7
Would gain employment	93	93
<b>Total</b>	<b>100</b>	<b>100</b>

In table 6 above, 7(i.e.7%) students said that the course they were pursuing would not enable them to gain employment because it was not registered with Ministry of Health who are the major employers, while 9 (i.e. 93%) students said they would gain employment.

**Table 7: Distribution of students' responses by their thoughts on whether or not their programme of study would enable them gains a good income.**

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>
Yes	93	93
No	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

Table 7 above shows that 93(i.e.93%) students said that the diploma programme they were studying would give them a good income while 7 (i.e. 7%) said it would not.

**Table 8: Distribution of students' responses by their explanation on why they thought their programme of study would enable them gain a good income.**

<b>Explanation on why students thought the programme could earn them a good income</b>	<b>Number of Students</b>	<b>Percentage</b>
It is not difficult to find jobs in this field	40	40
People working in this profession are well paid	20	20
Will be promoted and salary will increase	33	33
The diploma is not registered with major employers the ministry of health	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

Table 8 above reviews that 40 (i.e.40%) students said that it was not difficult to find jobs in their field of study, 20(i.e.20%) observed that people working in their profession were well paid. 33(i.e. 33%) said they will be promoted and their salaries will be increased and 7(i.e.7%) said that they would not even gain an income because their course was not register with the major employers (ministry of Health)

**Table 9: Distribution of students' responses according to their family responsibilities.**

<b>Family Responsibilities</b>	<b>Number of Students</b>	<b>Percentage</b>
Children and dependants school fees	10	10
Food and grocery	47	47
Rent	20	20
Water and electricity	10	10
Medical fees	30	13
None of the above	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

In table 9 above, 10(i.e.10%) students said they were responsible for children and dependant's school fees, 47(i.e.47%) said food and grocery, 20(i.e.20%) rent, 10(i.e.10%) water and electricity. 10(i.e.10%) said medical fees and 3 (i.e.3%) said they had no family responsibilities.



**Table 10: Distribution of students’ responses showing those who thought they would be able to meet their responsibilities in a better way with the income they will be getting after obtaining their qualification.**

<b>Responses</b>	<b>Number of Students</b>	<b>Percentage</b>
Yes	93	93
No	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

The reflection in table 10 above shows that 93(i.e.93%) students would be able to meet their responsibilities in a better way. While 7 (i.e.7%) said they would not.

**Table 11: Distribution of students responses by reason given on how they would be able to meet their family responsibilities.**

<b>Means of meeting family responsibilities</b>	<b>Number of Students</b>	<b>Percentage</b>
After getting promoted at work place the salary will increase	35	35
use of salary after gaining employment	33	33
Profit from businesses	25	25
Unable to, because our course is not recognised	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

Table 11 above provides information to the effect that 35(i.e.35%) of the students explained that they would meet their family responsibilities through the salary they will gain after being promoted at work.33 (i.e. 33%) said that when they get employed they would use their salary.25 (i.e. 25%) said they will use the profit made from their business and 7(i.e.7%) said they would be unable to meet responsibilities because their course was not recognised.

**Table 12: Distribution of students’ responses showing other benefits apart from gaining knowledge, employment and salary increment that they felt would be added to their life after acquiring a diploma.**

<b>Other Benefits</b>	<b>Number of Students</b>	<b>Percentage</b>
Chance to go for further studies e.g. get a degree or masters	31	31
Gain an additional qualification, have become more competent at work and will be promoted	18	18
Change of attitude	15	15
Ability to run my own business	10	10
Gain recognition and respect from society	19	19
<b>Total</b>	<b>100</b>	<b>100</b>

According to the data presented in table12 above, 31(i.e. 31 %) students said they would secure a chance to go for further studies.18 (i.e. 18%) said they would gain an additional qualification, become more competent at work and will be promoted. 15(i.e. 15%) said their attitudes had changed for the batter.19 (i.e. 19%) said they would gain recognition and respect from society.

**Table 13: Distribution of students' responses by their suggestion on how we can improve the provision of University Extension Education.**

<b>Suggestions on improvement of the provision of University Extension Education</b>	<b>Number of Students</b>	<b>Percentage</b>
Provision of library and Computer lab	14	14
Improve tutor remuneration and other conditions of service	9	9
Buy or Build own infrastructure	5	5
Administration must improve communication to students and act in line with University Calendar	20	20
Employ qualified lecturers on full time	15	15
Advertise university extension education programmes on media	10	10
Come up with Students Union	10	10
Upgrade diploma courses to degree	10	10
UNZA should help establish recognition to courses it is offering	7	7
<b>Total</b>	<b>100</b>	<b>100</b>

Respondents in table 13 above indicated as follows: 14(i.e.14%) explained that there was need to provide libraries and computer labs, 9 (i.e. 9%) suggested that tutors remuneration and other conditions of service must be improved, 5 (i.e. 5%) said that there was need to buy or build infrastructure, 20(i.e. 20%) implored that administration must improve its communication to students and act in line with the calendar, 15(i.e. 15%) said that UNZA should employ qualified tutors on a full time basis , 10(i.e.10%) suggested that Extension Education programmes must be advertised on public media, The next10 (i.e. 10%) said there was need to create a student's union and 10(i.e. 10%) said courses should be upgraded to a degree level, the remaining 7(i.e. 7%) suggested that the University of Zambia should help establish recognition to courses they were offering.

## 4.2 Findings from Graduates

**Table 14: Distribution of graduate respondents showing various diploma programmes they studied**

<b>Diploma programmes studied</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Social Work	10	13
Finance and Accounting	2	3
Human Resource Management	6	7
Purchasing and Supply Management	6	7
Sales and Marketing management	7	9
Project Planning and Management	4	5
Business Administration	16	20
Economics	7	9
Guidance and Counselling	6	7
Public Relations	3	4
Records management	2	3
Journalism	1	1
Law	6	7
Infection Prevention Control	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

The presentation in table 14 above shows that 10(i.e.13%) respondents had diplomas in Social Work, 2(i.e. 3%) in Finance and Accounting and another 2 (i.e. 3%) in Records Management. 6(i.e. 7%) had diplomas in Human Resource Management, another 6 (i.e. 7%) in Purchasing and Supply Management. 7(i.e.9%) in Sales and Marketing Management. 4(i.e. 5%) obtained a diploma in Project Planning Management and another4 (i.e. 5%) in Infection Prevention Control.16 (i.e. 20%) were graduates in Business Administration, 7(i.e. 9%) in Economics. 6(i.e.7%) in Guidance and Counselling, 3(i.e. 4%) in Public Relations, 2(i.e.3%) in Records Management, 1(i.e.1%) in Journalism and 6(i.e.7%) in Law.

**Table 15: Distribution of graduate respondents by their opinion on whether or not the programme they studied had added to what they had not known before.**

<b>Responses</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Yes	80	100
No	0	0
<b>Total</b>	<b>80</b>	<b>100</b>

According to the information reflected in table 15 above, 80(i.e. 100%) of the graduates said that the courses or diplomas they pursued had added to what they had not know before.

