

**The role of organisational communication in enhancing rapport
between service providers and interest groups in higher learning
institutions: A case of the University of Zambia**

2014

By Mulenga Musepa J.

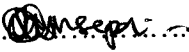
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Communication, University of Zambia**

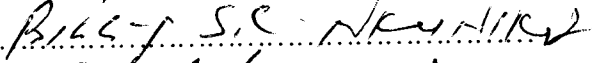
Declaration


I declare that this practical attachment report has not been submitted for a Degree in this or any other University.

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DEDICATION

**THE
MUSEPA FAMILY
&
C M**

Abstract

This Practical Attachment report is based on a PA that students carried out at UNZA. The report has revealed the various problems that the institution experiences.

Inadequate funding from government is the major source of problems. This has resulted into managements failure to meet some of its obligations objectives. Other problems are shortage of teaching staff and accommodation for both members of staff and students. This PA also identified other problems unrelated to funding. Some of these problems were due to organizational / management weaknesses. The members of staff are demotivated and do often exhibit a lackadaisical approach to their work. Above all, there is a lacuna in the institution's internal and external communication, this has led to mistrust of management by the workers. Strikes by all workers and riots by students have been identified as major 'weapons' for getting whatever they want from either management or the government. Strikes and riots have on many occasions led to premature closures. These problems have put UNZA's credibility at stake. Although there are all these problems, effective organisational communication can be used to reduce them and change the image of UNZA. A strong organizational and management base can change the operations of the institution. It is for this reason that the students recommended that management should involve all stakeholders/interest groups in the planning of various projects for the University. This should be done at each stage. There should also be smooth flow of information between management and workers; management and students; management and the government and the government and students. All business ventures should be reorganized to run profitably. These can only be achieved through effective organizational communication.

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Thanks and Praise with whole my heart be to the Lord for he has done excellent things for me.

Thankyou,

Mulenga Musepa J.

The University of Zambia

Acronyms/Abbreviations

AUD	African University Day
BP	British Petroleum
C/PRU	Community/Public Relations Unit
DRGS	Directorate of Research and Graduate Studies
DVC	Deputy Vice-Chancellor
HIV	Human Immune Deficiency
PA	Practical Attachment
MICC	Mulungushi International Conference Centre
PRO	Public Relations Officer
UNZA	University of Zambia
UNZALARU	University of Zambia Researchers and Lecturers Union
UNZAPROSA	University of Zambia Professional Staff Association
UNZASU	University of Zambia Student Union
UNZA VCP	University of Zambia Village Concept Project
UNZAAWU	University of Zambia And Allied Workers Union
VC	Vice-Chancellor
ZAF	Zambia Air Force
ZNBC	Zambia National Broadcasting Corporation
ZNBC TV	Zambia National Broadcasting Corporation Television

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Chapter 1

Background

1.0 Country profile

Zambia is a landlocked country in the Southern part of Africa, sharing borders with Tanzania, Malawi, Mozambique Zimbabwe, Botswana, Namibia, Angola, and Congo DR (fig.1). The country covers a total area of about 752,612 square kilometres (C.S.O 1997). It lies within the tropical belt on a fairly high land, longitude 22°E to 34°E and latitude 8°S to 18°S. Its physical features are divided into three areas. These are the highveld, midveld, and lowveld.

The highveld consists of the plateau which is 1200 metres above sea level. It covers the northern and north western parts of the country. The midveld lies between 900 and 1200 metres, this covers a larger area of the central part of the country. The lowveld is below 900 metres above sea level and lies in valleys found in the southern part of the country.

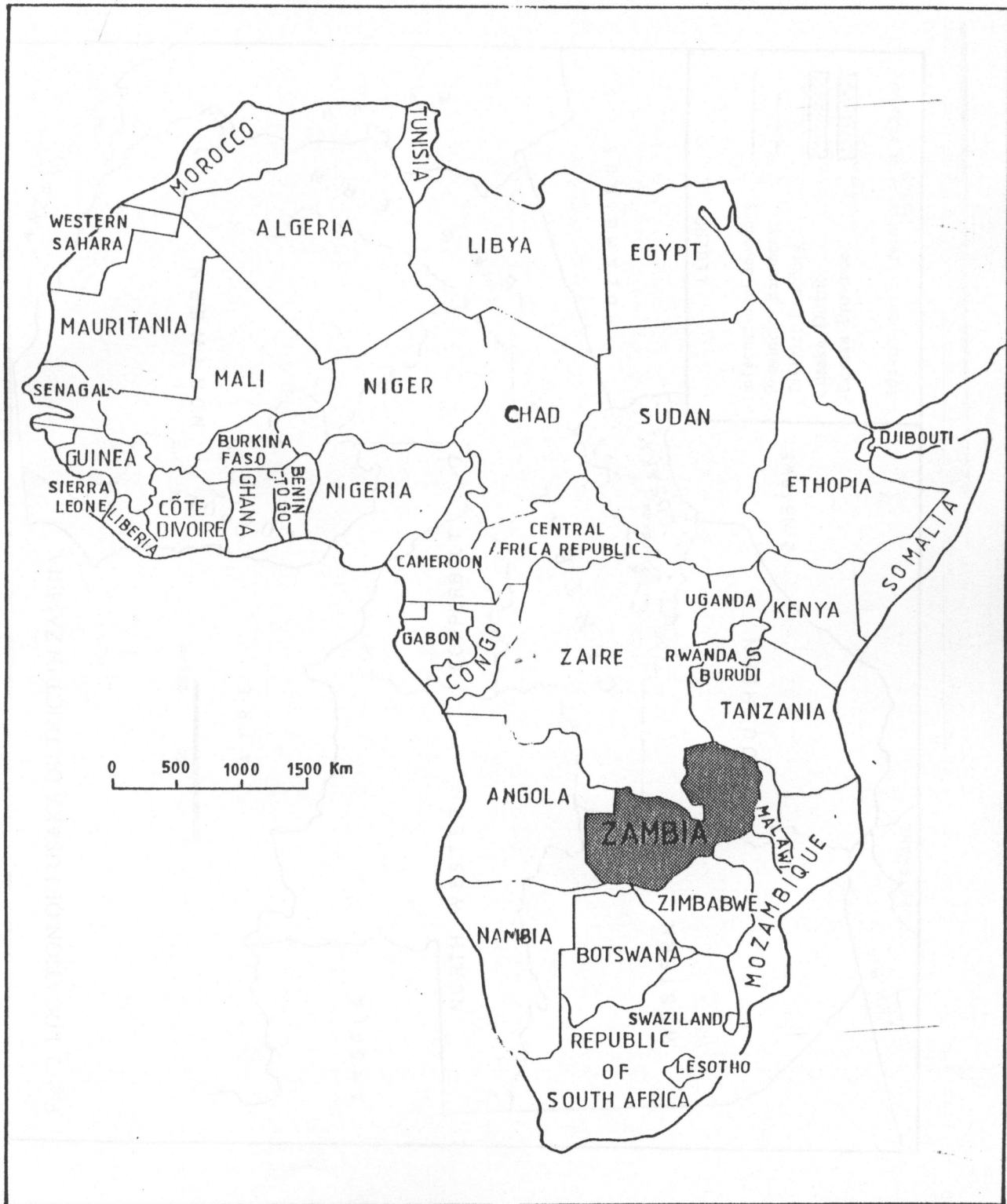
1.0.1 Population

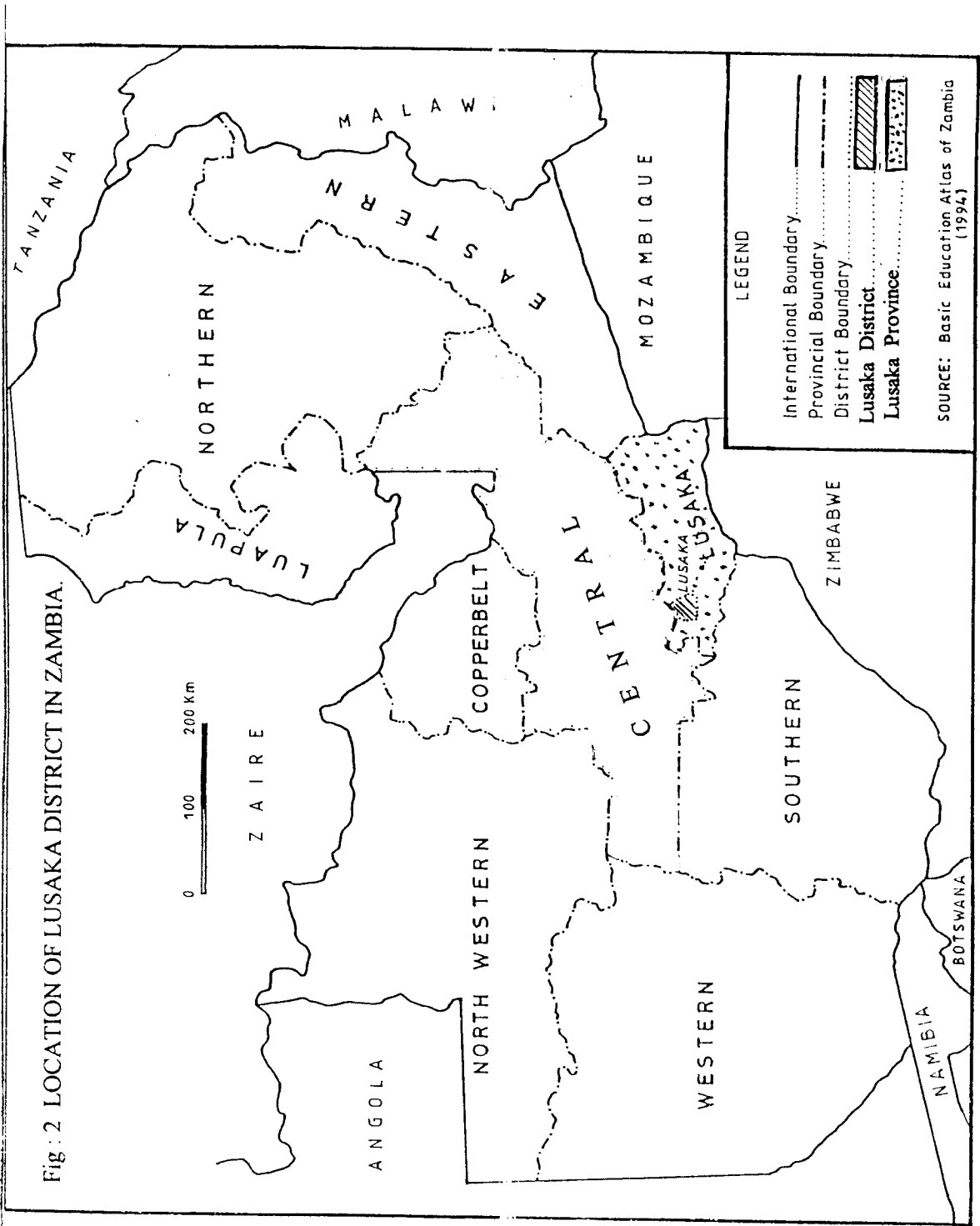
Zambia's population is estimated at 10.2 million according to the 2000 census. The country has a high population growth rate of 3.2% per annum, with high fertility and mortality rates.

The population structure is characterised by a large proportion of youths below the age of 25. These youths represent 68% of the total population. The country also has low rural population densities. It also has an uneven spatial population distribution and is notable for its high rate of urbanisation. It is the third most urbanised country in mainland black Africa (Bridge, 1994).

Of the nine provinces (fig. 2), the Copperbelt Province has the highest population of 1.6 million people followed by Lusaka province with 1.432 million and Northern with 1.407 million.

Fig : 1 LOCATION OF ZAMBIA IN AFRICA





Others are Southern Province 1.302 million, Eastern 1.3 million, Central 1.006million, Luapula 784,613, Western 782,509 and North Western 610,975 (*T.O.Z*, Dec, 25, 2001)

1.0.2 Political

Zambia is a sovereign republic with its president elected every five years. The current head of state (2002) is President Levy Mwanawasa. He is the third Head of State since the country got its independence in 1964 from Britain. Zambia, is a multiparty state with about thirty registered political parties on paper. However, few parties are active and only 11 political parties contested the 2001 presidential and general elections that Movement for Multiparty Democracy's (MMD) Levy Mwanawasa won. The official language is English.

1.0.3 Economy

Since the 1970s, Zambia's economy has been on the decline. This has been as a result of decline in both the price and volume of copper produced. This has led to reduce foreign exchange earnings. Zambia's mining industry accounts for over 70% of foreign exchange revenue. The country has a copper-based economy, which it largely depended on before and after independence. The other factor that led to having a poor economy was the poor management of the economy by both the Kaunda and Chiluba (first and second president) governments. The inappropriate ideological and macro-economic policies by the Kaunda regime led to the decline in the living conditions of people. The country's involvement in liberating other countries in the sub region further weakened the economy. The rising oil costs in the early 70s also had an adverse effect on the economy.

By 1991, Zambia was among the world's poorest countries (Mukuka et al., 2002:66). Ironically, it was at independence one of the richest countries in the region.

Chiluba's government, which ruled the country for 10 years (1991-2001), embarked on a structural adjustment programme. This programme brought about increased poverty and social insecurity among the people.

The poor performance of copper on the international market has resulted in the country depending on external funding to pay its debts as well as balance its annual budget. The debt stood at US\$6.3 billion in December 2000 (Jubilee - Zambia/JCTR 2001). The debt service for the past five years has been averaging about US\$150 to US\$170 million per year. This has affected the expenditure on key sectors like health and education. The percentage of education expenditure of GNP can be as low as 2.7%. This is, for example, what was given to education in 1992.

1.0.4 Expenditure on Education

Zambia is ranked among the countries in the region and the world with lowest percentage of GNP devoted to education (Kelly 1999). In 1996, the Government allocated about US\$ 75 million to education and training. This was about 8% of the total public budget. The allocation was to cater for about 2 million students from primary school to university.

The expenditure per university student is very high as compared to the expenditure per primary school pupil. The resources made available to a university student can be as high as 800 times more than for a primary school pupil. Government in the past has been spending about US\$ 1 per primary school pupil and about US \$ 808 per University student per year. The expenditures on secondary education and teacher training colleges are also low.

In 2002, University of Zambia (UNZA) and Copperbelt University (CBU) were allocated K53.8 billion (US\$12.2 million) for grants and bursaries. However, UNZA is said to be in K49 billion (US\$11.1) debt (*The Post*, March 6, 2002). This money is owned to different service providers such as Lusaka City Council (LCC), Lusaka Water and Sewerage (LWSC) and Zambia Electricity Supply Corporation (ZESCO).

1.1 Development of education

Early Christian missionaries started the development of formal education. It was seen as part of the evangelising mission. Fredrick Stanely Arnot, a Christian missionary

established the first school among the Lozi people between 1883 and 1884. More missionaries later entered Zambia and established several mission stations and schools.

