

DECLARATION

I Lemekani Chirwa do solemnly declare that this dissertation represents my own work which has not been submitted at this or another University. All published works or materials from sources that have been incorporated were acknowledged and adequately referred to.

Signature of Author.....

CERTIFICATE OF APPROVAL

This dissertation of Lemekani Chirwa is approved as fulfilling part of the requirements for the award of the degree of Master of education in Adult Education by the University of Zambia.

Examiners' signatures

Signed..... Date.....

Signed..... Date.....

Signed..... Date.....

Signed..... Date.....

DEDICATION

This dissertation is dedicated to Mr. Chewe Bowa Senior Assistant Commissioner of Police (SACP) and former Deputy Commanding Officer Lusaka Division Headquarters 2008.

ACKNOWLEDGEMENT

I owe a considerable intellectual debt to the Supervisor Dr. E. H. Mbozi for the tireless effort, positive attitude and tolerance towards my work even at the time when the work was undesirable during the period she was providing guidance. This indebtedness extends to all the lecturers involved in the knowledge delivery in the Directorate of Research and Graduate Studies who made a contribution in any way to see me through to this level. I could have not completed this dissertation had I not benefited from their reservoirs of experience to which I am very grateful.

In particular I wish to thank most sincerely all my children for their patience and acceptance of the sufferings consequent to my studies. I am extremely grateful to them for their endurance and withstanding pressure of the home economic recession as the resources meant for their up keep were diverted towards managing my school requirements.

Once more, as I did in my undergraduate thesis, offer my hearty felt warm gratitude to Mr Francis Kabonde the then Commanding Officer Lusaka Division 2000 and now Inspector General of Police for inspiring me to go to school on 5th September, 2000. Though initially I perceived it as a frustration, now I have realized the wisdom that was embedded in his advice as education can take me to the greater heights in life. May God the Almighty richly bless him for the role he played and also give him more wisdom to encourage others to take the same path.

I am highly indebted to Mr. Chewe Bowa for his role to single handedly fight for my study leave due to his recognition on the importance to have highly educated men and women in the Zambia Police Service hence dedicating this dissertation to him. May God continue to bless him with the selfless attitude towards other peoples' achievements and do the same for many more who may meet similar obstacles in their quest to reach the higher heights in their academic dispensation. My appreciation also goes to Mr. Milton Walusiku my Departmental Supervisor as a Chief of Operations Lusaka Division for his moral and material support during the period of my studies.

My thanks are also extended to all those not mentioned here but made a contribution materially, financially, and morally supported me during the trying moments. All the shortcomings in this dissertation are entirely the author's.

ACRONYMS

AED	Adult Education
AIDS	Acquired Immuno Deficiency Syndrom
CBPP	Contagious Bovine Plural Pneumonia
CBO	Community Based Organisation
CSO	Civil Society Organisations
DDE	Directorate of Distance Education
ECZ	Examination Council of Zambia
EFA	Education for All
FBO	Faith Based Organisation
HIV	Human Immuno Virus
MDG	Millennium Development Goals
NGO	Non-Governmental Organisation
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organisation
UNZA	University of Zambia
UNIP	United National Independence Party

ABSTRACT

The background to this study had its genesis from the University of Zambia lecturers' understanding of the meaning of adult education and their perception of its relevance in development. In recent years, there has been a greater need for education for all (EFA) not only for youth and those that attend formal education but adults included. Further, in 2000, the United Nations set eight Millennium Development Goals (MDGs) which is an agenda for improving the human condition by 2015. To achieve MDG a country will need political, socio-economic, appropriate and relevant type of education like adult education to liberate and empower people.

The 5th MDG deals with education. Among those, target "... aims at providing education for all". It was in line with this goal and great need for education for all that this study was designed to investigate how knowledgeable the academicians and professionals at the University of Zambia understood the concept of adult education and their perception or attitudes of its relevance in development. The study addressed itself to three major questions. These were: (a) Do the lecturers' at University of Zambia understand the meaning of Adult Education? (b) What is the lecturers' perception or attitudes at the University of Zambia of Adult Education? (c) What are the University of Zambia lecturers' views of the relevance of Adult Education in development?

The mixed design of qualitative and quantitative was adopted. The qualitative methods used face-to-face interview with an open-ended interview guide instrument directed to management officials. Quantitative methodology relied on the use of questionnaires administered to lecturers randomly selected in the 9 schools. Quantitative data collected was analyzed using frequency distribution tables and percentages and boxes. While qualitative data from interviews and physical field observations was analyzed qualitatively by grouping similar themes using constant comparative techniques. Tables were used in the presentation of data after analysis. The initial targeted sample size was 127 respondents but it reduced to 111 respondents.

The main findings of the study were that it is evident that all the lecturers were knowledgeable about the concept of adult education but find the meaning to be confusing. The study further revealed that lecturers have a positive attitude and perception of adult education. The study, however, discovered that although understanding of the meaning of adult education is confusing,

the majority of the lecturers appreciate the role it plays in human resource development, empowerment, poverty reduction and economic development. The study was mainly guided by critical theory and transformational learning theory.

The main conclusion of the study was that adult education can effectively assist to improve the livelihood of the people and economy of the country and bring about development if utilized by adult educators and other community development agents such as Non-Governmental Organisations (NGOS), Faith Based Organisations (FBOs), Community Based Organisations (CBOs), and other Civil Society Organisations (CSOs) not forgetting the formal learning institutions.

In view of the findings, the study therefore, recommends that adult educators, educationists, professionals, academicians in general and policy-makers consider institutionalizing of adult education on equal footing as formal education to help achieve education for all in our country as this would incorporate equally all categories of people. The study further suggests that future researches to cover a diverse category of target population such as the general public, private and government secondary schools as well as higher institutions of learning to have a wider perspective about the concept.