**Table 16: Distribution of graduate respondents by their reasons why they thought the programme they had studied had added to what they had not known.**

<b>Reasons</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Gained of knowledge and skills that never had	25	31
Gained understanding on how to carry out tasks in my field of study	20	25
Developed ability to apply knowledge and skills gained at work	20	25
Gained Change of attitude	15	19
<b>Total</b>	<b>80</b>	<b>100</b>

Table 16 above shows that 25(i.e.31%) respondents said that they had gained knowledge and skills they never had before. 20(i.e. 25%) explained that they gained understanding on how to carry out tasks in their field of study. Another 20(i.e.25%) said that they are able to apply the knowledge and skills gained at their places of work. Finally,15 (i.e.19%) said there was a change of attitude in their own lives.

**Table 17: Distribution of graduate respondents by their responses as to whether or not they were employed as a result of obtaining the diploma.**

<b>Responses</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Yes	53	66
No	27	34
<b>Total</b>	<b>80</b>	<b>100</b>

In table 17 above it is reported that 53(i.e.66%) graduates were employed as a result of obtaining a diploma while 27(i.e.34%) were not employed inspite of having obtained a diploma.

**Table 18: Distribution of graduate respondents by the types of employment they were in as a result of having obtained a diploma.**

<b>Type of Employment</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Formal	33	41
Self-employed	20	25
Not employed as a result of this diploma	27	34
<b>Total</b>	<b>80</b>	<b>100</b>

According to the information collected in table18 above, 33(i.e.41%) graduates were in formal employment, 20 (i.e. 25%) were self-employed and 27 (i.e. 34%) were not employed inspite of having obtained a diploma.

**Table 19: Distribution of graduate respondents by how the qualifications they obtained affected their Income.**

<b>How the qualification obtained affected their Income</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Their salaries has increased	40	50
Their salaries has remained the same	33	41
None of the above	7	9
<b>Total</b>	<b>80</b>	<b>100</b>

According to findings in table 19 above, 40(i.e. 50%) graduates alluded to the fact that their salaries had increased.33 (i.e. 41%) said that their salaries remained the same. While7 (i.e. 9%) said that their salaries neither increased nor remained the same.

**Table 20: Distribution of graduate respondents by their family responsibilities.**

<b>Responses</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Yes	70	87
No	10	13
<b>Total</b>	<b>80</b>	<b>100</b>

In table 20 above, 70(i.e.87%) respondents said that they had family responsibilities. While10 (i.e. 13%) said they did not have family responsibilities

**Table 21: Distribution of graduate respondents by the types of family responsibilities they had.**

<b>Types of Family Responsibilities</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Children and dependants school fees	10	12
Food and grocery	15	19
Rent	20	25
Electricity and water	22	28
Medical	6	7
None of the above	7	9
<b>Total</b>	<b>80</b>	<b>100</b>

Responses in table 21 above show that 10(i.e.12%) graduates had the responsibility of paying school fees for children and dependants,15 (i.e.19%) had the responsibility of buying food and grocery,20 (i.e.25%) were paying rentals,22(i.e.28%) had the responsibility of paying for water and electricity and 6(i.e.7%) were paying medical fees while7(i.e. 9%) had no responsibility.

**Table 22: Distributing of responses from graduates showing how they managed to meet their responsibilities**

<b>Means of meeting their family responsibilities</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Through the salary	53	75
Profit from business	20	16
Unable to meet the responsibilities	7	9
<b>Total</b>	<b>80</b>	<b>100</b>

Findings in Table 22 above show that 53(i.e.75%) graduates said that they managed to meet their family responsibilities through their salaries. 20(i.e. 16 %) said they met their responsibilities by using the profits made from their businesses while 7 (i.e. 9%) were unable to meet their family responsibilities.

An open ended question was asked to find out why 7 (i.e. 9%) of the graduates were failing to meet their family responsibilities. They said that they were not employed because of the high unemployment levels in Zambia. Besides, they had failed to raise capital to start their own businesses.

**Table 23: Distribution of graduates' responses by other benefits they obtained apart from finding employment, achieving a salary increment and gaining knowledge.**

<b>Other Benefits</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Promotion	20	25
Started a business	13	16
Chance to go for further studies	30	38
became more competent at work	6	7
Gained recognition and respect from society	4	5
No answer	7	9
<b>Total</b>	<b>80</b>	<b>100</b>



In table 23 above, 20(i.e.25%) respondents said that they had been promoted at work.13 (i.e. 16%) said that they had started their own business.30 (i.e.38%) explained that this diploma would enable them to further their studies.6 (i.e.7%) mentioned that they had become more competent at their work.4 (i.e. 5%) believed that they gained recognition and respect from society while7 (i.e. 9%) did not give any answer.

**Table 24: Distribution of graduates’ by responses on how the provision of University Extension Education can be improved.**

<b>Suggestions on improvement of the provision of University Extension Education</b>	<b>Number of Graduates</b>	<b>Percentage</b>
Provision of libraries and computer labs	30	38
Provision of uniform teaching and learning materials	15	19
Improve tutors remuneration	5	6
Building or buying own infrastructure	5	6
Employ qualified tutors on permanent basis	10	12
Administration must improve communication with students	15	19
<b>Totals</b>	<b>80</b>	<b>100</b>

Table 24 above shows that 30(i.e.38%) graduates suggested that in improving the provision of University Extension Education, there was need to set up libraries and computer labs in all the centres. 15(i.e.19%) emphasised on the provision of uniform teaching and learning materials.5(i.e. 6%) talked about improving tutors remuneration and other conditions of service, another 5(i.e.6%) talked of building or buying infrastructure.10(i.e.12%) suggested that qualified tutors should be employed on a full time basis while 15(i.e.19%) said that the administration must improve communication with its students.

### 4.3 Findings from Tutors

**Table 25: Distribution of part-time tutors' by programmes they taught.**

<b>Programmes Taught</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Social work	4	13.3
Finance and accounting	1	3.3
Human resource management	2	6.7
Purchasing and supply management	2	6.7
Sales and marketing management	1	3.3
Project planning and management	2	6.7
Business administration	2	6.7
Economics	2	6.7
Guidance and counselling	2	6.7
Public relations	3	10
Records management	2	6.7
Journalism	3	10
Law	2	6.7
Infection prevention	2	6.7
<b>Total</b>	<b>30</b>	<b>100</b>

In table 25 above, 4 (i.e. 13.3%) tutors taught social work, 1 (i.e. 3.3%) taught Finance and Accounting and Sales and Marketing Management. 2 (i.e. 6.7%) tutors were respectively teaching the following courses; Human Resource Management, Purchasing and Supply Management, Project Planning and Management, Business Administration, Economics, Guidance and Counselling, Records Management, Law and Infection Prevention, while 3 (i.e. 10%) of the tutors said that they taught Public Relations and Journalism respectively.

**Table 26: Distribution of part-time tutors' responses by their knowledge of graduates who they knew were using the skills and knowledge they obtained. From the diploma they obtained from UNZA.**

<b>Knowledge of number of graduates who used the skills and knowledge they obtained</b>	<b>Number of Tutors</b>	<b>Percentage</b>
All the students	5	17
Half of the students	5	17
Most of the students	20	66
<b>Total</b>	<b>30</b>	<b>100</b>

According to the information collected in table 26 above, 5 (i.e. 17%) of the tutors said that all the graduates were using the skills and knowledge they obtained. 5 (i.e. 17%) said half of them, while 20 (i.e. 66%) said that most of the graduates were using the skills and knowledge obtained.