The establishment of schools by the early missionaries was to increase the number of their Christian followers. They saw it fit to teach the local people how to read so that they could attain a fuller understanding of the scriptures. "The central purpose of practically all early educational endeavours of the missionaries was to enable students to read the scriptures for themselves so that they could become more ardent Christian converts" Mwanakatwe, (1968: 10). Therefore, the basic motive of education was not really stressed.

The environment in which these schools were established was very poor. For instance in some village schools, learning took place under the open sky or under the shade of a tree. Grass shelters were also used as "Classrooms". Schools where mud and pole classrooms were provided were exceptions. The assistants to the missionary teachers were poorly educated.

1.1.1 Primary Schools

More primary schools were opened as missionaries continued to establish mission stations. This was as a result of competition among missionaries to secure areas of influence for the spread of the gospel. By 1930, there were 345 of such schools. When these schools started they were not offering full primary education. It was later on that full primary education from Sub A to standard VI was provided.

Today, the primary course is from Grade 1 to 7. At Grade 7 level, examinations are written to go to Grade 8. There are many primary schools that have been built and are being run by different organisations both private and government. Missionaries have also continued running such schools. Some schools have classes running from Grade 1 to Grade 9. These are basic schools and government has embarked on a programme to upgrade most primary schools into basic schools. The official enrolment age at primary level is seven years.

1.1.2 Secondary Schools

In the late 1930s, the first junior secondary class was opened at Lubwa Mission in Chinsali District. During the same period, another junior secondary school was opened at Munali in Lusaka. Pupils were required to write examinations at the end of the first two years. Best candidates were selected for a three-year senior secondary course. At the end of these three years, an examination was written, this was the Cambridge Overseas School Certificate examination. Later Form 6 Cambridge examinations were introduced. These examinations were introduced at selected schools to cater for African students whose performance was good in the school certificate examinations.

1.1.3 Vocational training

Missionaries in Zambia also pioneered the provision of vocational training. Training in carpentry, building and agriculture formed part of the curriculum at missionary schools. Government embarked on the provision of vocational and agriculture training for Africans in 1929/30 when the Jeanes School was opened at Mazabuka. However, it was the establishment of the Hodgson Technical College (1934) which made a major contribution to the development of the (country) territory. The college, which was established in Lusaka, was to provide training to African craftsmen. This was the beginning of the establishment and expansion of vocational training.

1.1.4 Trades Training Institutes.

There are several trades training institutes in the country today, which are run by various bodies. Some are wholly in private hands, while all former government trades training institutes are controlled by management boards appointed by the government. Various trades training institutes were established in every province under the First National Development Plan (F.N.D.P) which was launched soon after independence. Most trades training institutes offer craft certificates in various disciplines like electrical, plumbing carpentry and joinery, and auto mechanics.

1.1.5 Colleges

One of the colleges to be built before independence is Evelyn Hone College of Applied Arts and Commerce, which is now under a management board. The collage was opened in 1963. This college today, offers a variety of courses ranging from business to paramedical.

As the demand for qualified personal increased after independence, there was need to increase the number of colleges and even expand existing ones. The expansion of teacher training colleges was necessitated by the increase in the number of primary and secondary schools. Since independence in 1964, Zambia has seen an increase in the number of government schools. There has also been a major increase in the number of schools owned by private organisations and individuals. However, there has not been a major increase in the number of teacher training colleges which are in private hands, except for pre-school teachers training colleges.

1.1.6 Copperbelt University (CBU)

The Copperbelt University (CBU) is the second government owned university in the country. It was established as a University in 1987/88. C.B.U that started as UNZA Ndola campus is situated in Kitwe. Due to financial problem, UNZA Ndola campus could not be built in Ndola as planned. As a result, Zambia Institute of Technology (Z.I.T) facilities were used for the Ndola campus. Later on, it was turned into CBU. CBU offers business, accountancy and environmental sciences degree courses. It also offers MBA programmes.

1.1.7 University of Zambia

UNZA was established in March 1966, with the first lectures being conducted at Ridgeway campus. After the Second World War, the government of Northern Rhodesia had plans (1952/53) to establish a Central African University College for Africans. Plans to build this university in Lusaka were abandoned due to pressure from Southern Rhodesia. The Federal authorities that had been threatened by these plans quickly

embarked on building the University of Rhodesia and Nyansaland that opened in Salisbury in March, 1957.

However, 'from the start, Northern Rhodesia Africans viewed this Federal institution with suspicion and hostility, also, because it admitted only on the basis of A-Levels it did not respond to the real needs of Northern Rhodesia,' (Kelly 1999:60). Northern Rhodesia was dissatisfied with the University of Rhodesia and Nyansaland; hence, in 1963 the government revisited plans and appointed a commission to investigate the possibility of setting up a university. The report was produced the same year and recommended the establishment of a university. The report was a landmark in the development of education in Zambia.

The approach of independence played a major role in the establishment of UNZA. Before independence, there was a shortage of local Africans with university education qualifications, localisation of positions was expected after independence. This created the need to provide university education to local Africans to enable them take up senior positions in government and business organisations. It was seen necessary that the country would need qualified manpower among the locals to man a range of, for instance, economic activities both in and outside government. At the time of independence, Zambia had only about one hundred university graduates only.

The initial concept of the university was that it should be a university of the people. This concept was achieved as ordinary Zambians contributed to its successful establishment through voluntary effort. This shows the enthusiasm by the local people to have a university of their own which they would identify themselves with.

The university was tasked to serve the real needs of the country and to command respect/recognition in the academic world. A major challenge to the university was the development of the country's rural areas. This was to be achieved by attempting to produce appropriately educated and trained people. Another way of achieving rural development was to contribute intellectual leadership development based on knowledge and understanding of the real life situation of the rural economy and society.

- (h) Co-ordinating the mounting of agricultural shows and other exhibitions.
- (i) Arranging and conducting tours for VIPs and other parties.
- (j) Revising, cum updating the UNZA chapter in the commonwealth yearbook.
- (k) Educating the university community on the need to promote and sustain the good image of their institution.
- (l) Issuing of internal directory
- (m) Distributing press releases, gazette, brochures etc.
- (n) Taking, processing, printing and arranging photographs and other material for publication in the University Newsletter, brochures, annual reports or the media.
- (o) Performing and other duties related to public relations as may be assigned from time to time.

1.2.1 Current University status

UNZA is a semi autonomous institution. It has the freedom to define its own entrance requirements. It plans the range, structure and length of its degree courses. It is a university in its own right. It is not a university college offering degrees for another university. However, the funding for the university is from the government. The Minister of Education appoints a committee to recruit the Vice- Chancellor and Deputy Vice-Chancellor. The Minister also has the powers to appoint the University Council members. The University Act of 1999 gives the Minister powers to perform such duties.

1.2.2 Mission statement

UNZA is guided by its mission statement of teaching, research and public service. Its motto is 'Service and Excellence'

1.3 Organisational structure and governance

Under this heading, there are several components and these are given below.

1.3.1 University Council

The University of Zambia Council consists of seventeen members. It is the supreme governing body of the university. It has the general responsibility to carry out any acts it

sees to be best for the interest of the university. It is also charged with the control and superintendence of the property and even the policy matters of the university.

1.3.2 University Senate

UNZA Senate is the body that is responsible for all academic issues in the university. Members of the Senate are elected to serve for a three-year term. The recent elections were held in December 2000.

1.3.3 Staff structure

The staffing structure of the University can be categorised, into the following groups; academic, administrative, professional, technical, and other staff. The university employs a total of about 1,844 workers. It has about 531 academic staff, 268 administrative professional and technical staff, and 1045 other staff.

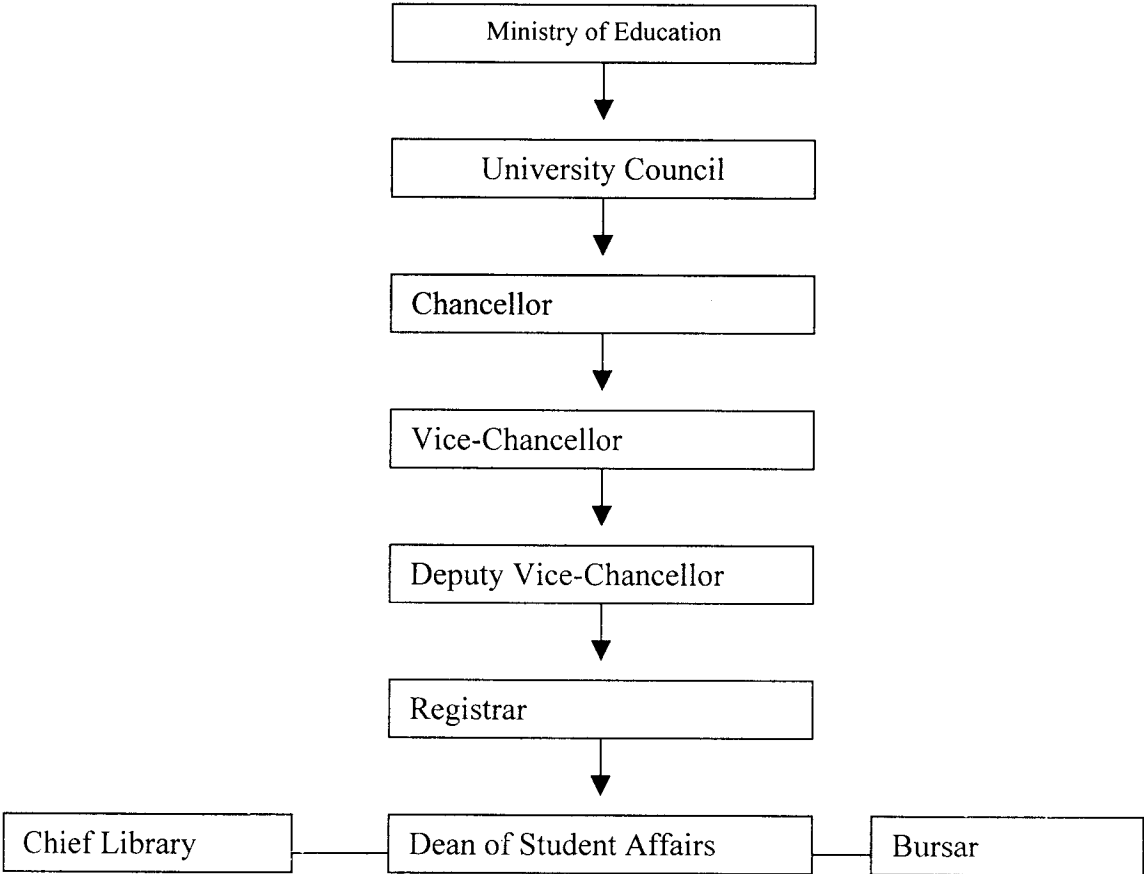
1.3.4 Top Management

Six principal officers, namely the Vice-Chancellor, Deputy Vice-chancellor, Registrar, Chief Librarian, Bursar and Dean of student Affairs, run UNZA. These are referred as Top Management (see figure 3)

1.4 Academic Affairs

The academic office coordinates all the academic affairs of the university. A notable change was however during the 1999/2000 period. Decentralization of certain activities like the preparation and storage of examination question papers occurred. This is now being done in schools. Admission to the UNZA was also liberalised during the same period. The liberalised admissions resulted in an increased number of students enrolled in four schools. These schools are Education, Humanities and Social Sciences, Natural Sciences and Law. UNZA has three (3) campuses namely: Great East Road Campus (Main Campus), Ridgeway Campus (Housing School of Medicine) and Kaunda square campus- accommodating the Institute of Economic and Social Research (INESOR), see Figure 4.

Fig 3: Top management



1.5 Schools

There are nine (9) schools offering various degree programmes at UNZA, these are listed below.

1.5.1 School of Agricultural Science

The School of Agricultural Sciences offer five undergraduate programmes of a five-year duration leading to the award of Bachelor of Agricultural Sciences. Two Masters of Science programmes of a two-year duration are also offered.

1.5.2 School of Education

The School of Education offers four-year first-degree programmes. These include Bachelor of Arts with Education, Bachelor of Science with Education, Bachelor of Education (Secondary and Primary), Bachelor of Adult Education and Bachelor of Teacher Education is offered.

Bachelor of Teacher Education is offered through distance learning. A certificate and diploma course in adult education is also offered. Postgraduate programmes are also offered.

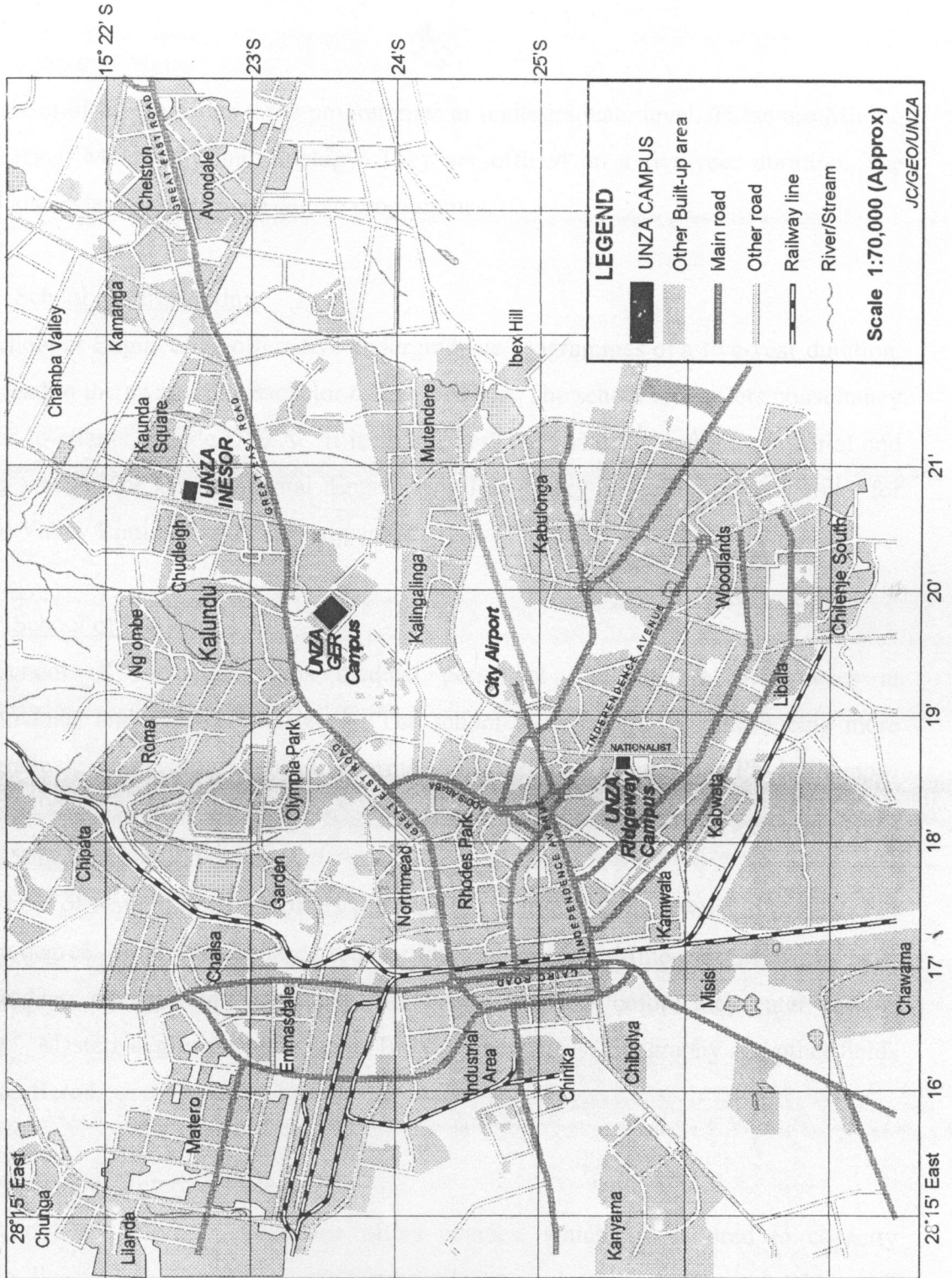
1.5.3 School of Law

The School of Law offers a four-year degree programme leading to the award of the Bachelor of Law. This programme is offered through evening and full time classes.