Table of contents		Pages
Declaration-----		i
Certificate of Approval-----		ii
Dedication-----		iii
Acknowledgement-----		iv
Acronyms-----		v
Abstract-----		vi

Contents-----		vii
List of Figures-----		viii
List Boxes -----		ix
List of Tables-----		xi
Figure 1	Respondents understanding of agricultural extension work.-----	70
Figure 2	Respondents understanding of Youth Training Programmes.-----	71
Figure 3	Respondents understanding of NGOs role in civic education.-----	73
Figure 4	Respondents understanding of literacy programmes. -----	75
Figure 5	Respondents understanding of Distance Education.-----	76
Figure 6	Respondents understanding of community development -----	78

List of boxes		
Box	1.0	Respondents' attitude towards the term adult education.----- 79
Box	1.1	Respondents views on economic status being dependent upon motivation, skills and competencies of adults.-----80
Box	1.2	Respondents views on educating adults first .----- 81
Box	1.3	Respondents' views on adult education's role in development of citizen to participation in democracy.----- 82
Box	1.4	Respondents' views on the link between adult education's goals and economic prosperity----- 82

List of tables

Table 1	Respondents’ views of the importance of adult education programmes in poverty Reduction-----	81
Table 2	Respondents’ views on Adult Education’s role that it provides growth opportunities, knowledge acquisition, skills and shaping of attitudes.-----	83
Table 3	Respondents’ attitude that Adult Education plays a role in Agricultural Extension, productivity and efforts to reduce malnutrition.---	84
Table 4	Respondents opinion that Adult Education enhances skills training, the promote literacy and income-generating projects.-----	84

	Chapter One-----	1
1.0	Introduction-----	1
1.2	Statement of a problem-----	4
1.3	The purpose of the study-----	4
1.4	Objective of the study-----	5
1.5	Research questions-----	5
1.6	Significance of the study-----	5
1.7	Theoretical framework-----	5
1.8	Delimitations of the study-----	9
1.9	Limitation of the study-----	9
1.10	Operational definitions -----	9
1.11	Organisation of the study-----	11
1.12	Summary of introduction -----	12

	Chapter two-----	13
	Literature review-----	13
2.0	Introduction-----	13
2.1	Brief historical background of adult education in Zambia-----	13
2.2	Meaning of adult education-----	18
2.3	Perspectives of adult education-----	22
2.4	Meaning of adulthood -----	24

2.5	Perception or attitude of respondents of adult education-----	29
2.6	Relevance of education-----	33
2.7	The role of education-----	37
2.8	The role of adult education to development -----	38
2.9	Challenges encountered in promoting adult education in Zambia-----	42
2.10	Efforts made to promote adult education in Zambia-----	50
2.11	Relationship between Adult Education and Development-----	52
2.12	Summary of literature -----	56
	 Chapter three-----	 58
	Methodology-----	58
3.0	Introduction-----	58
3.1	Research design-----	58
3.2	Population-----	58
3.3	Sample-----	59
3.4	Sampling technique-----	60
3.5	Instruments-----	61
3.6	Data collection-----	61
3.7	Summary of data collection technique-----	62
3.8	Data analysis-----	63
3.9	Summary of methodology-----	67
	 Chapter four-----	 68
	Presentation of findings-----	68
4.0	Introduction-----	68
4.1	Gender of respondents-----	68
4.2	Respondents understanding of meaning of adult education-----	68
4.2.1	Agricultural extension officers work as adult education-----	69
4.2.2	Youth Training programmes as adult education-----	70
4.2.3	Civic education programmes as adult education-----	72
4.2.4	Non-Governmental Organisations civic education programmes as adult education-----	72

4.3	Literacy education programmes as adult education-----	74
4.4	Distance education programmes as adult education-----	75
4.5	Community development education programmes as adult education-----	76
4.6	Lecturers’ perception of adult education-----	78
4.6.1	Respondents’ views on importance of adult education programmes in the development of human resources needed for economic development-----	78
4.6.2	Respondents’ opinion on removal of a unit of extension services-----	79
4.6.3	Respondents’ attitude towards the term adult education-----	79
4.6.4	Respondents’ views on economic status being dependent upon motivation, skills and competencies of active adult population-----	80
4.6.5	Respondents’ views on educating adults first since children have no impact on economic development for many years-----	80
4.6.6	Respondents’ views on adult education’s role in reducing poverty, increasing women’s involvement in public affairs and in their democratic participation-----	81
4.7	Lecturers views of the relevance of adult education in development-----	82
4.7.1	Respondents’ views on the relevance of adult education in development of citizens to participation in democracy. -----	82
4.7.2	Respondents’ views on the link between adult education’s goals and economic prosperity-----	82
4.8	Management officials’ views about adult education-----	85
4.9	Suggestions, opinion, views, recommendations and comments from respondents--	86
4.10	Summary of data presentation-----	90
	Chapter five-----	92
	Discussion of findings-----	92
5.0	Introduction-----	92
5.1	The concept of adult education-----	92
5.2	Peoples’ perception or attitude towards adult education-----	97
5.3	Issues on the relevance of adult education-----	101
5.4	Summary of discussion of findings-----	104

Chapter six			105
Conclusion and recommendations			105
6.0	Introduction		105
6.1	Conclusion		105
6.1.1	Recommendations		106
	References and appendices		109
	References		109
	Appendices		116
Appendix	1	Work plan 2009	116
Appendix	2	Budget	117
Appendix	3	Questionnaire for lecturers	118
Appendix	4	Interview guide for the Vice-Chancellor	123
Appendix	5	Interview guide for the Deputy Vice-Chancellor	124
Appendix	6	Letter of introduction	125
Appendix	7	Letter of appreciation to the UNZA Management	126