**Table 27: Distribution of part-time tutors by their responses regarding the number of Graduates they knew who were working.**

<b>Knowledge of number of working graduates</b>	<b>Number of Tutors</b>	<b>Percentage</b>
1-10	19	63
11-12	6	20
13-20	5	17
<b>Total</b>	<b>30</b>	<b>100</b>

According to table 27 above, 19 (i.e. 63%) tutors knew 1 to 10 graduates who were working, 6 (i.e. 20%) knew between 11 to 12 graduates who were working, while 5 (i.e. 17%) tutors knew between 13-20 graduates who were using the knowledge and skills they had obtained.

**Table 28: Distribution of part-time tutors by their response regarding the graduates they knew who were managing their own businesses**

Knowledge of number of graduates managing their own businesses	Number of Tutors	Percentage
Yes	13	43
No	17	57
<b>Total</b>	<b>30</b>	<b>100</b>

According to the data reflected in table 28 above, 13(i.e. 43%) tutors confirmed that they knew graduates who were managing their own businesses while 17 (i.e. 57%) said they did not know any.

**Table 29: Distribution of part-time tutors by the number of graduates that they knew who were managing their own businesses.**

Number of graduates managing their own businesses	Number of Tutors	Percentage
1-10	7	23
11-20	6	20
None of the above	17	57
<b>Total</b>	<b>30</b>	<b>100</b>

Table 29 above show that 7(i.e.23%) respondents knew about 1 to 10 graduates who were managing their own businesses, 6(i.e. 20%) said they knew about 11-20 while 17(i.e. 57%) said they did not know any.

**Table 30: Distribution of part-time tutors by their opinion on whether or not salaries of graduates had increased after graduating.**

Responses	Number of Tutors	Percentage
Yes	30	100
No	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

The data shown in table 30 above indicates that 30(i.e.100%) tutors believed that the income of graduates had increased after obtaining their various qualifications.

**Table 31: Distribution of part-time tutors by their explanation as to why they thought the income of graduates had increased**

<b>Explanation on why tutors thought the income of graduates had increased</b>	<b>Number of Tutors</b>	<b>Percentage</b>
They manage profit making Businesses	12	40
They had been promoted	13	43
They had gained new employed	5	17
<b>Total</b>	<b>30</b>	<b>100</b>

According to the information collected in table 31above, 12(i.e.40%) stated that their income had increased because graduates were running profit making businesses. 13(i.e.43%) said graduates had been promoted while 5(i.e.17%) said that they had gained new employment.

**Table 32: Distribution of part-time tutors by reasons why some graduates were not doing well after obtaining a diploma**

<b>Reasons why some graduates were not doing well after obtaining a diploma</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Lack of employment	15	50
Lack of capital	10	33
Difficulties with government offices to employ Extension education graduates	5	17
<b>Total</b>	<b>30</b>	<b>100</b>

In table 32 above, 15(i.e.50%) tutors said that some graduates were struggling because of lack of employment. 10(i.e. 33%) of the tutors said others lacked capital while 5 (i.e. 17%) of the tutors

explained that the Zambian government had difficulties to employ extension Education graduates

**Table 33: Distribution of part-time tutor's by their explanation on why other graduates were doing well.**

<b>Reasons why some graduates were doing well after obtaining a diploma</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Gained employment	19	63
Started business	6	20
Got promoted	5	17
<b>Total</b>	<b>30</b>	<b>100</b>

Table 33 above shows that 19(i.e.63%) respondents said that they gained employment, 6(i.e. 20%) said they started business and 5 (i.e. 17%) said that graduates got promoted.

**Table 34: Distribution of part-time tutors by their opinion on whether or not they had benefited from teaching University Extension Education programmes.**

<b>Responses</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Yes	26	87
No	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

Evidence from table 34 above indicates that 26(i.e.87%) tutors said that they had benefited from lecturing in university extension education programmes, while 4(i.e. 13%) said they had not.

**Table 35: Distribution of part-time tutors by reasons why tutors felt that they had benefited from lecturing in university extension education programmes.**

<b>Benefits from Lecturing</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Gained an income	10	33.3
Gained more knowledge	12	40
Improved C.V.	4	13.3
Not benefited	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

Findings in table 35 above indicate that 10(i.e.33.3%) tutors said that they had benefited because they gained an income, 12(i.e.40%) said they were gaining more knowledge, 4(i.e.13.3%) said that their Curriculum Vitae had been improved while 4(i.e.13.3%) said they had not benefited from lecturing in university extension education programmes.

An open ended question was then asked to find out why 4(i.e.13.3%) of the tutors said they had not benefited. They explained that it was because of the poor conditions of service and low income given by the University Authority.

**Table 36: Distribution of part-time tutors by their opinion regarding how the current students were benefiting from University Extension Education.**

<b>Opinions on how current students were benefiting from University Extension Education</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Obtaining knowledge and skills	7	23
Upgrading qualification	6	20
Opportunity to work and study (Flexibility of this Education)	8	27
The cheapest form of Education	9	30
<b>Total</b>	<b>30</b>	<b>100</b>

It is apparent from table 36 above that 7 (i.e.23%) respondents said that current students were benefiting by acquiring knowledge and skills. Another 6(i.e.20%) said students were upgrading

their qualification. 8(i.e. 27%) said students were being given an opportunity to study whilst working and 9(i.e.30%) said it was the cheapest form of education in Zambia hence affordable in terms of payment.

**Table 37: Distribution of part-time tutors by their opinions on how graduates had benefited from extension education apart from the knowledge they gain, employment they acquired and an increase in income.**

<b>Opinions on how graduates had benefited from extension education</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Change of career	10	33.3
Opportunity for further studies	16	53.3
Promotion	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

evidence in table 37 above points to the fact that 10(i.e.33.3%) tutors said that graduates had benefited from these diplomas because they had given them an opportunity to change their career. 16(i.e. 53.3%) reported that graduates had gained an opportunity to go for further studies, while 4(i.e.13.3%) tutors said that graduates were being promoted at their work places.

**Table 38: Distribution of part-time tutors by their suggestion of how the provision of University Extension Education can be improved.**

<b>Suggestions on improvement of the provision of University Extension Education</b>	<b>Number of Tutors</b>	<b>Percentage</b>
Improved tutors remuneration and other condition of service	15	50
Provide uniform teaching and learning materials	6	20
Organise industrial attachment for students	5	17
Market extension Education	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

Table 38 on page 48 gives evidence to the effect that 15(i.e.50%) tutors suggested that tutors remuneration and other condition of service must be improved, 6(i.e. 20%) said that the University must provide uniform teaching and learning materials, another 5(i.e.17%) said that there was need to organise industrial attachments for students, while 4 (i.e. 13%) said that there was need to package and market University Extension education programmes.



#### **4.4 Findings from the Resident Lecturer**

When asked on how long he had worked as a Resident Lecturer, he explained that he had held this position for 15 years in different Provinces.

With regard to why he decided to work for Extension Education, he said that his master's degree was in non-formal Education which was in line with University Extension Education.

With regard to how he had benefited from working in University Extension Education, the respondent said the following:

- i. his understanding of Education was broadened;
- ii gained new socialisation and communication skills such that he was able to interact with different communities without any struggles;
- iii understood a number of Zambian cultures in line with their do's and don't's; and
- iv gained great experience on how to manage University Extension Education.