1.5.4 School of Humanities and Social Sciences

The School of Humanities and Social Sciences offers programmes of four-years duration leading to the award of Bachelor of Arts, Bachelor of Mass Communication and Bachelor of Social Work degrees. At postgraduate level, five programmes are offered. These are Master of Mass Communication, Master of Communication for Development and Master

Fig. 1.4: LOCATION OF UNZA GREAT EAST ROAD CAMPUS, RIDGEWAY CAMPUS AND INESOR IN LUSAKA.



of Public Administration. Others are Master s in Gender Studies and a postgraduate Diploma in Human Rights.

1.5.5 School of Mines

The School of Mines offers three programmes at undergraduate level. These are Mining Engineering, Metallurgy and Geology. They are offered on a five-year duration. The school also offers postgraduate degree programmes.

1.5.6 School of Engineering

The School of Engineering offers five undergraduate programmes of a five-year duration. These lead to the award of a Bachelor of Engineering. The school also offers consultancy services to clients outside UNZA. It is able to test the quality of building material and mineral water. The Environmental Engineering Laboratory has tested mineral water for Natural Valley Limited and other companies.

1.5.7 School of Medicine

The School of Medicine trains medical personnel like doctors and nurses at undergraduate and postgraduate levels. The school is expanding by introducing more undergraduate degree programmes in pharmacy, Biomedical Sciences and Physiotherapy.

1.5.8 School of Natural Sciences

The School of Natural Sciences offers programmes that lead to the award of Bachelor of Science degree. Most science based schools like Engineering, Mines and Medicine have their students pass through the School of Natural Sciences before they enter various schools. Masters degree programmes in Biological sciences, Geography and other fields are also offered.

1.5.9 School of Veterinary Medicine

The School of Veterinary Medicine offers courses, which are tailored to capacity building, livestock, health maintenance and production enhancement. The school, named

after the late Mozambique President, Samora Machel, offers both undergraduate and postgraduate programmes.

1.6 Directorates/Institutes

UNZA has two Directorates and one Institute, these are, Directorate of Distance Education, Directorate of Research and Graduate studies, and the Institute of Economic and Social Research.

1.6.1 Directorate of Distance Education

The Directorate of Distance Education is responsible for all distance programmes. These programmes are offered in the first two years before the student comes for the final two years of the programme he or she has enrolled in.

1.6.2 Directorate of Research and Graduate Studies.

The Directorate of Research and Graduate studies co-ordinates all postgraduate programmes. It also ensures that high quality training and research aimed at effectively serving the needs of society is undertaken.

1.6.3 Institute of Economic and Social Research

INESOR is fully involved in research and consultancy work. It is a full-time research and consultancy unit of the university. Research and consultancy works are carried out in different fields.

1.7 UNZA's Specialised Services

UNZA offers various specialised services. They include University of Zambia Press (UNZA Press), University of Zambia Library, Computer Centre, Counselling Centre and the University of Zambia Health Services.

1.7.1 UNZA Press

UNZA Press has responsibility of advancing knowledge by publishing scholarly and academic publications for the university. UNZA press publishes Annual Reports, University Calendars and other publications.

1.7.2 University of Zambia Library

UNZA library has three branch libraries (school of Medicine, Veterinary medicine and main library) that are committed to providing information resources for teaching, research and learning. Its services are offered to students, researchers, academicians and other members of staff. The general public is also served. This library is the biggest in the country and has the largest collection of books.

1.7.3 Computer Centre

The Computer Centre provides services to both the university community and general public. Consultancy services and training are offered to customers from outside the university.

1.7.3 Counselling Centre

Counselling Services are offered to students with various concerns. Few people from outside campus (non-students) also call at the Centre for counselling services. The Centre was established in 1980. In the year 2000, about 722 students with various concerns were attended to.

1.7.4 UNZA Health Services.

UNZA Health Services runs a clinic situated at the main campus. Among the services offered are ambulance and voluntary HIV counseling and testing (VCT).

1.8 Student Affairs

The Dean of Student affairs office deals with non-academic aspects of student welfare, for instance, student accommodation and orientation of first year students. Student clubs

and associations, student discipline, and sport/recreation are also under the same office. There are several clubs and associations for students.

At the main campus, only 788 female students and 2,170 male students were accommodated in 2001 out of 4,989 full time undergraduates. Student accommodation is a major problem at the main campus. Ridgeway campus has about 339 bedspaces. All the rooms at the main campus are suppose to be shared by two students. At Ridgeway campus there are about 179 single rooms.

On the eastern part of the main campus is the Christian Centre with two side chapels and the main chapel. It also has the reading and conference rooms. There are offices for the Catholic and Protestant Chaplains.

1.9 Business Ventures

The University runs some business ventures on full commercial basis. It has about six business ventures. Some of these are UNZA Bookshop, UNZA printer, Zamnet Communications and York farm. Others are Technology Development and Advisory Unit, and UNZA nursery.

1.9.1 University of Zambia Bookshop

The students, members of staff and the general public utilise the facilities and services offered by the University of Zambia Bookshop. A variety of books are stocked.

1.9.2 University of Zambia Printer

The University of Zambia Printer has been earmarked to run on a commercial basis. It produces student materials, graduation ceremony booklets and administrative stationery. It also prints a few selected books and journals. It is well equipped with machinery donated by the Belgian Government.

1.9.3 Zamnet Communications

Zamnet communication is a company owned by the University of Zambia Council. It is an Internet service provider. It was established in 1994 and the UNZA wholly owns it.

1.9.4 York Farm

The University of Zambia Council also owns York Farm. However, the University Council owns only 49 per cent shares and 51 per cent are owned by the Commonwealth Development Cooperation. As at 09/10/2000, the interim dividend for the second quarter was K591, 616, 680.00. (US\$13,446.00) at the current ruling exchange rate of 4400 Zambian Kwacha to US\$1.

1.9.5 Technology Development and Advisory Unit.

The Technology Development and Advisory Unit (TDAU) is involved in the development of equipment, including electric and fossil fuel operated machines. It is also involved in the research and development of low cost building materials. Its gross income in 2000 was K415 million (US\$94,318) compared to K250 million (US\$ 56,818) in 1999.

1.9.6 University of Zambia Nursery

The University of Zambia Nursery grows nursery stocks, vegetables, fruit trees, bush roses and indoor plants which are sold to realise revenue for the university.

1.10 Purpose of the attachment.

The purpose of the attachment has been explained below in the practical attachment framework, statement of the problem and justification. The terms of reference will guide the reader on what was focused on during the attachment.

1.11 Rationale

The practical attachment (PA) was focused on UNZA where the student wanted to establish the role of organisational communication in enhancing rapport between service providers and interest groups in institutions of higher learning. The fundamental reasons of this PA are brought out in the practical attachment framework, statement of the problem and justifications.

1.11.1 Practical attachment framework

The PA was undertaken to look into the numerous problems facing UNZA, including those related to communication. The main purpose was to find out how UNZA disseminates information within and outside the institution. The student was actively involved in the activities of UNZA for a period of four months, between 1st October 2001 and 31st January 2002. He was fully involved in the activities of the C/PRU.

The student, through the C/PRU wanted to identify certain problems, which needed urgent redress, especially those related to communication and present them to management.

In addition to this, the student wanted to make suggestions to UNZA on how it could improve communication with these interest groups. This is by re-organising its communication strategy and channels.

1.11.2 Statement of the problem

Communication breakdown within or between organisations is a problem as it leads to poor relationship between management and employees. It also hinders the smooth operations of an organisation with regard to the provisions of goods and services.

When there is effective communication in an organisation, it is likely to bring about development as it helps to cement good relationship between management and employees. Effective communication also helps to pass on information to all those interested in the affairs of the organisation. This would in turn make interest groups carry out their duties accordingly.

1.11.3 Justification

UNZA plays a major role in the development of the country through its various educational programmes offered to students. It also offers various developmental projects/services to the public. The PA was focused on the dissemination of information within and outside UNZA. If it is found that poor relationship exists between UNZA and

its interest groups, the student will come up with recommendations that would help to create a rapport between UNZA and its interest groups.

Through the experiences, which the student gained during the attachment, the student has contributed to the advancement of knowledge in the field of communication for development. It is hoped that the data that have been gathered during the attachment will definitely be of significance to the university management and other members of staff. It is also hoped that the report will be used as a reference and working document to improve communication in the university and other institutions.

Chapter 2

Methodology.

2.0 Introduction

The student employed a combination of qualitative and quantitative research methods of data collection. Document examination, participant observation, structured questionnaires and in-depth interviews were used. The attachment was exploratory, whereby it did not focus on testing any hypotheses.

2.1 Sampling procedure

The population consisted of all first year undergraduate students (1,460) from all schools at UNZA. A sample of 120 first year undergraduate students representing 8% of the first years was selected. These were selected from a list of names at the Dean of students' office. First year students were chosen because of their newness to the communication activities and functions of UNZA. Questionnaires were administered to these students in the first two weeks of their stay on campus.

Workers from different departments and schools were also issued with questionnaires. Ninety-two (92) workers representing 5% of the total work force of 1,844 were selected and questionnaires administered to them. Stratified random sampling was used. Workers were categorized into three groups: academicians, professionals and technical staff, and those who are neither academicians nor professional and technical staff.

Systematic sampling was also used to ensure that biases were reduced as you stick to the given interval. This also makes it easy to handle. This was to ensure that samples were according to proportion. 5 % of the workers was considered to be convenient, cost effective and manageable. This is because UNZA has a large workforce scattered over the three campuses in Lusaka.

2.2 Data gathering.

Data was gathered from primary and secondary sources over a period of four months.

2.2.1 In-depth interviews

In-depth interviews were conducted with four Deans of schools and three presidents from three student bodies. The Deans interviewed were from two big schools (with more than 500 students) and two small schools (less than 400 students). These are education and Natural Sciences, Law and Mines respectively. Two presidents representing workers were also interviewed.

2.2.2 Document examination

A variety of documents about the university were examined especially those related to communication issues. Information about the general welfare of UNZA from different documents was analysed.

2.2.3 Participant observation

The student also participated in the day to day activities of the C/PRU. While doing this, the student observed how the university, in particular the unit, carried out its functions.

2.2.4 Structured questionnaires

Questionnaires were issued to members of staff and students because all of them are literate and therefore able to answer the questions on their own. There were two types of questionnaires designed A and B. Questionnaire A was for students and had questions ranging from personal identity to problems encountered when obtaining information about UNZA and the programmes offered.

Questionnaire B was for workers and it also had questions ranging from personal identity to stating communication problems faced during the course of their duties. The questionnaire was also meant elicit their personal views on administration style at UNZA.

2.3 Practical attachment questions

The following PA questions were asked to different people at UNZA. These questions provided guidance for the student in determining how UNZA was fairing in creating an effective communication system and the creation of rapport with its interest groups.

- (a) To what extent does the university disseminate and exchange information within and outside the institution ?
- (b) What methods are employed by UNZA when responding to complaints or views from various interest groups?
- (c) How does UNZA publicise its programmes and university life in secondary schools?
- (d) What are the activities of the community/public relation unit that are aimed at effectively selling the image of UNZA locally and abroad?

2.4 Terms of reference.

The student focused on the assessment of the following terms of reference as set out in the Project Proposal:

- a) The dissemination and exchange of information within and outside UNZA;
- b) The handling of complaints or views from interest groups;
- c) What UNZA does to publicise its programmes and university life in secondary schools;
- d) Community/public relations activities to effectively sell the image of UNZA locally and abroad.

2.5 Limitations.

The students experienced a number of limitations during the PA. At the beginning he was not involved in carrying out duties. However, as time went on, he was involved in various activities including the coverage of various university functions.

2.5.1 Collection of questionnaires

Collection of questionnaires was a major problem during the PA. Most members of staff including academicians to the surprise of the student delayed in attending to these questionnaires. Some refused to answer them and the questionnaires had to be given to others. Appointments for interviews were not honoured as the interviewees kept on rescheduling their appointments. In addition to this the buildings at UNZA are not user friendly to disabled persons. They are multi storey buildings with lifts which have not been working for a long time. The student being a physically disabled person had a tough time going up and down the stairs to make appointments and re-appointments for interviews and other activities.

2.5.2 Transport

Moving from the main campus where the C/PRU is situated, to the other two campuses or to town was not easy. This is because the unit depends on the pool car that is not available all the time. As a result, members from the unit had to depend on public transport to and from UNZA's main campus during his PA period. When going to Ridgeway campus, the student had to use public transport.

2.5.3 Bureaucracy

There is too much bureaucracy in the University. Although the student was on PA with C/PRO, he could not get information from other departments without being subjected to unnecessary bureaucratic tendencies. For instance, to get information from the Computer Centre, on the number of members of staff, the student had to first write to the Senior Assistant Registrar who then wrote to the Computer Centre Manager. The student had to fill in forms, which were then sent to the Computer Centre Manager. The chairpersons of various Workers Unions/Associations had to be informed.

The student could also not attend management meetings on which the Public Relations Officer sits as a secretary. This was due to red tape in the operations of UNZA.

Despite all these limitations, the student persevered and did the best he could to elicit information that would enrich the body of knowledge on communication. However, there

is a possibility of being subjective as some information is based on experiences and observations.

2.6 Public Relations activities

This student was involved in organising and covering of some official functions. The student assisted the PRO in carrying out these duties. The student started the four months PA on 1st October 2001. This was after reporting to the Senior Assistant Registrar who then sent the student to the Public Relations Officer (PRO). In the letter of offer to the student, it was stated that there would be no payments of any kind, as the University had no money.

2.7 Orientation and expectations

On the first day of reporting, the student was introduced to the PRO's secretary, the office messenger and the Administrative Officer in the unit. However, he was not taken round to be introduced to other officers in different departments. The student had to take the initiative to introduce himself to other members of staff in other departments, which he visited. It could have been taken for granted that he knew most places and members of staff within the university since he was a student there. However, he was introduced to others who used to come to the unit after discovering that he knew fewer people than they had expected.