Regarding how graduates had benefited from University Extension Education, the respondent pointed out the following:

- i. graduates had gained both formal and self employment as a result of the diplomas they obtained,
- ii others had been promoted;
- iii some graduates changed their career;
- iv there was change of attitude and perception of life because of the knowledge they had acquired;
- v graduates in employment become more efficient and effective at their work places; and
- vi Graduates salaries also increased.

With regard to how the current students were benefiting from Extension Education, the respondent emphasised that they were gaining knowledge and skills that would enable them gain employment. Others will be able to start up their own organisations after graduation. Those

who were employed yet studying, the respondent assumed that upon completion they would be promoted or even change their career. This may lead to salary increment and attract other bonuses.

Regarding suggestions on how to improve the provision of University Extension Education, the respondents suggested the following:

- i. the University must buy or build its own infrastructure in order to avoid high rental costs and use the money for other projects;
- ii university must give long term contracts to workers and tutors must be given permanent employment to avoid movements because they lack job security;
- iii there is need for University to provide teaching and learning material to University tutors;
- iv university central administration should help in funding Extension Education programmes;
- vi university must employ more workers in all the provinces so that the management of University Extension is effective. Specifically, each province must have an Administrative officer, secretary, an accountant, office orderly and a Resident Lecturer; and
- vii diplomas must be upgraded to degree programmes and that University Extension Education must be allowed to run on its own as a directorate.

#### **4.5 Summary of Chapter Four**

This chapter presented data collected from the four categories of respondents who were: the students, graduates, part-time tutors and the Resident Lecturer of University of Extension Education in Lusaka Province.

The results of this study indicated that all our respondents had benefited from Extension Education in one way or the other. Students were benefiting by gaining knowledge and skills that would enable them gain employment and become independent and self-reliant.

Graduates of Extension Education had gained employment, started their own businesses, had gotten promoted and others had a positive change of attitude towards work and life perception.

Tutors had benefited by earning an income, gaining more knowledge and understanding as they study to teach their students and their curriculum vitae had improved because of lecturing in University Extension Education programmes. The Resident Lecturer had learnt how to interact with various communities without any struggle and gained experience on managing University Extension Education programmes.

**Table 39: Summary of benefits of university extension education**

<b>Benefits</b>	<b>Number of Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Acquisition of knowledge	211	192	90.9
Acquisition of employment	211	160	75.8
Income acquisition and increase	211	147	69.6
Ability to meet family responsibility	211	129	61.1
Upgrading of qualification	211	6	2.8
Opportunity to study while working	211	8	3.8
Cheapest education	211	9	4.3
Opportunity to go for further studies	211	76	36
Change of career	211	10	4.7
Promotion	211	24	11.4
Change of attitude	211	15	7.1
Gained recognition and respect from society	211	4	1.8

On the other hand, the research has discovered a number of areas requiring improvements. These were: the provision of library and computer labs in all provincial centres; buying or building infrastructure for University Extension Education; provision of uniform teaching and learning materials; and improving conditions of service for tutors as well as employing more workers.

**Table 40: Summary of possible improvements to university extension education**

<b>Improvements</b>	<b>Number of respondents</b>	<b>frequency</b>	<b>percentage</b>
setting up libraries and computer lab	211	44	20.8
Improve tutors remuneration	211	29	13.7
Build and buy infrastructure	211	10	4.7
Improved communication by administration	211	35	16.5
Employ qualified tutors	211	25	11.8
Market university extension programs	211	14	6.6
Form of a student's union	211	10	4.7
Upgrade to teaching degree and run as a directorate	211	10	4.7
Establish recognition to courses being offered	211	7	3.3
Provision of uniform teaching and learning material	211	21	9.9
Improve funding and employ more workers in provinces	211	1	0.47

## **CHAPTER 5**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings of the study on the benefits of and possible improvements to university extension education in Lusaka province. This study focused on two objectives which were to establish the benefits of university extension education to its stakeholders i.e. graduates, students and members of staff; and to identify areas of possible improvement in the provision of university extension education.

#### **5.1 Benefits of University Extension Education to its Stakeholders**

The first objective of the study was to establish the benefits of university extension education to its stakeholders (i.e. graduates, students and members of staff).

##### **5.1.1 Acquisition of Knowledge and Skills**

The study established that participants in university extension education had benefited by acquiring knowledge and skills that they never had before participating in the university programme. This is in line with what Luchembe (2010) said when he explained that university extension education offered courses in order to impart knowledge and skills to help people with ever changing demands of life at work, and this change takes place in social, political and economic spheres.

These courses are offered to meet the educational need of participants. The findings are also relating to our operational definition of university extension education which is seen as a process of education focused on developing the knowledge, will power and skills of the people to solve their problems through their own effort, instead of waiting for the government to do it for them. It is worth stressing that participants of university extension education had benefited by gaining various skills during their study. According to Chuma (2004), through lectures, workshops and seminars, various skills have been imparted to those taught. As a result graduates of extension studies benefit from their studies because they improve in their communication skills, leadership skills and decision making skills. If they are leaders, individuals become better decision makers and gain skills that are not taught through existing sources (Bown and Olu Tomari, 1997).

### **5.1.2 Acquisition of Employment**

From the finding it was observed that the courses offered under university extension education provided employment opportunities for most of the participants. This is connected to what Hakala (2008) meant when he said that education strengthens the economy. When citizens of a nation have an education, the nation's economy is strengthened. They are qualified for jobs and unemployment will go down, innovation and creativity in the work places soar.

It is also important to note that some participants who never found formal employment were able to start their own businesses or organisations. Richardson and Moore (2000) emphasise on the fact that many times, extension programmes help participants gain new skills that enhance their job prospects and lead them to adopt innovative practices like generation or their own organisation. Additionally, Hakala (2008) further explained that some graduates had managed to start their own organizations because of the knowledge they had acquired. These qualifications have improved their image in the family, society and nation at large.

Participants in university extension education work closely with classmates, instructors and outside business people during their programme and naturally develop a connection with them. As a result of this networking, a number of participants have been motivated to start their own businesses. These connections have become important parts of participant's professional business network and sources for future business opportunities (American educational partner's placement team, 2010).

### **5.1.3 Income Acquisition and Increment**

The respondents indicated that their participation in university extension education lead to income acquisition and increments for others. In line with these findings, Richardson and Moore (2000) explain the fact that many times, extension programmes help participants gain new skills that enhance their job prospects, leads them to adopt innovative practices that increase their yields or make other decisions that cause them to increase their income. The value of these extension programs is in increased income acquisition.

For example, through studying a diploma in financial accounting, a participant might learn about the benefits of investing in money markets rather than a regular savings account and shift their funds to money market saving accounts. The estimated value could be the extra income earned as a result of the higher interest rates they earn.

Similarly, one can expect that additional income will be gained by producers who, as a result of extension programmes, adopt new or alternative enterprises that enable them to use available resources more efficiently. To estimate the value or benefit of the programme, one can compare participant's income levels before and after the programme (Richardson and Moore, 2000)

This also confirms what Hakala (2008) meant when he said that participants in University Extension Education improve promotion opportunities and can qualify for higher wages. It is required that one completes specialized training to qualify for certain jobs such as management or administration positions.

#### **5.1.4 Ability to Meet Family Responsibilities**

From the findings it was realised that participants in University Extension Education had a number of responsibilities which they managed to meet as a result of participating in extension studies. They managed to meet these responsibilities because extension studies empowered them with knowledge and skills necessary to perform their tasks.