The student was expected to be involved in most of the duties and activities of the unit. Some of the duties were writing articles for the Newsletter, covering functions related to UNZA activities and delivering news stories to media institutions. The student was expected to report for work from Monday to Friday. However, he was also expected to work at weekends at times, in case these were some activities going on. The student had some expectations also. He expected to learn a lot from his PA. He also expected that he would help find some solutions to some of UNZA's problems especially those related to communication.

2.8 Hours of working

The student used to report at 08 hours and knock off at 17 hours everyday, except on public holidays and weekends. Lunch break was from 13 hours to 14 hours everyday. There were no tea breaks in the unit. Refreshments like drinks are not served to UNZA visitors in the PRO's office. Even water could not be offered to a visitor, as there was no fridge. The reason why there were no tea breaks is that the unit had no provision for refreshments in its budget.

2.9 Office accommodation and duties

The student was given an office of his own next to the PRO's office. This office had been vacant for a long time after the death of the Assistant Public Relations Officer. The student occupied this office for the entire period of the attachment and assumed the duties of an assistant to the PRO. The duties of the Assistant PRO are:

- (a) Press relations and reporting;
- (b) Issuing leaflets and brochures;
- (c) Arranging and conducting tours of the campuses;
- (d) Assisting to arrange exhibitions, etc;
- (e) Assisting in editing the gazette; etc
- (f) Serving all the campuses, schools, institutes, bureaux and units;
- (g) Instilling in the whole university community the need to sustain a good image of the institution;
- (h) Assisting to interpret public opinion to management;
- (i) Collecting data on the University; and,
- (j) Deputizing for the PRO.

The office was well furnished although it had no fan and computer which is important in electronic communication and doing other work. The telephone in the office never worked for a good period of time. This made the student to use the secretary's phone, which the PRO also used as the one in his office had broken down. In addition to this, the office messenger also had to use the same phone at times when carrying out her duties. This made communication by phone some how difficult.

2.10 Relationship with members of staff

The student related very well with all the four members of staff in the unit. He knew the names of all of them on the first day he was introduced. Since the members of staff are few in this unit, interpersonal communication was used all the time. It was easy for the student to walk into the administrative officer's or PRO's office and ask for help or clarifications without any problems.

The PRO would also come to the student's office and ask him to carry out certain duties that came on daily basis. The student would assign certain secretarial work to the secretary whenever need arose. He would also send the messenger to take messages/documents to different departments within UNZA main campus. Members of staff in the C/PRU were very friendly and supportive.

The student was issued with three daily newspaper everyday. *The Post* editions were given to the student from Monday to Friday, while the *Daily Mail* and the *Times of Zambia* editions were given to him from Monday to Sunday. The Saturday and Sunday editions were given to him on Monday morning together with the Monday editions. The student came to know a lot of people who came to ask for newspapers from him. Although he was on PA, he was given respect just like any other middle management employees within the University. A person visiting the Public Relations Officer could not know that the person occupying the Assistant Public Relations officer's office was a student on PA.

2.11 Interaction with different Interest groups.

The student interacted with many people from different interest groups. These interest groups can be put into three categories; these are the University Community, the Zambian Society and the International Community.

1. **Under the University Community there are:**
 - a) General and lowest workers of the University;
 - b) Middle general workers;

- c) Students of the university;
- d) Executives of UNZAAWU, UNZASU, UNZAPROSA and UNZALARU;
- e) Senior technical workers;
- f) Senior administrative and accounting staff;
- g) Academic, teaching and research staff; and Central Administration.

2. Under the Zambian Society, there are,

- a) The Zambian society in general/tax payers;
- b) Parents of the UNZA students;
- c) School Guidance and Counselling officers;
- d) Ministry of Education which sponsors the majority students through Bursaries Committee;
- e) Members of the University Council;
- f) Graduands;
- g) Political Parties; and,
- h) The media.

3. International community

- a) The universities offering places and bilateral co-operation;
- b) Sponsors of programmes;
- c) Visiting scholars;
- d) The Association of African Universities;
- e) The Association of Commonwealth Universities; and,
- f) General donors.

During the PA, the student interacted with a number of people from all three categories stated above. It was interesting to hear different views from different people on how best UNZA could be run. It was also surprising to note how these people showed so much interest in the affairs of UNZA.

2.12 Activities

The student was involved in various activities of the unit. Some of the activities he was involved in are writing articles for the Mid-week Flier and helping to maintain open channels of communication between management and all categories of staff. The student was also involved in activities that kept the public and the media informed about university activities which were of public interest. Some of the activities, which took place during the student's PA, are listed below, (see table .1). Some of the activities were held at the main campus and others away from the main campus. Some were organized by UNZA while others were not. These activities exposed the student to the preparation and publicity of different events. These activities were educative apart from being challenging.

The student compiled the schedule of activities below after they had taken place. The reason is that these activities were not planned in advance but were planned as they come. The table only shows the activities in which UNZA as an organization was involved.

2.12.1 Ceremonies

The signing ceremonies of the memorandum of understanding between UNZA and BP, and UNZA and ZAF were very beautiful and colourful. They were held in the morning and afternoon respectively. The preparations started by having the speeches prepared a few days before the day and inviting journalists from different media houses to come and cover the ceremonies. Most journalists came to cover the morning one but could not wait to cover the afternoon one also.

It was then the duty of the C/PRU to cover the UNZA and ZAF signing ceremony. Coincidentally, there was another activity in the School of Education. It was a graduation ceremony of students who had taken a short course in neuropsychology was the same afternoon. This ceremony was officiated by the Deputy Vice-Chancellor (DVC), while the other two were officiated by the Vice-Chancellor (VC). All three ceremonies were covered by the student, the Administrative Officer (C/PRU) and the PRO.

The following day (Saturday) was a busy day. Stories about these ceremonies had to be taken to media houses. A pool car was organized, the PRO and the student went to ZNBC, *The Post*, *Daily Mail*, *Times of Zambia* and finally Radio Phoenix. It was interesting to listen to the news that has been supplied by the student a few minutes ago being read on Radio Phoenix. The story had been supplied to Radio Phoenix about ten minutes before the 13 hours news. Newspapers published the stories the following day. As the highest learning institution in the country, the Vice-Chancellor of UNZA is usually invited, especially by colleges affiliated to UNZA to officiate at various graduation ceremonies.

2.12.2 AUD Celebrations

Prior to the African University Day (AUD) celebrations, (12th November 2001) a number of activities were lined up. The Deputy Vice-Chancellor at UNZA main campus, followed by a number of paper presentations from students and academic staff did the official launch. The student was asked to organise students to present papers on different topics but in line with the theme "Globalisation and Higher Education in Africa".

The Minister of Education gave a speech on ZNBC TV on the eve of AUD. On 12th November 2001, students and some members of staff led by the Vice-Chancellor took part in a walk from the High Court of Zambia to UNZA main campus. An open day was held on the same day to mark the climax of various AUD activities. Various schools exhibited in the sports hall and the school of veterinary medicine gave free vaccinations to animals.

2.12.3 AUD preparations

During the preparation of the AUD, the student was tasked to ensure that postgraduate students who were picked to present papers on different topics prepared adequately. He gave them assistance from the time they started preparing up to the day they presented their papers. The student also designed the two banners that were carried during the walk on 10th November 2001 by UNZA students and workers from Ridgeway and UNZA main campuses. The other banner with a welcome message was hanging in the sports hall where various schools put up exhibitions.

Table 1: Schedule of activities

Activity	Organiser	Venue	Date
Graduation Ceremony (officiated by UNZA Registrar)	Chalimbana College	Chalimbana College	12/10/2001
Graduation Ceremony (officiated by UNZA DVC)	Chainama College	Chainama College	12/10/2001
Tour of UNZA by students from Finland	UNZA/ Finish Embassy	UNZA Main Campus	12/10/2001
Launch of UNZA POST HIV TEST club	UNZA POST HIV TEST club	UNZA Main Campus	17/10/2001
AUD Celebrations	UNZA	UNZA/Ridgeway	12/11/2001
Graduation ceremony (officiated by UNZA DVC)	UNZA School of Education/Finish Embassy	UNZA Main Campus	07/12/2001
Signing Ceremony (memo of understanding between UNZA & B.P.)	UNZA/B.P./	UNZA Main Campus	07/12/2001
Signing Ceremony (memo of understanding between UNZA & ZAF)	UNZA/ZAF	UNZA Main Campus	07/12/2001
Donation of Books by VC	UNZA VCP	Choma District	08/12/2001

Source: Student's compilation of activities between 1st October 2001 - 31st January 2002

2.12.4 Press Relations and Reporting

The student was involved in informing different media houses about activities, taking place at UNZA. These are the activities that were seen to be of interest to the general public. For instance, apart from writing to these media houses, they were also phoned a day before the function. This was to ensure that they came to cover the functions.

Although members of the press came to cover different functions, the student also had to cover such functions in order to write and publish the articles in the Mid-week flier and also for documentation. Functions involving top UNZA officials like the Vice-chancellor, Deputy Vice-chancellor and Registrar were also covered. Some of these ceremonies have been mentioned in the preceding chapters.

2.12.5 Media monitoring and review

The student carried out media monitoring and review. Media monitoring was done on daily basis. Every working day, the student read three daily newspapers for monitoring purposes to see if there were articles on UNZA or anything to do with UNZA. He also monitored the radio and Television news. One example is the contradicting news item on ZNBC's Radio four on 9th November 2001. It had been reported that UNZA had denied reports that it had abolished supplementary examination. However, the Vice-Chancellor had earlier on in the month told first year students in his welcome address that there would be no deferred and supplementary examinations. Such issues were reported to the PRO for corrections or clarifications. For media review, articles mostly, old newspapers were read so as to deduce how different interest groups perceived the institution.

2.12.6 Collecting Information on UNZA

The student was actively involved in collecting of information about UNZA. This was mostly done within UNZA. Views and opinions were collected from different interest groups within and outside UNZA. Those worth reporting to the PRO or other members of staff when it was deemed necessary were noted down.

2.12.7 News gathering for the Mid-Week Flier

The Mid-Week Flier is a weekly newsletter published by the Community/Public Relations Unit. However, this newsletter does not come out every week because of financial problems. This newsletter is aimed at informing the Community at UNZA about what is going on within the University. The student was involved in writing articles for the newsletter. Most of the articles written were based on the activities that took place in the University.

Chapter 3

Conceptual framework

3.0 Introduction

This chapter looks at the communication concepts related to the main issues that will be discussed in this report. Some theories will also be discussed to help interpret and illustrate the attachment experiences.

This will be done within the theoretical context of communication for development and will be based on organisational communication.

3.1 What is communication?

Different scholars have defined communication differently. The reason for these differences is that communication as a social science is not precise. Measurements in social sciences are inexact.

According to Rogers (1995), communication is a process in which participants create and share information with one another in order to reach a mutual understanding. What Rogers implies in this definition is that communication is a process of convergence or divergence as two or more individuals exchange information. Information is exchanged so that the communicators can share meaning.

Huseman *et al.* (1990), have defined communication as the transmission of a message between two or more people. This is a broad definition with emphasis on the transmission of messages.

Brooks and Heath (1985), define communication as "...the process by which information, meaning and feelings are shared by persons through the exchange of verbal and non verbal messages" Dickson *et al.*, (1989:8).

Like most scholars, Brooks and Heath have restricted their definition to human communication. They have eliminated all forms of representational and mechanical media. Representational media includes reports, books and files, while mechanical media covers television, telex and other forms.

Infante and his colleagues have also defined communication in a slightly different way. They state that "communication occurs when humans manipulate symbols to stimulate meaning in other humans" Infante *et al.* (1997:8). This definition puts emphasis on both the sender and receiver of the information. In addition to this, it also pays attention to the symbolic and intentional nature of communication.

The other definition is that communication is "Giving, receiving or exchanging information, opinions or ideas by writing, speech or visual means, so that the material communicated is completely understood by everyone concerned," (Taylor,1999:3). In this definition, Taylor puts emphasis on the need to make sure that the ideas or information given, received or exchanged are completely understood.

Kaul (2000) defines communication, as a two-way process in which there is an exchange and progression of ideas towards a mutually accepted direction or goal. Kaul has taken into consideration the two-way process in communication.

Kreitner and Knicki quoted by Azahlia College in *Organisational Behavior 4103*; define communication as the exchange of information between a sender and a receiver and the inference (perception) of meaning between the individuals involved.

Machungwa and Mwaba (1989) defined communication as the passing of information between two or more persons or groups of people. However, they have also stated that in today's world of high technology, communication can involve the passing of information between a person and a machine.

Wilcox et al. (1995), have defined communication as the act of transmitting information, ideas, and attitudes from one person to another. They have however, explained that communication can only take place if the sender and receiver have a common understanding of symbols being used.

According to Ludlow and Panton (2000), communication is a personal process that involves the transfer of information and involves some behavioral input.

These are some of the definitions by different scholars. For the purpose of this report, the student because of the following has chosen Taylor's definition of communication,

- a) It has taken into consideration the sender of the message who conceives and encodes the message.
- b) It has also taken into consideration the receiver of the message who receives, decodes and interprets it before giving a feedback.
- c) The understanding of information between or among people involved in communication interchanges has also been catered for in this definition.

3.2 The Social System

Communication is something people do everyday. It takes place within a system to which the people communicating belong, for instance a social system. Rogers has defined a social system as:

a set of interrelated units that are engaged in joint problem
- solving to accomplish a common goal. The members at
units of a social system may be individuals; informed
groups, organisations, and/or subsystems (Rogers, 1995:23)

It is, therefore, important not to study communication in isolation. Burton has supported this idea.

Communication must therefore be studied in relation to the system within which it operates and by which it is influenced. Without communication no system can function efficiently. It is communication that connects the parts and keeps the complex whole together (Burton, 1980:5).

Within the system, there are internal systems whose function is to link them with others. For instance, an organisation as a system can have a communications system to furnish it with information needed.

These internal systems furnish goods and services consumed within the organisation itself in its effort to accomplish its mission. Typical of such systems is the communication system which supplies information necessary to maintain the organisation and its operations (Hodge and Johnson, 1970:8)

3.2.1 What is a system?

Infante *et al.* (1997) state that a system is a set of interdependent units which work together to adopt a changing environment. According to Infante *et al.*, an organisation is one type of a system.

3.2.2 What is an organisation?

An organisation according to Infante *et al.* (1997) is a hierarchically organised group of people so large that personal relationships with every member of the group is impossible. In an organisation, people work together in a structured and co-ordinated manner. Their aim is to accomplish a common purpose. Interdependence in organisations requires co-ordination, which also requires communication. Without communication, co-ordination cannot take place.

Rogers defines an organisation as "a stable system of individuals who work together to achieve common goals through a hierarchy or ranks and a division of labor" (Rogers,1995:375).

Rogers (1995) explains that organisations are created to handle large-scale routine tasks through a regularised pattern of human relationships. He further states that their (organisation's) stability stems from the relatively high degree of structure that is imposed on communication patterns. They are formally established to achieve specific goals.

There is a thin line between the definition of organisation and system. However, in this report, we shall use the concept of organisation in the manner in which Infant *et al.* (1997) defined it as a hierarchically organised group of people so large that personal relationships with every member of the group is impossible..

3.3 Universities as organisations

Universities can be analysed from different angles. They can be looked at as organisations, communities or institutions. Analysing universities as organisations imply that they exist to achieve concrete ends, which are capable of rational analysis (Fielden and Lockwood, 1973). Universities can also be looked at as institutions. This would involve the behavioural examinations of how the internal processes of universities contribute to the maintenance of values. Viewing universities as communities imply that the emphasis of their study is focused on the development of groups and individuals.

Universities have characteristics that are common to most forms of organisations. Universities consist of people and other resources and they exist to accomplish certain objectives. They all have purposes and have established internal systems and processes, which are regulated by management function. Since universities possess characteristics common to other organisations, they can also benefit from the experiences of other organisations.

Our assumption is that universities are organisations which have corporate responsibilities, and which possess powers to manage the activities of their members in order to carry out those responsibilities (Fielden and Lockwood, 1973:20).

According to Fielden and Lockwood (1973), faculties, departments and units of a university are not autonomous but are interdependent parts of a unitary organisation. However, we are going to take into consideration all the three concepts stated above when looking at UNZA.

3.4 Communication context

Infante *et al.* (1997) define communication context as a type of situation in which communication occurs. In one situation communication will have different characteristics than in another. Some of the different contexts in which communication can occur are interpersonal, small group, organisational, public and family contexts.

Briefly defined:

- a) Interpersonal communication, is the sharing of information between two people. This type of communication is very effective in achieving persuasion.
- b) Small group communication refers to the sharing of information within a group. Every member of the group plays a certain role within that group.
- c) Organisational communication is the sharing of information that takes place within and between organisations. Organisations as well as individuals in organisations share information.
- d) Public communication is the sharing of information between the speaker and a large audience.
- e) Family communication involves sharing of information between family members.

Although communication takes place in different contexts, the basic elements in the communication process are the same. These elements are:

- a) Sender/Encoder/Speaker: The person who initiates the communication process.
- b) Receiver/Decoder/Listener: The person who receives an encoded message, which he attempts to decode.
- c) Message: This is the encoded idea, which is transmitted by the sender
- d) Channel: This is the physical means by which the message is conveyed
- e) Feedback: This is the response that the receiver has to the information that the sender sent.

Scholars have conceptualised communication as a systemic process. This is a common theme in most literature. Figure 5 show elements own on the communication process model.

3.5 Organisational communication

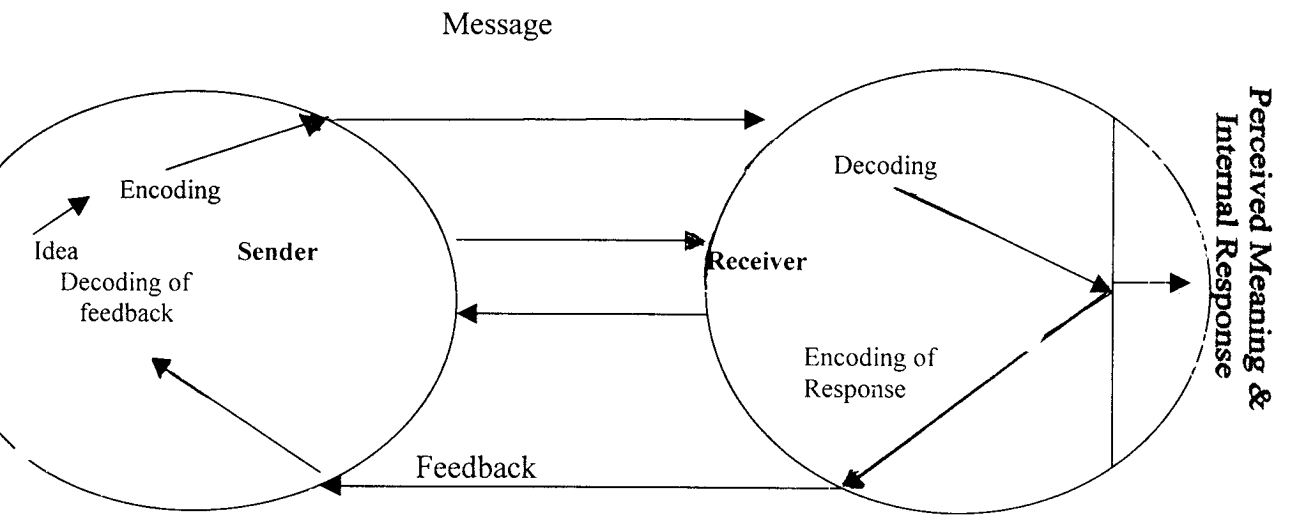
According to Infante *et al.* (1997), organisational communication involves the exchange of messages to stimulate meaning within and between organisations and their environments. They (Infante *et al.*, 1997) say that organisational communication involves a one on one communication, which can be between a supervisor and a subordinate. It also involves small group communication, public communication and mass communication.

Rogers has defined Organisational communication as,

A stable system of individuals who work together to achieve common goals through a hierarchy of ranks and division of labour (Rogers, 1995: 375).

O'Hair *et al.* (1998), have defined organisation communication as the exchange of oral, nonverbal, and written messages among people working to accomplish common tasks and goals. In this definition activities that occur within an organisation have been encompassed. Some of these are tasks, which alert workers to production goals,

Fig 5. Communication process model



Source: *Effective Business Communication*

communication planning with regard to customer activities, scheduling of meetings and production of in-house magazines.

According to Machungwa and Mwaba (1989), organisational communication can be appreciated by looking at its uses. There are about four uses and these are:

- a) To give or get information about something;
- b) To influence or control behaviour of those receiving the message;
- c) To influence the attitude of the receiver, and
- d) To give social support and maintain social relationships.

3.5.1 Communication Network

Rogers (1995) defines communication network as interconnected individuals who are linked by patterned flows of information. Tankard and Severin (1992) emphasize the importance of communication networks in all groups in society as well as in electronic and mechanical communication. In an organisation, individuals constantly interact with each other and with many people outside the organisation.

Plotrow *et al.* (1997), underscore the need for co-workers to share their findings and concern with one another. The reason is that all should have the information and encouragement they need to perform well.

The communication network in an organisation consists of two types, internal and external communication. Internal communication according to Kaul (2000) is the interaction between members of the same organisation, whereas external communication takes place with people outside the organisation. Sillars (2001), points out that communication networks do simplify and speed up communication because they by pass many usual restrictions and allow direct contact.

3.5.2 Communication Isolates

Communication isolates, according to Infante *et al.* (1997), are members of an organisation who have few or no links with others on the network. Communication

isolates may not get information from their co-workers, which they need. At times, they may be the last to get the information. To get information, there is need to know popular links in an organisation.

3.5.3 Interest groups

Defleur and Ball-Rokeah (1988) have observed that all interdependent groups are motivated not only to maintain, but also to enhance themselves. While groups can produce cooperation, they also produce an underlying conflict. These groups are referred to as interest groups. UNZA has various interest groups, among these are the students, workers, donors and the government.

3.5.4 Group Communication Concepts

Some communicative behaviours in groups have been identified as intended to accomplish certain goals. Every member of a group plays a certain role in a group in order to accomplish certain goals.

Certain communication behaviours in groups (such as using humour to get members relax) are intended to accomplish certain goals (releasing group tension for example). Someone enacting those behaviours can be described as playing or taking a given role (Infante *et al.*, 1987: 294)

Researchers Benne and Sheats (1948) identified several roles which relate to the completion of the task of a particular group. Some roles relate to the accomplishment of the task assigned to a group, while others promote social interaction. However, a third set of roles is self-centered and can be destructive for the group. Group task oriented roles according to Infante *et al.*, (1987), pertain to group discussions aimed at selecting, defining, and solving problems. Benne and Sheats identified the following group task oriented roles:

- a) Initiator - contributor: Generates new ideas;
- b) Information - seekers: Asks for information about the task;

- c) Opinion - seeker: Asks for the input from the group about its values;
- d) Information - giver: Offers facts or generalization to the group;
- e) Elaborator: Explains ideas within the group, offers examples to clarify ideas;
- f) Coordinator: Shows the relationship between ideas;
- g) Orienter: Shifts the direction of the group's discussion;
- h) Evaluator - Critic: Measures group's action against some objective standard;
- i) Energizer: Stimulates the groups to a higher level of activity;
- j) Procedural -technician: Performs logical functions for the group; and,
- k) Recorder: Keeps a record of group's actions (www.abacon.com).

During the group discussion, one member might perform several tasks of these given above. The other set of roles is concerned with the social climate of the group. Groups have members who play maintenance roles that are important in helping the group achieve its goals.

Group maintenance roles:

- a) Encourager: Praises the ideas of others;
- b) Harmonizer: Mediates differences between group members;
- c) Compromiser: Moves group to another position that is favoured by all group Members;
- d) Gatekeepers/expediter: Keeps communication channel open;
- e) Standard setters: suggests standard or criteria for the group to achieve;
- f) Group observer: Keeps records of group activities and uses this information to offer feedback to the group; and,
- g) Follower: Goes with the group and accepts the group's ideas. (www.abacon.com).

There are roles also that can be destructive to the group as a result of some individuals trying to satisfy their personal needs. These are:

- a) Aggressor: Attacks other group members, deflates the status of others, and other aggressive behaviour;
- b) Blocker: Resists movement by the group;
- c) Recognition seeker: calls attention to himself or herself;

- d) Self - confessor: Seeks to disclose non group related feelings or opinions;
- e) Dominator: Asserts control over the group by manipulating the other group members;
- f) Help - seeker: Tries to gain sympathy of the group; and,
- g) Special interest pleader: Uses stereotype to assert his or her own prejudices, (www.abacon.com).

3.6 Linking Communication theories to the operations of UNZA

Since the report is on creating rapport between UNZA and its interest groups it is important to discuss what would help UNZA to create an understanding with its interest groups. Communication is very important in any organisation as it makes it possible for groups to exist.

Groups exist because communication is possible between individuals. The communication process has important effects on group behaviour and leadership because, if *information* itself is seen as a valuable asset, it is possible to use that asset as a means of exercising control (Boella,1988:263).

It is true that an organisation can use information as a tool for exercising control. This may at times lead to conflicts due to misunderstanding that may arise. However, other scholars have identified the keeping of employees informed as a way of reducing misunderstanding between management and employees.

The importance of keeping employees informed about general matters affecting their work role is that it contributes to increased understanding of management's action, reduced misunderstanding arising from day - to - day activities and improved trust between employers and employees. Communication, however, is a two-way process. It is a mutual interchange of ideas, feelings and opinions (Cole, 1988: 397).

3.7 Linking communication to effective organisational operations.

This report focuses on creating a rapport between UNZA and its interest groups, through organisational communication. Some theories that we can relate to the improvement of the relationship between UNZA and its interest groups are: independent mindedness, and cultivation theories.

3.7.1 Independent-Mindedness Theory

It is important when discussing interpersonal communication in organisations to also look at the theory of independent-mindedness in relation to organisational communication.

Independent-mindedness involves the tendency of people to have their own thoughts and opinions rather than passively accepting the opinions of others and to express and advocate those personal views (Infante *et al.*, 1997:326).

The independent-mindedness theory can result into the development of an individual's performance and even high self-esteem. An individual improved performance in an organisation would lead to an improved performance by the organisation. The theory examines effective organisational communication from two angles:

- a) It predicts that employees prefer supervisors who give subordinates freedom of expression and affirm subordinates' self - concept; and,
- b) It predicts that employees who are treated this way by their supervisors would benefit the organisation because they would be more productive, more satisfied with their jobs, and more committed to the organisation (Infante *et al.*, 1997:326). This theory assumes that the values that are held by the society should be reflected in a work place. The theory treats individuals and organisations as being part of a larger cultural system. It is for this reason that organisations must reflect the larger culture of its workers. If this were done, the organisation would be managed effectively. A good relationship would also exist between workers and management in an organisation.

Though the theory of independent mindedness is focused on the superior-subordinate communication, it can also be applied to group and organisation-wide communication. It can be applied to five different systems in an organisation, the cultural, organisational, superior-subordinate, the individual and the small group communication.

3.7.2 Cultivation Theory

The Cultivation Theory of mass communication effects developed by George Gerbner and his associates assert that television (TV) influences our view of reality. The basic assumption underlying this theory is that repeated exposure to consistent media portrayals and themes will influence our perceptions of items. These items are perceived in the directions of the media portrayals. In addition, TV has acquired a central place in society.

Those who watch increasing amounts of television are predicated to show increasing deviance of beliefs about reality away from the known picture of the social world and towards the 'television' picture of the world (McQuail and Windhal, 1993:101).

McQuail and Windhal further state that persistent exposure leads to the adoption of a consensual view of society. According to Severin and Tankard (1992), TV has become a key member of the family. It tells most of the stories, most of the time. According to Gerbner, the TV has long-term effects that are small, gradual and indirect but cumulative and significant.

The Cultivation Theory has been tested extensively by numerous empirical studies. The studies were based on the relationships between TV viewing habits and audience beliefs and behaviour. In one research, Gerbner discovered that heavy TV viewers often gave answers that were close to the way the world was portrayed on TV. Therefore, organisations can use TV to promote their image in order to win support or favour from interest groups. It is only by promoting the organization's image to one that could be

liked by others can we then improve relationship. This can be done through the media like TV. Newspaper and radio can also be used.

3.8 Organisational Communication and Development

Organisational communication can be used to bring about development at an individual level or societal level. It can also be used to bring development in an organisation. However, there is need for every society or organisation to survey its environment to reach consensus on important decisions. Once consensus has been reached, a conducive atmosphere that would help bring about development could be created. According to Lerner and Schramm:

Communication is asked to help survey a new environment, raise people's aspiration, guide and control a dynamic process, teach new skills, and socialise citizens to a new and different society that is still only in the process of becoming (Lerner and Schramm, 1967:5).

However, the medium of communication being used to disseminate information to the beneficiaries of development should be available to these people.

3.8.1 What is development ?

There are different definitions of development, which have been coined by different scholars. Some of these definitions were influenced by the needs of people at the time they were coined. According to Lerner and Schramm, one possible definition of development is:

It is a process through which a society achieves increased control over environment, increased control over its own political destiny, and enables its component individuals to gain increased control over themselves,(Lerner and Schramm, 1967:101).

Some types of development cannot be measured by an index of industrialisation. Lerner and Schramm have given an example of a tribe, which had traditionally believed that rain could be controlled by magic but now has a realistic explanation of it. Consequently, this tribe is now trying to divert a stream to irrigate the fields. They state that this tribe is developing. Rogers (1976) cited by Melkote defines development as:

A widely participatory process of social change in a society, intended to bring about both social and material advancement (including greater equality, freedom, and other valued qualities) for the majority of the people through their gaining greater control over their environment (Melkote, 1991: 193)

Melkote, also cites Goulet (1971) defining development as:

freeing men from nature's servitude from economic backwardness and oppressive technological instruction, from unjust class structures and political exploiters, from cultural and psychic alienation-in short, from all of life's inhuman agencies (Melkote, 1991:193).