This implies that Luchembe (2010) was right by saying that the courses that are offered under University Extension Education impart knowledge and skills to help people with ever-changing demands of life at work and in social political spheres. In other words we can say that these courses help participants meet their educational, social and economic needs.

#### **5.1.5 Upgrading of Qualifications**

In a meeting that the vice chancellor had with extension education students and tutors he said that there is no restriction for those students who wanted to study their degree programmes. He further said that those who were studying a diploma in social work would only take one year six months to complete their degree programme when they come to main campus great east road. In other words, University of Zambia allows extension education graduates to apply for their degree programmes at UNZA main campus.

The graduates and student respondents of this study said that the qualifications they were obtaining through university extension education would enable them to become eligible for further study in other university programmes. They alluded to the fact that their participation in extension studies opened doors for them to obtain their first degrees and master's degrees.

According to the American educational partner's placement team (2010), one of the biggest benefits to participants of extension education is the ability to upgrade their qualifications and work skill. Performance on the task or job is also improved. This demonstrates two things to their employers. First, it shows that they care about their job and that they can be valuable to the company. Skills and knowledge gained helps graduates to secure their jobs. For instance, in the working world of today, computers are ubiquitous. Every company needs them, all employees use them: as an employee, if you don't keep up with the technology skills required in your job market you will be left behind in the dust. You lose your value to your employers.

This finding is also in connection with what Luchembe (2010) said that University Extension Education in Zambia has taken a different shape, for instance, it has moved from the initial non-credit programmes to credit programmes thereby according to the would be graduates a chance to pursue a degree programme at any university in a relevant field. However, it has taken a number of years for such a change to be effected.

#### **5.1.6 Opportunity to Study While Working**

This study established that participants in university extension education who were working had an opportunity to pursue their education whilst in employment. Respondents confirmed that they were able to attend lectures without asking for a study leave from their employers. Those who have oppressive supervisors who hinder human resource development in organisation, also managed to carry out their studies without getting into conflict with their superiors because of study leave.

In light of this, Luchembe (2010) observes that university education through adult education and extension studies provides a beacon of hope to all eligible Zambians who want to pursue university education. This is because university extension education provides a more flexible mode of study in that even those that are working or doing business can also find time to attend lectures. Secondly, it has decentralised its study centres by conducting classes not only in the capital city of Lusaka where the main campus of the University of Zambia is situated but also has centres in nine of the ten provinces in Zambia.

According to the findings of the study, this form of education enabled those who had no sponsors to raise funds for their study through formal employment and business during the day and attend courses in the evening. This confirms what Luchembe (2010) meant by saying that



university extension education offers evening courses in order to impart knowledge and skills which help people with ever-changing demands of life.

### **5.1.7 Cheapest Form of Education**

The Resident lecturer and the tutors attested to the fact that adult education and extension studies provide the most affordable form of education in terms payment. They said compared to other tertiary institutions in Lusaka offering diploma programmes, extension studies was the cheapest and had flexible payment conditions.

According to Richardson and Moore (2000), one of the principles of university extension education is to ensure that the cost of this type of education is affordable to members of various communities especially the poor. Reduced expenditure that participants realise can often be easily identified in determining the economic impact of the programs.

### **5.1.8 Change of Career**

Careers can be considered as a life sequence of jobs. This means that a person's career is the series of jobs held during the course of that person's life. A Career is also described as a profession. This suggests that careers occur only in certain occupations in which there is a clear pattern of advancement. For example doctors, lawyers, business people and other professions have a path of career movement (stone, 2008).

The study revealed that university extension education had given its participants an opportunity to change their career. The skills and knowledge obtained by graduates have enabled them to escape from routine jobs and get promoted. Gillard (2005) defines routine as, a habitual or fixed way of doing things. Many people in different work places become tired of doing the same thing over and over again so that it loses its meaning and direction. The work activities become boring in such a way that this situation leads to inefficiency even if one had received adequate training in the particular job. But extension education graduates are able to escape from this routine work because of their new qualifications which leads to the change of a career.

Completion of a university extension programme provides participants with the prestige of having earned an education qualification from a university. This accomplishment can be added to students resumes and help them advance their career or even change it (American educational partners placement team, 2010).

### **5.1.9 Promotion**

Results obtained from the Resident Lecturer, Tutors and graduates showed that extension studies provide chances for participants to get promotion at their places of work. This is in line with what was discussed in chapter two that Many people, especially in the education sector, have been static on one position. For one to move from a static position in any organisation, it is important that they attained an educational programme that will give them a certificate, diploma, degree or masters degree so that they are considered for promotion. There is what was called “diploma disease” although in recent years it has come to be known as the degree disease. Acquisition of these papers has lead to professional advancement ([www.mbl.unsgn.ch](http://www.mbl.unsgn.ch)).

### **5.1.10 Change of Attitude**

From the findings, it was discovered that respondents believed that studying under university extension education lead to a positive change of attitude towards life and work. According to Richardson and Moore (2000), many times extension programs produce very intangible results of change in human behaviour that can be evaluated but not easily due to their non-tangible nature. These non tangible benefits are mostly in human terms that range from an increase in educational level, change in attitude and aspiration.

Although respondents indicated change in attitude as one of the benefits of extension education, the researcher did not fully agree that this change in attitude was directly attributable to receiving education through extension education alone. Change in attitude is non-tangible, difficult to measure and often subject to a number of factors.

### **5.1.11 Gained Recognition and Respect From Society**

The findings revealed that, the respondents believed that they gained recognition and respect from society because of participating in university extension education. Richardson and Moore (2000) say that participants in extension programmes improve quality of life, self-esteem and gain respect from members of society. They also demonstrate great leadership skills in their work places and communities.

## **5.2 How to Improve the Provision of University Extension Education**

The second objective aimed at identifying areas of possible improvements in the provision of university extension education.

### **5.2.1 Setting up Libraries and Computer laboratory**

From the findings it was revealed that all the respondents suggested that in improving the provision of university Extension Education there was need to set up libraries and computer labs in all the centres. According to Nduna (2010), to improve the efficiency and effectiveness of university extension education, resource centres should be belt in all the centres. He believes that this would help both the tutors and the learners to study for the various courses they were participating in.

This concretizes what Mandumbwa (2011) suggested when he said that the Department of Adult Education and Extension Studies and the university of Zambia library management should ensure that the library section at the resident lecturer's office is provided with recommended books and references in the courses that are being offered in a particular province. This will lead to improvement in the learning and quality of education being provided under university Extension Education.

In line with provision of computer lab, Ngoma (2009) explains that the acquisition of more computers which must be made available to the learner will enable them to practice computer skills and conduct online research. Conducting of online research helps to improve the quality of the research work since learners will be able to get current information on their particular fields of study. Firestone (1996) alluded to the fact that a computer is a powerful tool for improving, motivating, and incentivising for learning.

### **5.2.2 Improve Tutors Remuneration and Other Conditions of Service**

The respondents indicated that there was need to improve tutor remuneration and other conditions of service. This is in connection with what Mandumbwa (2011) discovered that part-time tutors were not pleased with the conditions of service especially the mode and amount of their remuneration, hence to improve the provision of a university Extension Education Mandumbwa said that payments for part-time tutors be processed on a monthly basis. This measure would reduce the tax reduction incurred by tutors and maintain the operation cost on the part of university management. It will in turn motivate part-time tutors to be efficient and

effective in carrying out their tasks and will attract qualified staff to participate in the delivery of University Extension Education.