However, Rodney (1976), split the concept of development into two: at personal and societal levels. At the individual level, development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well being.

At the societal level, Rodney looked at development from the economic point of view. He stated that:

A society develops economically as its members increase jointly their capacity for dealing with the environment. This capacity for dealing with the environment is dependent on the extent to which they understand and the laws of nature (Science) on the extent to which they put that understanding into practice by devising tools (Technology) and on the manner in which work is organised (Rodney, 1976:10).

According to Rodney, the term “development” is more often than not used in an exclusive economic sense. The type of economy is an index to other social features. Therefore, the main indicator of development is economic.

A more recent definition of development is by Kasoma, a well-known scholar in communication who defines development as:

The improvement in the human life condition at individual and society levels which is achieved through desirable, but fluctuating changes or adjustments in the environment. Environment here means the sum total of that which goes into making the human life situation. It includes the physical and the psychological vicissitudes of the human life situation (Kasoma, 1991:60).

Another definition is by Todaro who has defined development as:

(A) multidimensional process involving major changes in social structures, popular attitudes, and national institutions, as well as the acceleration of economic growth, the reduction of inequality, and the eradication of absolute poverty (Todaro, 199:88).

According to Todaro, development in its essence must represent the whole gamut of change. An entire social system tuned to the diverse basic needs and desires of individuals and social groups within a system must move away from a condition of life widely perceived as unsatisfactory. Individuals or social groups should move towards a situation or condition of life regarded as materially and spiritually better.

Todaro (1991) has given three objectives of development and these are:

- a) To increase the availability and widen the distribution of basic life-sustaining goods such as food, shelter, health and protection.

- b) To raise levels of living including, in addition to higher incomes, better education, and greater attention to culture and humanistic values, all of which will serve not only to enhance material well being but also to generate greater individual and national self-esteem.
- c) To expand the range of economic and social choices available to individuals and nations by freeing them from servitude and dependence not only in relation to other people and nation - states but also to the forces of ignorance and human misery.

In this report, the term “development” will be used according to Kasoma's definition. This is because it has taken various factors of development into consideration the 'desirable but fluctuating changes in the environment." It has also taken care of psychological aspects, which has been overlooked by most scholars.

3.8.2 Organisational Development

Having discussed what development is, we can now look at organisational development.

Organisational development according to French and Bell is said to be:

A long-range effort to improve an organisation's problem-solving and renewal processes, particularly through a more effective and collaborative management of organisation culture - with special emphasis on the culture of formal work teams - with the assistance of change agents, or catalyst, and the use of the theory and technology of the applied behavioral science, including action research (Coie, 1988:175).

Another definition by Cole is that it is:

An organisation-wide process designed to formulate and then implement a strategy for improving organisational effectiveness. The process hinges on the quality of the relationship between the management team concerned and the external third party, or charge agent, who assists them in diagnosis of problems and the design of appropriate forms of action (Cole, 1990:184).

What is implied in these definitions is that we want to find ways and means of changing an organisation from where it is to a better-developed state. However, change is looked at as a function of the external and internal environments of an organisation. An approach to change which organisational development uses is the viewing of an organisation as a whole. Organisational development has some benefits. It:

- a) Stimulates a more creative approach to problem-solving throughout the organisation;
- b) Improves understanding of organisational objectives by employees; and,
- c) Enables an organisation to adapt to change in a way that obtains full commitment of the employees concerned (Cole, 1990:184).

In conclusion for any organisation to develop, the quality of relationship between management and the various interest groups in the operations of that particular organisation should be good. Therefore, if an organisation like UNZA wanted to embark on organisational development, the external environment (economic, social and political) and internal environment (transaction between various sub-groups within the organisation) must not be overlooked.

Chapter 4

Literature Review

4.0 Introduction

There is limited data on communication in institutions of higher learning in Zambia. The only information available is from the commission of inquiry report on the operations of UNZA and CBU.

4.1 Importance of communication

In many organisations, communication is very important as it is used to send and receive messages. The goals of the communication process are to inform, persuade, motivate, or achieve mutual understanding (Wilcox et.al., 1995: 203). However, most scholars maintain that the success or failure to achieve communication goals depends on two key factors. These are commitment and energy of top management and the willingness of other individuals to share their expertise and experience towards a common goal.

Robert (1994) posits that communication can be regarded as the foundation upon which organisations and administrations must be built. This shows how important communication is to the operations of an organisation. Without communication in an organisation, it would be difficult for operations to be smooth.

4.1.1 Hostility between employees and management

One of the main causes of hostility between employees and management is said to be due to poor communication. Woolcott and Unwin (1983), support this assertion. They state that the main reason why many workers feel indifferent or even become hostile to their employers is due to poor communication. It is also a reason why workers resist change if they do not understand why changes are being made.

Taylor (1999) states that it is important to keep all communication routes as open and effective as possible. It is for this reason that management should hold meetings with subordinates. Coventry (1973) , views management as having a profound effect on the organisation as a whole and set the tone for managerial conferences and discussions through out.

These can be conducted in an atmosphere of rigid formality, in a completely casual way, or in the happy compromise of close relationship based on mutual respect. Some formality is usually essential to achievement of results, but not to the point of inhibiting the participants and frustrating communication (Coventry, 1973:45).

4.1.2 Organisational expansion and communication

Some organizations experience communication problems with their customers because of their size. In most cases, as an organization grows, the communication problems also grow. This is so because more management levels and personnel are added to the organisation. Huseman et al. (1990) state that:

As an organisation grows, so do (sic) its communication problems. Organizational development through planned expansion or consolidation may result in one or more levels being added to an organization (Huseman et al.1990:9)

UNZA is an organisation, which has nine schools and 115 departments. Usually, organizations with many departments do have communication problems, transmission of information among different management levels which are far apart becomes complicated. Huseman et al. (1990), confirms this assertion:

Increased distance among the different levels of management and the distribution of information which in turn may prevent the organisation from performing efficiently (Huseman et al., 1990:8).

Top level meetings need to be held regularly in any organisation. According to Conventry,

Whatever the structure at the top, there must be some co-ordinating executive organisation, so that all in command can speak officially with the same managerial voice. This organisation may take several forms, the simplest and most usual being the holding of daily (or weekly) meetings -preferably short - between the managing director and his top executive. Such regular meetings could be used as a clearing house for all general management problems, external and internal of current significance (Conventry, 1973:44).

The commission of inquiry into the operations of UNZA and CBU, heard how petitioners described the relationship between staff and management in the two universities as,

Characterised by animosity, intimidation, mistrust and inadequate dialogue and interaction (GRZ,1998a:172).

The same commission also heard of how this attributed to,

Inadequate consultation among various categories of stakeholders and university management on major decisions affecting the university communities. Management in the two universities did not disseminate information to employees through the established channels (GRZ 1998a: 172).

4.1.3 Reliable information and institutional performance

In any organisation, managers need to have access to reliable information on institutional performance on time. This would enable them make-informed decisions that would make

an organisation live up to the expectations of customers and interest groups. The caretaker committee of UNZA (UNZA, 2000), recommended the development of management information system that enables access to timely and reliable information on *institutional performance to assist managers make informed decisions and to assist monitoring and evaluation.*

Sometimes implementations on informed decisions are not carried out. This may be due to inertia by implementing managers who may have information well in advance. UNZA is not an exception. The caretaker committee of UNZA had acknowledged this.

As for the University Management, it sometimes does not take timely action when need arises despite adequate information necessary for such action. This has lead to incidences where international collaborating partners have pulled - out of existing and otherwise proposed programmes in the University (UNZA, 2000:9).

4.1.4 Breaking the barriers of resistance through communication

An organisation can use communication to send information to its customers. This information can be used to break barriers of resistance, and negative attitude, for instance by customers. However, to achieve this, the information needs to be skillfully presented.

The Courier (1998) sates that:

Using information to break down the barriers of resistance is not necessarily easy. For attitudes to be changed significantly, the information needs to be skillfully presented and those involved must devise a variety of ways to trigger the change.

(*The Courier*, July - Aug. 1998).

4.1.5. Strategies of administrators

An administrator at Brandens University managed to negotiate black students out of the building, which they had taken. They took "a building to demand a black-studies programme, Morris Abram did not call in the police and after a few days negotiated them out" Miles (1971:26). James Perkins from Cornell University also managed to negotiate black students out of the building that they had occupied without police intervention and substantive concessions. Black students were photographed marching out of the building with rifles in paramilitary style (Miles,1971).

Andrew Cordier of Columbia University used an open door policy by which he would see anyone. He would listen to the views of anyone and also consult with anyone. This open door policy created a rapport between the students and him. This prevented the 1969 spring offensive by Students of Democratic Society from affecting him. Chancellor at Berkeley University, Clark Kerr said that his university employed "wide consultation" in its effort to evolve "constructive solutions" (Miles,1971).

The above strategies are called soft line and were the most successful in changing the attitude of students and creating a good relationship. The soft line is opposed to the hard line where there is use of force by the police, dismissals and tough rhetoric.

4.2. **Source of problems at UNZA**

At UNZA, negative attitudes by various interest groups have been created. For instance, government and students do not usually meet their financial obligations. Government usually meets financial obligations after being under pressure from students or UNZA members of staff. UNZA is owed money in unpaid tuition fees by both government and the students. If UNZA could skillfully present information to the government and defaulting students on the importance of paying fees, change could be triggered.

Any organisation can use communication to raise awareness on various issues about their welfare and that of their customer or interest groups. This can be done through the

publication of brochures and other forms of communication by the organisation. UNZA publishes a brochure, for instance, on courses offered.

However, there is no brochure on how university programmes and quota allocations are conducted. University life is not publicized to university candidates before they are admitted to the University. This has made it difficult for candidates to fully understand university life and programmes.

4.2.1 Communication between UNZA management and Students.

When there are problems between university management and students or other interest groups, it is important to meet regularly and discuss the problems. The government recommends that the "university management should meet regularly to discuss problems relating to student welfare" (GRZ, 1998b: 73). There is need for university management to have effective communication channels and be open to students. In reacting to the scrapping of supplementary and deferred examinations one student had this appeal:

Ms Chanda appealed to the management to come out in the open and tell the students why such a drastic move was taken rather than leaving the whole issue to speculations as was the case now (*Lusaka Star*, Nov:2001).

The government in its summary of recommendations of the commission of inquiry into the operation of UNZA and CBU recommended that:

Effective communication channels amongst students and between students and the university authority should be established (GRZ, 1998b: 73).

4.2.3 Poor relationship between universities and the government

The commission also observed that poor relationship between UNZA and CBU and the government was lack of effective communication.

Management in the two universities did not effectively communicate with the other stakeholders when making decisions affecting all stakeholders (GRZ, 1998b: 91)

As a result of this, some decisions made by the two universities resulted in government taking costly actions.

The commission further observed that another cause of poor relationship between the government and universities was the frequent closures of universities and other imprudent decisions made by the university which ultimately resulted in committing the government to costly courses of action (GRZ, 1998b:93).

The Republican President has identified dialogue as a way of resolving problems. In his speech during the opening of parliament, he urged the two universities to take measures to increase access to university education. However, he noted that:

These measures will not succeed if the frequent closures of the universities as a result of volatile situations from time to time continue. I therefore, urge the Ministry of Education, the administration of these institutions, the student bodies and other stakeholders to put their heads together to resolve any problems. University closure should be the last resort (sic), (TOZ, February 23,2002).

4.2.4 Communication and quality of service delivery.

Complaints raised with an organisation providing goods or services should be taken care of. It is only by communicating with customers or interest groups that good relationship can occur. In case of the university, customers can be students. Once there is good relationship, positive contribution towards service improvement can also be achieved. Mckee (1989), indicates a concern for quality of service delivery.

This reflects a concern for the quality of service delivery, particularly, the quality of personal contact and attention given to individual customers. Fundamental to this approach is good internal communication and an open and honest management style; the 'tick' of good internal relations leading to 'click' of goods relations between staff and customers (Mckee, 1989:198).

Kotler and Roberto (1989) also acknowledge the importance of the interaction between the provider of a service and the customer. They emphasize the continuous monitoring of customer satisfaction. Customers making suggestions to the service provider can do this.

Students at UNZA and CBU are viewed as not having interpersonal relationship as observed by the commission.

The commission established that there was a tendency by management in the two universities to view students as a mass of young people with no interpersonal relationship (GRZ, 1998b:91)

4.2.4 The role of mass communication

Big organisations with a lot of customers can use mass communication to send messages to their customers. Messages can be sent through advertising, campaigns or even press releases. The messages can be designed to create a good relationship between an

organisation and its customers. However, to achieve the organisation's objectives, the messages should be clear, concise and direct. Sillars (1988), supports this and states that:

Communication in business must be clear, concise and direct, otherwise time and money will be wasted while those on the receiving end try to understand what is being said (Sillars, 1988:3).

When the target group does not understand a message, it should be changed.. Delozier (1976), suggests that management should look for the feed back from customers. Then re-examine the message and perhaps correct it. Mass media as Manoff puts it, assure thorough control of the message.

The most desirable means of communication is the one that guarantees that our message will be delivered intact every time in every medium (Manoff, 1985:76).

4.2.5 PR in institutions of higher learning

Public Relations play a major role in maintaining good relationship between a college or university and interested groups. Due to their large numbers, students have been identified as the largest public relations arm.

Because of their large numbers and the many families that they represent, students make up the largest public relations arm - for good or bad - that a university has. However, a sound administrative attitude towards students involving them as much as possible in decisions that affect their campus lives, is extremely important (Wilcox *et al.*, 1995: 499).

By attending top management meeting, public relation officers will be able to satisfactorily respond to questions from interest groups on issues of their concern.

Top development and public relations specialists must be a part of the management team of the college or university. Ideally, these leaders should attend all top - level meetings involving the president (or chancellor) and other administrators. Only then can they satisfactorily develop action programmes and respond to questions from the publics those programmes concern.
(Wilcox et al 1995:497).

. This is why the commission proposed that:

The public relations section of each university should be strengthened in order to effectively sell the image of the universities to the outside world
(GRZ 1998:5).

Public relations can also be used effectively to sell the image of the university if it is strengthened

Chapter 5

Interpretation of findings

5.0 Introduction

This chapter discusses the findings and the experiences of the student during his practical attachment. The discussions will be in the context of communication theory and will be related to the concepts and theories discussed in chapter 3. The findings give a summary of an assessment of communication within and outside UNZA. The assessment is based on responses from respondents who were interviewed and those who responded to questionnaires.

5.1 Assessment of communication outside UNZA

UNZA seems not to be doing much to publicise its programmes to the general public, especially to would - be UNZA students. According to the responses from first year students, most of them did not have enough information about the courses offered by UNZA before they were admitted into the University.

5.1.1 Information on different courses.

Of the total sample (113) 57.5% had stated that they advised themselves about the course to take. Most of the respondents came to know about UNZA courses not through UNZA or UNZA related programmes but through other means.

School counsellors (careers masters) who are supposed to be UNZA's contact persons in schools seem to have little knowledge about courses available at UNZA. They also seem not to know what subjects are required for someone to major in a particular programme.