Basu (1994) Explains that Taylor, the father of scientific Management, believed that people would work hard if paid more money. Hakala (2008), said that the improvement at physical working conditions and company policy leads to job satisfaction.

According to Stone (2008), Remuneration is one of the most important Human Resource functions. It can help to reinforce the organizations culture and key values and to facilitate the achievement of its strategic business objectives. By rewarding desired results, an organisation's remuneration is able to motivate employees to improve their performance continually and to strive to achieve the organizations strategic business objectives. Remuneration also attracts and keeps the desire quality and mix of employees Hence university of Zambia must review the salaries for tutors with immediate effect.

In the same vein, Ngoitiana (1991) said that there are two main incentives for extension workers, which are considered as crucial in the provision of better extension services and training. These are improved salary and promotion. According to an evaluation study of the Home Economics Assistants in Tanzania, the absence of the two incentives has had a negative impact upon the work and morale of extension workers. Hence to encourage efficiency and effectiveness among extension workers they must be promoted and their remuneration must be increased. Other incentives like book allowance, overtime and research funds just to mention a few must be provided.

### **5.2.3 Building and Buying Infrastructure**

Findings from students and graduates indicate that building and buying infrastructure is the only way the provision of university extension education can be improved. This confirms what Luchembe (2010) meant when he said that infrastructure is a challenge that is being faced by university Extension Education. There is lack of lecture theatres. This implies that most of the activities are done in rented buildings as a result, it is difficult to buy and install facilities that make learning and teaching easier in such environments. This is because accountability would be difficult if something was broken or stolen.

Hence the buying and building of our own infrastructure as university extension education would make the provision of this form of education easier. And it will become less costly for the

university because they will stop paying huge amounts in rentals. The Resident lecturer said university of Zambia should buy or build its own infrastructure in order to avoid rental costs & use money for other projects.

#### **5.2.4 Improvement of Communication by Administration**

The research showed that students and graduates said administration must improve its communication to students and act in line with the university calendar which they usually provide to the students. In line with the finding, Ngoitiana (1991) observed that there was poor communication from extension administration to its workers and learners in extension education. He said that there was need to come up with a proper channel of communication if extension education had to flourish. Ngoitiana further explained that, to have an effective extension education system it may be useful to follow the theory of communication system which states that information flow must follow the organisation hierarchy of authority.

According to Zwane (1992), to enable extension education perform its functions effectively, an extension team consisting of the administrator, researcher, learner and communicators is essential. Extension education is a two-way communication process, based on the sharing of information and experiences. All extension education information must be readily available and objective.

#### **5.2.5 Employ Qualified Tutors**

The findings also revealed that students and graduates suggested that the university should employ tutors on permanent basis who are qualified. This is connected to what Ngoma (2009) meant when she said that there is need to recruit more part-time tutors who are qualified and specialized in their various fields; for example, if one is an adult educator that is what they should lecture on and not any other course. The marketability of university extension education partly depends on the quality of the facilitators such professionals must know (comment from resident lecturer) how to handle Adult learners.

Ngoitiana (1991) also noted that in Tanzania, it had been difficult to obtain extension workers with the right qualification and experiences to lecturer in extension programmes. Until 1988, qualified extension trainers were drawn from three major sources: colleges and universities; serving rural development staff and technical instructors from specialized government departments. These trainers only train in fields of their qualification.

On the other hand, they found it difficult to train extension learners because they had never been trained in the methods of training others. Fortunately, the Tanzanian government eliminated this problem by creating a training of trainer's programme that focuses on helping the trainers learn the best techniques and methods to be used when passing their knowledge on to others (Ngoitiana, 1991)

#### **5.2.6 Market University Extension Education Programmes**

The research revealed that respondents suggested that University Extension Education programmes needed to be packed and marketed by using the media. The respondents assumed that the advertisement of the programmes offered by University of Zambia under the Department of Adult Education and Extension Studies would increase the popularity of the programme.

They also believed that such publicity would lead to increased enrolments in the various programmes offered. And that this may change people's negative perception of adult education and university extension education.

#### **5.2.7 Formation of a Student's Union**

From the findings it is clear that students suggested that there was need to form a student's Union. This union would be there as a link between the university administration and the students. Students assumed that it would be easier to air out their grievances to a student's board which would in turn convey these grievances to university administration. The university will also be able to communicate to the students through this students union. Hence communication barriers will be lessened and understanding between the two parties will be improved.

#### **5.2.8 Upgrade diploma to offering Degree and Run As A Directorate**

The research further revealed that several students suggested that diploma courses that were being offered should be upgraded to degree level. The resident lecturer also had the same suggestion. He said that diplomas must be upgraded to degree programmes and that University Extension Education must be allowed to run on its own as a directorate.

### **5.2.9 Establish Recognition to Courses Being Offered**

Earlier the research results revealed that some respondents said that the course they were pursuing (infection prevention) would not enable them to gain employment because they had discovered that it was not registered with the Ministry of Health who are the major employers. Hence, when it come to suggesting on how we can improve the provision of university extension Education the respondents said that university of Zambia should help establish recognition to courses they are offering.

### **5.2.10 Provision of Uniform Teaching and Learning Materials**

Regarding suggestions on how to improve the provision of university Extension Education respondents alluded to the fact that there was need for the University of Zambia to provide uniform teaching and learning materials to university tutors and learners.

Further, findings obtained from interview with the resident lecturer pointed to the fact that provision of uniform teaching and learning materials would make teaching and learning easier especially in rural areas whether it was not easy to find study materials.

### **5.2.11 Improve Funding and Employ More Workers In the Provinces.**

The resident lecturer also said that, university central administration should fund Extension Education programmes. He further suggested that university of Zambia must employ more workers in all the provinces so that the management of university Extension Education becomes more effective.

In line with these findings, Nduna (2010) advised that the university should ensure that the provincial offices were adequately staffed in order for the units to achieve their aims and objectives; that of providing education to all the people, however remote they may be.

### 5.3 Summary of Chapter 5

This chapter discussed the findings of the study based on the benefits of and possible improvement to university extension education. The study was based on two objectives which were to establish the benefits of university extension Education to its stakeholders i.e. graduates, students and tutors and to identify areas of possible improvements in the provision of university extension education.

It was discussed that all the stakeholders had benefited from university extension Education in various ways. These include, acquisition of knowledge and skills, gaining of employment in the formal and informal sector, income acquisition and salary increments, ability to meet their family responsibilities like school fees for children and dependents, food and groceries, rentals, water and electricity and medical fees. These elements signify that the participants in university extension Education have become self-reliant and independent.

Apart from acquisition of knowledge, gaining employment salary increment and ability to meet family responsibilities, students alluded to the fact that they were upgrading their qualifications, were able to study and work at the same time thus killing two birds with one stone. Besides, education is cheaper, meaning it is affordable, meaning and their diplomas were a stepping stone to achieving further studies. Aside from the aforesaid, graduates stated that they gained an opportunity to change their career while others got promoted at their places of work.

On the other hands, student graduates and tutors suggested that if the provision of university extension education had to improve, there was need, among others to set up libraries and computer labs for the benefit of both students and tutors. Tutors remuneration and other conditions of service be improved, university must build or buy buildings, Administration must improve its communication with students, employ qualified tutors, market university extension programmes, upgrade diploma courses to degree, allow university extension education to run as a directorate, university central administration must help in funding University Extension Education programmes and must employ more workers in the provinces.



## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter draws conclusions based on the research findings and will finally make recommendations.

#### **6.1 Conclusion**

The first objective of the study established or revealed that university extension education had benefited all its stakeholders, i.e. graduates, students and tutors. The stakeholders alluded to the fact that they acquired knowledge and skill which they never possessed before. This confirms what Luchembe (2010) said that university extension education offered evening courses in order to impart knowledge and skills to help people with ever changing demands of life at work in the society and political spheres.

The students, graduates and tutors said that university extension education had enabled them to gain employment, salaries and salary increments. This implies that university extension education has empowered people in such a way that they have become self-reliant and independent. It has also reduced unemployment and poverty levels due to the fact that most participants revealed that they were able to meet their family responsibilities due to the knowledge and skill they obtained from participating in university extension education.

The students and graduates confirmed that they benefited from university extension education because it gave them an opportunity to study and work at the same time. They also believed that the diplomas obtained, were a stepping stone for further studies. They also alluded to the fact that this form of education is affordable financially and some graduates had an opportunity to change their career.

Arising from the findings, it can be concluded that this type of education (i.e. university extension education) has been beneficial to its stakeholders. The programmes offered have empowered people, economically, socially and otherwise.

This research has actually confirmed that the objectives and ideals of university extension education are being fulfilled. According to Alexander (1975), the aim of the department of Extra – Mural Studies or University Extension Education includes the provision of degree and diploma

courses for students who are unable to attend full-time, continuation of professional and vocational training and retraining through short courses and seminars, provision of specialist advices and assistance to sections of communities which might need it. Secondly, it was to disseminate and impart university knowledge and ways of thought in the nation.

The second objective was achieved since the research has revealed that centres of University Extension Education are found in the 9 provinces in Zambia, imparting knowledge and skills on the Zambian people.

On the other hand the second objective unveiled the possible improvements to University Extension Education.

The research revealed that the stakeholders proposed improvements in infrastructure, teaching and learning materials, libraries and computer labs and qualified lecturers. They said there was need to improve remuneration and other conditions of service for tutors. It further revealed that Administration must improve its communication strategies to students, university programmes must be marketed adequately and diploma to degree programmes should be started. In addition, extension education should be allowed to run on its own as a directorate and central Administration must provide enough funding extension education programmes.

According to the students, graduates, tutors and the resident lecturer, if the above areas were improved, university extension education will become more efficient and effective. It may even attract greater numbers of participants to its programmes.

The research also revealed that students in the infection prevention course felt that the diploma programme they were studying was not beneficial because the course was not registered by the Ministry of Health who are the major employers.

## **6.2 Recommendations**

In light of the findings on the benefits of and possible improvements to university extension education, the following recommendations are suggested:

- a) The Department of Adult Education and Extension Studies must work hand in hand with UNZA Main Library to ensure that each centre of study has a library and a computer lab. Mandumbwa (2011) alluded to the fact that the provision of library facilities would enable tutors and learners to study and research without any difficulties;

- b) That students be allowed to form a union which would serve as a buffer between the student body and university administration;
- c) Since one of the courses known as infection prevention was not recognized by the Ministry of Health who are the major employers of graduates in this field, it is recommended that University of Zambia should secure recognition of the course from the ministry;
- d) University Extension Education has centres in the nine (9) of the ten (10) provinces of Zambia. These centres are well managed by the Department of Adult Education and Extension studies and each is superintended by a resident lecturer. The University of Zambia central administration must allow university extension education to run on its own as a directorate and upgrade diploma courses to degree level;
- e) That tutors must be employed on a full time basis to avoid a situation where students are left without a tutor in the middle of the semester. Due to the high turnover of this cohort of staff, there is need to recruit more tutors who are specialized in particular fields of study. According to Ngoma (2009), the sustainability of extension education is largely dependent on the quality of its facilitators. Such professionals must know how to handle adult learners;
- f) That the remuneration of tutors has to be improved and increased. This will motivate them to work hard and be focused on their Job. According to Stone (2008), remuneration is one of the most important Human Resource functions. It can help to reinforce the organizations culture and key values and to facilitate the achievement of its strategic business objectives;
- g) That the University of Zambia must provide uniform teaching materials like modules for distribution to all the provinces so that the same contents is taught;
- h) The university must help in funding University Extension Education programmes as it does with any other type of education offered by the university. Funding university extension

education should rank high on university education because it is the only type of education which has a direct bearing and impact on the community;

- i) Since most of the respondents indicated that rented infrastructure makes learning, studying and teaching less effective and difficult, the University of Zambia must build or buy infrastructure which can serve as satellite universities in all the provincial centres. This will enable students to study easily and the installation and security of teaching and learning materials in such buildings will be easy;

### **6.3 Summary of Chapter Six**

Chapter six consists of the conclusions and recommendations of the study. The conclusions and recommendations were all drawn from the findings of the study.

It was concluded that university extension education had benefited all participants and stakeholders through acquisition of knowledge and skills that have enabled them to gain employment and have salaries that help them meet their family needs.

Additionally, stakeholders had their salaries increased, gained respect from society and their self-esteem has improved. University extension education has given students and graduates an opportunity to go for further studies. Because of its flexibility, university extension education has enabled students to study and work at the same time.

On the other hand, it was concluded that improvements must be made in a number of areas to improve the provision of university extension education. Infrastructure, teaching and learning materials, tutors remuneration, communication between administration and students, library and computer labs, recruitment of tutors that are qualified, industrial attachment for students and improve the marketing strategy for University Extension Education Programme, were areas recommended for improvement.

In view of the fact that most of the respondents confirmed that university extension education had benefited them, the study recommends that the Adult Extension Education and extension Studies Department be allowed to run on its own as a directorate. Satellite universities must be built in all the provinces and that these programmes must be funded by the University of Zambia.

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**APPENDICES**

**APPENDIX I: INTERVIEW GUIDE FOR THE RESIDENT LECTURER.**

**Research Title: the benefits and possible improvements of university extension education in Lusaka province.**

Dear respondents

You have been purposely selected to take part in this study. And be assured that the information you will provide will be treated with confidentiality and will be utilized for academic purposes only.

1. What is your position in this organization?  
.....  
.....
2. How long have you held this position?  
.....  
.....
3. Why did you decide to work in this section of the organization?  
.....  
.....
4. How have you benefited from extension education?  
.....  
.....
5. How are your current students benefiting from extension education?  
.....  
.....
6. Suggest other ways you feel your former students have benefited from extension education?  
.....  
.....
7. Suggest how university extension education can be improved?

.....  
.....  
**END OF QUESTIONNAIRE**

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

**CONTACT ADDRESS**

**UNZA, ADULT EDUCATION AND EXTENSION STUDIES**

**P. O. BOX 32379**

**LUSAKA**

**Cell: 0977-606917**

**APPENDIX II: QUESTIONNAIRE FOR GRADUATES**

**Research Title: the benefits of and possible improvement to university extension education.**

Dear respondents

You have been purposely selected to take part in this study. And be assured that the information you will provide will be treated with confidentiality and will be utilized for academic purposes only.