From the sample only 8.8% had stated that they were advised by school counsellors to take the courses that they were studying. These school counsellors are not utilised in school by pupils as only 12.5% of the respondents said that they knew courses through them. The reason is that they are viewed as not knowing anything about the courses

offered. More than half of the respondents had stated that school counsellors did not know very well the courses offered at UNZA. As a result of this, 77% of the respondents did not have enough information on the courses offered before coming to UNZA. This shows how external communication has been under utilized by UNZA.

Organisational communication according to Infante et al. (1997) , involves the exchange of messages to stimulate meaning within and between organisations and their environment. Machungwa and Mwaba (1989) have given about four uses of organisational communication, one of them is to give and get information about something. UNZA should use organisational communication to give adequate information to careers masters in school about various courses offered and their requirements. School counsellors would in-turn pass on this information to pupils who intend to come to UNZA. This can be done through various means of communication. For instance, pamphlets can be printed and sent to would be applicants. In schools, careers masters can be used to redistribute these pamphlets. The supply of more information about UNZA programmes/courses on pamphlets was more favoured because they can be kept and used for future reference. Pamphlets are also cheaper to produce than booklets or prospectuses.

5.1.2 Channel of communication

Although letters sent through the Post office seem to take long to reach the recipients, it is the most favoured. This is because it (Post Office) is said to be widespread, accessible and cheaper. 33.6% of the respondents said that they had received acceptance letters through the post office. Out of these more than half received their acceptance letters late. However, 68% of the sample favoured its use.

5.1.3 Information on various activities

First year students are not given enough information on various activities or procedures that they have to follow upon arrival. For instance, the registration procedure was not known by 79.6% of the sample. Registration was also a hustle as 97.3% of the sample stated that it was not easy to register. This was due to the cumbersome process which

students are subjected to. This is a serious problem as most respondents from three different academic backgrounds encountered it. 71.4% of respondents from private schools, 83.0% from mission schools and 80.7% from government schools did not know the registration procedures on arrival at UNZA main campus. According to the analysis, some officers involved in the registration exercise of new students did not have sufficient information about the registration process. The analysis shows that 77.9% of the total sample were not given clear and enough instructions by these officers.

Officers involved in the registration exercise should have enough information so that they help the new students who are coming by availing them with clear information that they may need. If this happens, the registration exercise will be easier and will be less inconveniencing to the students.

When workers in an organisation fail to supply clear and enough information, it might be due to lack of proper communication networks. If all UNZA workers worked as interconnected, individuals who are linked by patterned flow of information, they would be in a position to supply clear and enough information not only to students but to all interest groups. UNZA workers should have the information that is needed for them to perform their duties well. Tankard and Severin (1992), do emphasis the importance of communication networks in all groups in society or an organisation.

5.1.4 Location of places at UNZA main campus.

Although more than half of the respondents stated that they had no problems finding out whether they were accommodated or not, it was generally felt that information on accommodation should be sent in advance. 90.3% of the total sample were for the idea of sending information on room accommodation to the students in advance. Most respondents stated that it was important to have prior information of accommodation before reporting. This would give chance to those who would not be allocated rooms on campus to start making alternative accommodation arrangements. Nearly all students who come to UNZA come with the hope that they will be accommodated on campus by UNZA.

Locating different places at UNZA main campus is not easy. This is because it covers a vast area with a lot of buildings. To those visiting UNZA main campus for the first time, it is difficult to locate different places. An analysis shows that the majority of the respondents had problems in locating different places on campus. It is for this reason that 96.5% of the sample would like to receive information about the registration exercise and a sketch map of UNZA campus before reporting. This would make it easy for new students to move from one place to the other without problems. This is especially so because there is no inquiries desk at UNZA.

5.1.5 Delayed Communication

It has been observed that on several occasions, information at UNZA is sent late to recipients. Sometimes some correspondence is not even responded to by management. This is not a healthy situation in an organisation like UNZA. For instance, UNZAPROSA had in May 2000, written to the Registrar requesting the use of the uppermost dining hall. However, by September 2000 they had not been responded to.

A complaint letter (4/02/2002) written to the Registrar about the inability of the Dean of Students' office and the Security office to evict a non student from the postgraduate hostel has not been responded to up to date. UNZA management should ensure that each and every case brought before it is attended to and responded to appropriately.

It has also been noted that letters and memoranda are often delayed. Letters written to those who were to usher at the 31st Graduation Ceremony (held on 29th June, 2002) were dated 7th March, 2002. Even if they were sent early, internal letters should not take more than a month to reach the address. A memorandum dated 11th December 2001, from the Transport officer to the PRO reached him on 18th December, 2001. The message in the memorandum was that, UNZA workers using staff bus be informed of staff bus operational changes which were to be effected on 18th December 2001. One bus was to service all routes with effect from 18th December. However, this meant that routes would only be serviced once per day. On that day some people who had expected to use the staff bus when going home were disappointed that there was no bus and that they had been notified at short notice.

After the extension of recess for UNZA main campus on 2nd January, 2002, students were ordered to leave campus on the same day. However, some students remained on campus. A notice directing that all should leave campus by 12:00 hours on 8th January, 2002 was issued. Although this notice had indicated that all students should leave by 12:00 hours, it was released to students after 12:00 hours!

The other examples of delayed communication are on Environmental Forum and the African studies visiting Research fellowship scheme. The Environmental Forum had sent an invitation to UNZA through the Registrar's office for some members of staff to attend the forum. The Registrar's office received the necessary information about the Forum on 30th November 2001. This information was sent to the C/PRU on 30th April, 2002. On 2nd May, 2002, the information reached the C/PRU. This was two months after the Forum had taken place. The Forum was scheduled for 13th – 15th February, 2002.

On the African studies visiting research fellowship scheme, the Registrar's office had received correspondence inviting UNZA members of staff to apply to Cambridge University for the fellowship. This correspondence had reached the Registrar's office on 29th February, 2002 and was sent to the C/PRU for circulation on 2nd May, 2002. This was almost three weeks after the set closing date for receiving applications. The closing date was April, 12th, 2002.

It was also noted that the preparations for the African University Day Celebrations were not given enough time despite receiving information from the Association of African Universities much earlier. The Vice - Chancellor's office received a letter on 11th July, 2001 from the Association of African University concerning the celebrations invitations to participate in the celebrations were sent to UNZA community on 25th October, 2001. Celebrations were held on the 9th – 12th November, 2001. The notices about the celebrations were put on notice boards, a day (8th Nov. 2001) before the launch. Invitation letters to various people were also sent a day before the launch. As a result of this short notice, the launch could not take off as planned because people did not turn up on 9th November, 2001 at 9:00 hours.

UNZA management has a busy schedule attending to different problems, this makes them

not to work on some correspondence in time. It should be noted that problem solving is the very essence of top jobs; and solving the problem of limited time is clearly related to all the other problems (Conventry, 1973; 58). UNZA management should ensure that information is sent to all concerned in time.

Time factor is important in communication. It is for this reason that UNZA management should be conscious of time whenever they are carrying out their duties. The argument by some scholars is that meaning should be given to time. In order to do this, we must perceive it, filter it, and symbolize about it (Lesikar. & Pettit Jr, 1989). Lesikar and Pettit (1989) also state that when someone is late, we react negatively; when someone arrives early, we see him or her as eager or aggressive. Even in correspondence, when letters or memoranda are sent early, people will look at the sender as being eager or aggressive. When they are sent late, receivers of the correspondence will react to the message negatively.

5.1.6 The Public Relations Unit.

The C/PRU has not done much to publicize the various courses and activities which UNZA offers. The publicity of various courses on offer should be done in conjunction with the academic office. An analysis of respondents from private schools showed that most of them did have enough information about courses offered before they came to UNZA. However, the majority of respondents from mission and government schools did not have enough information about courses offered by UNZA. From mission schools 62.5% did not have enough information while 77.2% of respondents from government schools also had little information about courses offered.

The C/PRU at UNZA should work hand in hand with the academic office so that they promote all academic programmes in the University. Once this is done, only then can the C/PRU satisfactorily develop an action programme to promote the various courses on offer in the University. The C/PRU will also be in a position to respond to queries from those interested in such courses.

5.2 Assessment of Internal communication

There is need to improve internal communication within UNZA. There are clear indications of poor flow of information, which can lead to serious operational problems if not checked. Written documents, interviews and questionnaires, which were administered, all indicate poor flow of information.

5.2.1 Information flow between management and employees

The flow of information from UNZA management to employees is bad. According to the analysis, 39.1% of the sample-selected (92) stated that it was bad. However, 33.7% of the sample had stated that it was good. For the flow of information from employees to management, most respondents (43.5%) stated that there was a good flow of information. On the other hand, 30.4% indicated that it was bad. A few stated that it was very bad, very good and I don't know.

Poor communication can lead to poor relationships between management and employees in an organisation. At UNZA management/employee relationship is said to be bad according to 39.1% of the respondents, while 38.0% stated that it was good. However, 15.0% had indicated that it was bad. More than 97.8% of the respondents did agree that lack of communication can result in poor relationship between management and employees. The analysis also shows that UNZA management did not regularly communicate to employees on various issues pertaining to the welfare of UNZA. As a result 95.7% of the respondents wanted UNZA management to give them information regularly. This would lead to improved communication as most respondents had stated that there was need to improve communication.

Visiting workers in their various work places is also seen as one way of improving communication and relationship between management and workers. Most workers (78.3%) from the sample had stated that management did not visit them. However, a small percentage said that they were visited. Management visitations to their employees' work places called management by walking around (MBWA) has been seen to increase contact time with subordinates.

“Informal communication becomes the stimulus for managerial decision making as well as the vehicle for feedback to all of the individuals who contribute to organisational success.” (Huseman et al. 1990).

Most UNZA workers, according to the analysis, would like to be visited by management at their work places. The reason is that management would be able to see and hear for themselves the problems that are being faced. They would also be able to see the progress being made. The analysis revealed that employees under UNZAAWU (UNZA branch) favoured management visitation by 97.7%, UNZAPROSA members 100%, while UNZALARU members favoured it by 72.7%. Mr Moses Kholopa, the UNZAPROSA chairperson also supports the idea of management visitations. In an in-depth interview with the student, Kholopa said that management in the company of union officials should visit working places and talk to employees. He said that this would improve the working conditions as management does not really know the problems workers are facing. He further said that because of this, management could not really quantify some of the problems that UNZA faces.

5.2.2 Consultations with interest groups

It is very important for management in any organisation to hold consultations with interest groups for that organisation to prosper or develop. Over 90% of the respondents viewed management consultations as important. However former UNZASU president Kelvin Hambweza said that the students are sometimes not consulted on important issues affecting them. He cited the increase in tuition fees as one example which management decides on their own. UNZAMEDSSU vice-president Samson Chisele also said that students are stakeholders who should be involved in various activities concerning them and that their presentation should be taken up.

Secretary General of University of Zambia Postgraduate Students Association (UNZAPROGRASA), Mr Phanwel Namangala also echoed the same sentiments. In an interview with the student, Namangala said that very rarely did the Dean of students for instance, consult postgraduate students on issues affecting them. He further stated that

sometimes postgraduate students do not present their grievances to the Dean of students' office because the Dean's office does not act or respond to their grievances.

UNZAAWU president Micheal Kaluba also said that UNZA management sometimes does not consult the workers on certain issues. Some decisions are made without the knowledge of the workers. They just come to learn of them after they have been made. He cited one example in which non-lecturers were removed from one pension scheme to another without their knowledge.

UNZAPROSA Executive has also cited lack of consultation by UNZA management. The executive at one time stated that:

Management has now resorted to making unilateral decisions through impersonal circulars instead of meeting and informing workers through stakeholders or their representatives. It has almost become traditional that very serious burning issues affecting the well being of staff, they routinely and perfunctorily issue circulars knowing abundantly well that nobody will question them.” (UNZAPROSA, 17th Dec,1999)

From the sentiments expressed above by Association and Union leaders, the communication network at UNZA can be said to be poor. This is because at times, UNZA management cuts off these leaders from the patterned flow of information. According to Machungwa and Mwaba (1989), organisational communication can be used:

To influence the attitude of the receiver and to influence or control behaviour of those receiving message.

It is sometimes difficult to influence or control the behaviour of those receiving the message because they are not consulted about certain issues concerning them. At UNZA,

non-consultation of workers, students and the government on issues concerning them has led to conflicts on several occasions. Strengthening the communication network between UNZA management and leaders of different interest groups would enable these leaders to help management influence the attitude or control the behaviour of the receiver of the information. Once the communication network is strengthened, workers would be kept informed all the time, thereby reducing misunderstanding between UNZA management and interest groups like the workers. Cole (1988) supports the idea of keeping the workers informed about matters affecting their work. He also states that this improves trust between employers and employees. If UNZA management kept all the interest groups informed about matters concerning them, misunderstandings would be reduced and trust increased.

Once this is done, it would be easy for UNZA to embark on organisational development as increased trust and reduced misunderstanding between UNZA management and workers for instance. Organisational development depends on good relationships between a management team and those who assist them (who can be Union leaders) in its implementation. Organisational effectiveness planned by UNZA management alone cannot work out effectively without the involvement of leaders of different interest groups. These leaders would assist in the diagnosis of problems and designing of appropriate forms of action. They would also assist in implementing the strategy to improve the effectiveness of an organisation. Involvement should start from the planning stage up to the implementation stage.

5.2.3 Supervisor/subordinate communication.

The communication between employees and their immediate supervisors were rated by most respondents as good, and very good. 52% rated their relationship as good, while 37% stated their relationship as very good. The majority (more than half) of the respondents from UNZALARU and UNZAAWU (UNZA branch) indicated that the relationship was good while about 38.5% of UNZAPROSA members indicated that it was very good as opposed to 30.8% for a good relationship. The reasons for this good relationship could be as result of the communication existing between the supervisors and

their subordinates. According to 77% of the respondents, supervisors do request for suggestions from their subordinates during meetings. Supervisors also inform their subordinates on time on matters concerning their welfare.

As explained in chapter three, the independent mindedness theory predicts that employees prefer supervisors who give subordinates freedom of expression and affirm their self-concept. It also predicts that when subordinates are given this freedom, they (subordinates) would be more satisfied with their jobs and would be more committed to work.

All supervisors at UNZA should ensure that they give their subordinates freedom of expression so those subordinates would develop high self-esteem. Subordinates feel high self-esteem when they are asked to suggest ideas to their supervisors. They feel recognised and also feel happy to be associated with ideas/work that they have contributed to or help to put in place. It has also been noted that during departmental meetings, which are held mostly when need arises, supervisors ask for suggestions from their subordinates. 68% of the total sample stated that meetings in their departments are held when need arises as opposed to 15.2% who stated that meetings are never held. 6.5% claimed they held meetings once every month and another 6.5% once every two months. The remainder held meetings once every three months.

UNZA management should also at times ask workers to put forward their views on how certain projects or work should be carried out in the University. This should be done through representatives of UNZALARU, UNZAAWU (UNZA branch) and UNZAPROSA.. According to Infante et al. (1997), the *theory of Independent mindedness* assumes that organisations must reflect the larger culture of their workers if they wish to manage effectively. UNZA management should apply the *theory of Independent mindedness* to different levels in the system.