- 1. What program did you pursue? Tick the correct answer.
  - a. Social Work
  - b. Finance and Accounting
  - c. Human Resource Management
  - d. Purchasing and Supply Management (PSM)
  - e. Sales and Marketing Management
  - f. Project Planning and Management
  - g. Business Administration
  - h. Economics (ECO)
  - i. Guidance and Counselling (GUC)
  - j. Public Administration (PAD)
  - k. Public Relations (PRE)
  - l. Records Managements (RMA)
  - m. Journalism (JON)
  - n. Law
  - o. Infection Prevention Control (IPC)
  
- 2. Do you feel this program has added to what you knew before studying?
  - a. Yes
  - b. No
  
- 3. Give reason to your answer in 2

.....  
.....  
.....

4. Are you employed as a result of obtaining this diploma.

a. Yes

b. No

5. If your answer is yes, what form of employment are you in?

.....  
.....

6. If your answer is no, why are you not in employment?

.....  
.....

7. How has this qualification affected your income or salary? Tick your answer.

a. It has increased

b. Remained the same

c. None of the above

8. Do you have family responsibilities?

a. Yes

b. No

9. If your answer is yes which of the following are your family responsibilities? Tick your

Answer.

a. Children and dependants school fees

b. Food and glossary

c. Rentals

d. Electricity

e. Water

f. Medical

10. How do you manage to meet the responsibilities you have ticked in question?

.....

11. Explain why you fail to manage the responsibilities not ticked in question 8?

.....

.....

.....

12. What other benefits have you accrued to your life after acquiring a diploma through university extension education?

.....

.....

13. Suggest how we can improve the provision of university extension education?

.....

.....

**END OF QUESTIONNAIRE**

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

**CONTACT ADDRESS**

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**P. O. BOX 32379**

**LUSAKA**

**Cell: 0977-60691**

### APPENDIX III: QUESTIONNAIRE FOR STUDENTS

**Research Title: The benefits of and possible improvement to university extension education.**

Dear respondents

You have been purposely selected to take part in this study. And be assured that the information you will provide will be treated with confidentiality and will be utilized for academic purposes only.

1. Which program are you pursuing? Tick the correct answer.

- a) Social Work
- b) Finance and Accounting
- c) Human Resource Management
- d) Purchasing and Supply Management (PSM)
- e) Sales and Marketing Management
- f) Project Planning and Management
- g) Business Administration
- h) Economics (ECO)
- i) Guidance and Counselling (GUC)
- j) Public Administration (PAD)
- k) Public Relations (PRE)
- l) Records Managements (RMA)
- m) Journalism (JON)
- n) Law
- o) Infection Prevention Control (IPC)

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2. Do you feel this program has added to what you did not know before studying?

a. Yes

b. No

3. Give reason to your answer in 2

.....  
.....  
.....

4. Do you think this qualification will enable you to gain employment?

a. Yes

b. No

5. If your answer is yes, what form of employment do you think you will acquire?

a. Formal

b. Self-employment

c. Both formal and self-employment

6. If your answer to question 4 is No, give reasons?

.....  
.....  
.....

..

7. Do you think this program will enable you to gain a good income?

a. Yes

c. No

8. Explain your answer in 7?

.....  
.....  
.....

9. Do you have family responsibilities?

a. Yes

b. No

10. If your answer to question 9 is yes, which of the following are your family responsibilities? Tick your answers.

a. Children and dependants school fees

b. Food and glossary

c. Rentals

d. Water and Electricity

e. Medical

11. Do you think you will be able to meet your responsibilities in a better way with the income you will be getting when you start working or after obtaining your qualification?

a. Yes

b. No

12. Give reasons to your answer in 11?

.....  
.....  
.....



13. What other benefits apart from job acquisition, salary increment & knowledge do you feel will be added to your life after acquiring a diploma through university extension education?

.....  
.....  
.....

14. Suggest how we can improve the provision of university extension education?

.....  
.....  
.....

**END OF QUESTIONNAIRE**

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

**CONTACT ADDRESS**

**UNZA, ADULT EDUCATION AND EXTENSION STUDIES**

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**Cell: 0977-606917**

## APPENDIX IV: QUESTIONNAIRE FOR TUTORS

**Research Title: The benefits of and possible improvement to university extension education.**

Dear respondents

You have been purposely selected to take part in this study. And be assured that the information you will provide will be treated with confidentiality and will be utilized for academic purposes only.

1. Which program are you tutoring in? Tick the correct answer.

a) Social Work

b) Finance and Accounting

c) Human Resource Management

d) Purchasing and Supply Management (PSM)

e) Sales and Marketing Management

f) Project Planning and Management

g) Business Administration

h) Economics (ECO)

i) Guidance and Counselling (GUC)

J) Public Administration (PAD)

k) Public Relations (PRE)

l) Records Managements (RMA)

m) Journalism (JON)

n) Law

o) Infection Prevention Control (IPC)

2. How many of your students that have graduated are using the skills and knowlage they obtained?

- a. all the students
- b. half of the students
- c. most of the students

3. How many of these students you do know working?  
.....  
.....

4. Would you be in a position to know how your former students who are running their own businesses or organisation?

- a. Yes
- b. No

5. If your answer is yes, state the number.  
.....

6. Do you think their income has increased

- a. Yes
- b. No

7. Explain your answer in question 6  
.....  
.....

8. What reason can you give for those students who are stugling after obtaining a diploma?

.....  
.....

9. What could be the reason for those who are doing well?

.....  
.....

10. Have you benefited from lecturing under university extension education?

a. Yes

b. No

11. Give reasons for your answer in 10?

.....  
.....

12. How are your current students benefiting from university extension education

.....  
.....

13. Suggest other ways you fell your former students have benefited from university extension education.

.....  
.....

14. How can we improve the provision of university extension education?

.....  
.....

**APPENDIX V: RESEARCH TIME TABLE**

ACTIVITY	JAN	FEB	MAR	APR	MAY	JUNE
Identification of the problem						
Formation of topic						
Proposal development						
Development of instrument						
Data collection						

ACTIVITY	JULY	AUG	SEP	OCT	NOV	DEC	JAN 2013
Data collection							
Data cleaning							
Data presentation							
Data analysis							
Report writing							
Submission of first draft							
Final report							

## APPENDIX VI: RESEARCH BUDGET

ITEM	QUANTITY	UNIT PRICE (ZMK)	TOTAL ITEM PRICE (ZMK)
Reams of paper	3	26, 000	78, 000
Ball pens	2 boxes	14, 000	28, 000
Pencils	2 packets	12, 000	24, 000
Stapler	1 stapler	35, 000	35, 000
Note pad	3 note pads	10, 000	30, 000
Ruler	2 rules	7, 000	14, 000
Flash disk	1 flash disk	100, 000	100, 000
Correcting fluid	2 bottles	10, 000	10, 000
Envelope	1 box	30, 000	30, 000
Calculator	1 calculator	70, 000	20, 000
Subtotal			379, 000
<b>SERVICE COSTS</b>			
Typing	72 pages	3, 000	216, 000
Printing	72 pages x 4	1, 000	288, 000
Editing	72 pages	2, 500	180, 000
Binding	4 copies	50, 000	200, 000
Sub-total			884, 000
<b>TRANSPORT COSTS</b>			
Going to round places		800, 000	800, 000
Sub-total			800, 000
Contingency		5%	105, 150
Grand total			2, 063, 000