5.2.4 Means of communication often used

Notices and memoranda are commonly used at UNZA to send information to employees. 94.4% of the total sample stated that memoranda and notices are commonly used. Memoranda are used in organisations to send information to employees and they do reach many employees at a time. However, only 63% of the total sample saw this means of communication as being effective. On other means of communication which employees would like to be used, meetings were the most favoured with 21.7% of respondents favouring it.

5.2.5 Meetings at different levels

Meetings held at different managerial levels down to supervisor/subordinate throughout the organisation facilitate integrated and effective communication. UNZA management should encourage the holding of meetings at all levels. Meetings do help to explain new policies and consult all concerned about work to be done. Meetings also help in the clearing of problems arising and misunderstandings. Meetings should be held as need arises and at any appropriate given time. The reason why they should be held as need arises and at appropriate times is that meetings usually take a lot of time. In addition to the time taken during meetings, participants and the person to chair it spend more time during preparation. Man-hours are taken away from other duties. Therefore, time factor should be considered when planning and conducting these meetings. Meetings will provide “an excellent clearing house for complaints; they facilitate better communication and recharge peripheral enthusiasm” (Coventry, 1973:76). Meetings also increase face to face interaction and interdependency.

5.2.6 Communication isolates among UNZA workers

Employees usually hear official information before management officially circulates it. According to the analysis, 88% of the respondents stated that they heard information from friends before being released. Although 54.3% of the respondents indicated that they did not take the unofficial information as true, 30.4% did indicate that they regarded this information as true. The remainder did not know whether to regard it as true or not. However, such a situation created communication isolates in an organisation. Employees

who do not have communication links with others do not usually have access to information. The 10.9% of the respondents who indicated that they did not get information from friends before being released are communication isolates. They are bypassed by information circulating in an organisation.

The high percentage of employees having access to information before being officially released shows that there is something wrong in the way information is handled. UNZA management must ensure that there is a strong and effective channel of official communication. This will enable every employee to know that he/she will be given as much information as possible, and as soon as possible. This information should be on what is going on at UNZA. The danger of unofficial information is that it sets in rumours and wild speculations. It travels at high speed and might be inaccurate. It can also be confidential and even ill timed.

From the three categories of UNZA employees, most of those who took unofficial information as true came from UNZALARU members. 58.3% of UNZALARU members believed in unofficial information as compared to 26.8% and 23.1% for UNZAAWU and UNZAPROSA respectively. Although few UNZAPROSA members did not believe in unofficial information that they heard from friends, they are the majority who heard unofficial information from friends (100% response) followed by UNZALARU (92%) and UNZAAWU (84.3%).

Usually unofficial circulation of information in an organisation is as a result of near silence, suppression of information and mistrust. UNZA management can avoid creating such an atmosphere by releasing information down the line of hierarchy.

5.3 Views of some Deans.

According to Dr. Luke Mumba (Dean, Natural Sciences) and Dr. Francis Tembo (Dean, School of Mines), the flow of information within UNZA is effective. They stated that memos are often used to send information to various schools and departments. However, it was noted that sometimes these memos are delayed as they are to be posted. This is because the internal mailing system is not 'watertight.'

Both Deans, stated that they were consulted on issues related to their schools. Certain decisions made by schools through the board of studies were taken to senate for consideration. For instance, when UNZA liberalised its intake, schools were consulted on the number of students that they could handle. This extra number of students to be enrolled was arrived at after consultations with various heads of departments.

However, interference in the operations of senate is sometimes seen. According to UNZA regulations senate has the mandate to set the academic calendar. It sets when recess should start and end. When registration of students should start and end. The first semester of 2001/2002 academic year had more than 10 students registering five weeks after reopening. This was in the school of Natural Sciences. A memo dated 4th December, 2001 was reportedly written by the Registrar instructing the school to allow these students to register. According to the Dean of Natural Sciences (Dr Luke Mumba) any student who misses three lectures in a row is not to write an exam. However, these students had missed lectures and laboratory practicals for five consecutive weeks. Instructing the school to register them is seen as interference in the operations of senate.

5.4 Calls for dialogue by Union and association representatives

Most union and association representatives are called for dialogue between UNZA management and their unions/associations. They said that it was important that UNZA management dialogue with them all the time especially on issues concerning the welfare of their members.

Group dialogues have advantages especially when there is a conflict as they allow appropriate interest groups to try and make decisions that will pacify the opposing groups. According to Huseman et al (1990), disgruntled employees need the opportunities to air differences and come to a better understanding of other points of view. When there are group discussions or dialogues, aimed at selecting, defining and solving problems, UNZA management should ensure that all participants should play a role so as to have a successful dialogue or discussion.

5.4.1 Group task roles

There are 11 roles that have been mentioned in Chapter three that are under group tasks. Some of these roles can be played by one or more participants during discussion for instance, you can have one or more participants (Initiator – Contributor) proposing new ideas, changes or procedures. You can also have one or more participants (elaborator), offering examples to clarify ideas or what is being considered. They can also extend an analysis of an issue.

One or more participants can also play several roles during discussions. A participant can initiate new ideas, the same participant can also offer examples to clarify ideas. In addition to this, he/she can act as an opinion seeker by asking for input from the group. It is suggested that whenever there are dialogues or discussions at UNZA, these roles should be taken into consideration to ensure that each participant plays a role so as to have full participation, which can result in a fruitful discussion to arrive at an acceptable solution.

Since group task roles focus on the accomplishment of a task set before the group, involving interest groups in the matter or their representatives in the decision making process usually results in more readily accepted decisions. By discussing an issue or a problem, there is greater understanding of others and their ideas. There is also greater involvement in the decisions made.

5.4.2 Group maintenance roles

Group maintenance roles are concerned with the socio – emotional climate of a group. The roles (see chapter three) are equally important in helping the group to achieve its goals. During the discussions or dialogues there is need to have someone in the group (encourager) praising the ideas of others or providing positive feedback to participants. Someone to reduce tension between participants (harmonizer) and mediating conflicts should be there. A person who attempts to have each party in a conflict gain something (compromiser) is needed too. Other persons are also needed to perform other roles concerned with the socio – emotional climate of a group. To maintain a conducive socio

– emotional atmosphere, there are seven roles that have to be played by different persons. One participant during the discussion can play one or more roles. Conversely, one or more participants can play one role.

Group maintenance roles are very important. UNZA management and all interest groups should realise their importance. It should be ensured that there are people performing the roles of group maintenance. However, it should be observed that individualistic roles do not prevail over common goals.

5.4.3 Individualistic roles

Individualistic roles if not checked can be destructive as they are aimed at satisfying the needs of an individual. During discussions or dialogues, it should be ensured that participants do not deflate the status of others or embark on aggressive behaviour. Some may try to manipulate and control others (dominator) and even interrupt when others are talking. Others may be hostile by being negative and opposing (blocker) things unreasonably.

These and other individualistic roles (refer to three) are counter productive to achieving the goals set by the group. It is for this reason that UNZA management and representatives of different interest groups should be aware of persons with such behaviour during discussions or dialogues. They should, once identified, be controlled and their influence minimized.

5.5 **Organisational communication and the media**

UNZA is well known for its disturbances and closures. The media report all these disturbances and closures, very little positive development or activities about UNZA are reported by the media. As a result of this, UNZA is perceived negatively by the people from outside. However, the same media can be used to portray a positive picture about UNZA.

5.5.1 The use of television in organisational communication

As George Gerbner and his associates asserted, television (TV) does really influence the

viewer's reality. If UNZA is repeatedly portrayed as a place of disturbances and riots, persistent viewers will perceive it as such. A persistent viewer will not view UNZA as others do, but according to the portrayal of the television.

UNZA management to their advantage and advantage of the whole institution can use TV through the C/PRU to build the image of the institution. Constantly, TV should be used to portray a positive image about UNZA. For instance, UNZA's village concept Project has embarked on various activities aimed at helping the less disadvantaged people. The Village Concept Project (VCP) is a community project run by students. At its inception in 1998, it initiated agricultural projects and skills training. Technical expertise was also provided. VCP also donates books to pupils at basic schools so as to help them improve their learning capacity. The Technology Development and Advisory Unit has embarked on various developmental projects, which would be appropriate to the Zambian people.

These are positive activities that are not usually reported about by the media, usually it is the negative developments which are reported on. UNZA should give adequate information to the general public and interest groups about the positive activities by the students and UNZA in general. TV can be used to inform the viewers that what they think about UNZA is not really what it is. According to Comstock (1978), he argues that TV can teach that the world is a little different than the viewer thinks.

5.5.2 The use of radio in organisational communication

Radio can also be used to inform the general public and interest groups about various activities taking place at UNZA. Radio can be used to inform the public especially would be UNZA students about different courses offered. The radio programme should allow listeners to phone – in or write to the producer and ask questions on various issues. This two way process will enable UNZA to be sure that the information is getting to the people.

UNZA Information Corner is a radio programme that used to be aired on Radio Two of the Zambia National Broadcasting Services. However, UNZA Information Corner has been off air for a long time. Its resumption was planned for 1st April 2002, but up to now has not resumed due to lack of funds. UNZA management through C/PRU should use

UNZA Radio as much as possible to disseminate information to UNZA community and those living within the 20 kilometres radius of coverage. UNZA management should fully support UNZA Radio so that it is strengthened and has a wider coverage. **UNZA Radio** should be used to change the image of UNZA, which society has dented.

5.5.3 The use of newspapers in organisational communication

Newspapers can also be used by UNZA to disseminate information. They should also be used to raise awareness on various issues of interest to the general public. Newspaper houses should be informed all the time about various activities taking place. In addition to this, these activities should be planned in such a way that they attract media coverage. The AUD celebration is one such event, which should be planned in a manner that should attract wide media coverage. If this is done, information about the activities of UNZA will be disseminated to the general public. Newspapers have an important role to play, as their functions among others are to educate, inform and entertain. However, they have to be used together with other forms of media.

5.6 Leadership Style

Leadership is very essential in any organisation or group. Leadership style will help to determine whether an organisation or group is going to fail, succeed or continue to exist. It is for this reason that the best type of leadership should be employed all the time. UNZA management, Union or association presidents and chairpersons of groups should carefully select an appropriate style to use according to the prevailing situation. There are four types of leadership styles, which have been identified by scholars, and these are explained below.

5.6.1 Authoritarian Leadership style

Authoritarian leaders are commanding figures that control the group discussion as they wish. They determine the specific tasks for every participant. They have rigid ideas and are not flexible. Usually, authoritarian leaders dominate discussions and are not likely to acknowledge the views of those opposed to them. Authoritarian leaders also do not

encourage member participation. This is likely to lead to group members resigning because they believe that their leaders will make the decisions for them. Such decisions are likely to meet resistance from the majority of the group and organisational members. UNZA management should be aware of the consequences of authoritarian leadership style. Various interests groups in the affairs of UNZA should also be aware of this.

5.6.2 Supervisory Leadership Style

This type of leadership is useful when efficiency is critical. Leaders who employ supervisory leadership style almost always introduce the problem for discussion with a lengthy description (Huseman et al. 1990). Supervisory leaders do usually decide the problem to be discussed in a meeting. They also make a summary of what has taken place in a group. They (supervisory leaders) are a bit more flexible than authoritarian leaders. However, little attention is given to the needs of the group.

5.6.3 Democratic Leadership Style

Under this style, leaders offer directions for the group only when the members need it (Galvin and Book, 1982). Leaders do encourage group members to participate actively in the discussion. In order to fulfill the group's aims, enough control is provided. The democratic leadership style should be characterized by the following:

- (a) All members should participate freely
- (b) Communication should be directed to all members and not just the leader.
- (c) Group decisions are perceived as group achievements and
- (d) Group members are able to identify themselves with the group.

This type of leadership should be used as it promotes group cohesion and also helps the group to accomplish the task. This style is the most favoured.

5.6.4 Group Centered Leadership (Laissez Faire) style

A group centered leader, according to Huseman et al (1990), refrains from structuring the group in any way. However, the leader will supply as much information as needed to the

Chapter 6

Problems at UNZA

6.0 Introduction

This chapter is about the problems that UNZA goes through and attempts to solve them. The problems were identified during the attachment period as the student acted as a participant observer. Some problems were identified during interviews with different people.

6.1 Background to UNZA Administration

From the time UNZA was established, a number of people have served in the two top positions of Vice-Chancellor and Deputy Vice-Chancellor. So far there have been seven Vice-Chancellors and 11 Deputy Vice-Chancellors who were called Pro-Vice-Chancellors until 1979. For the titular position of Chancellor, only three have been appointed. The first Republican president Dr Kenneth Kaunda was installed as the first Chancellor on 12th July 1966.

As indicated in Chapter one, the University Act of 1999 gives the Minister of Education powers to appoint a search committee to fill the two top positions in the University. He/She appoints the University Council and can also dissolve it. The implication of this is that management of UNZA activities is susceptible to government interference. In other words, the Ministry of Education can indirectly or directly influence the operations and administration of the UNZA. Each Vice-Chancellor who is appointed comes with a different style of administration. Each one of them is remembered for his style of administration. However, all these changes are to ensure improved management of the university.

The President of the Republic of Zambia appoints the Chancellor of UNZA, and he has also the powers to remove the Chancellor from office if he/she wishes. In certain

situations, this may leave the appointed officers with no option but to please the appointing authorities.

6.2 Problems being faced by UNZA

UNZA faces a number of problems in its operations. Some of these problems that have been identified are industrial unrest, transport, accommodation and inadequate funding. Others are thefts of property, prolonged academic programmes, and organizational weakness

6.2.1 Conflicts between UNZA management and workers

UNZA management and workers have on a number of occasions differed. This at one time led to disturbances at UNZA main campus when workers decided to down tools. In May 1999, lecturers and researchers went on strike and UNZA main campus was closed for four months. This was after members of the academic staff refused to conduct first semester examinations due to alleged poor conditions of service and salaries.

The university bills of 1999 (now an act) also raised a major conflict between workers and UNZA management. The bill, they alleged, had usurped university autonomy by giving sweeping power to the Education Minister (*ZDM*, Tuesday September 4, 1999). They, (workers) through senate, called upon by then acting Vice-Chancellor Professor Mutale Chanda to resign. They alleged that he had failed to advise government through the collective decision-making process of the university in the enacting of the University bill of 1999.

In the same year (April 1999), UNZA management had threatened to dismiss all striking members (UNZA branch) of the University of Zambia and Allied Workers Union. The workers had demanded a minimum salary of K250, 000 (US\$56.80) and a maximum of K800, 000 (US\$181.80) at the ruling exchange rate of 4400 Zambian Kwacha to US\$1.

Table 2: Chancellors

Name	Period
Dr. Kenneth Kaunda	1966 – 1991
Mr. J Mwanakatwe	1992 – 1998
Dr J Mwanza	2002--

Source: The University of Zambia Calendar 1994 - 1996

Table 3: Vice-Chancellor

Name	Period
Douglas G. Anglin Dphil	1965 – 1969
Prof. Lameck K Goma	1969 – 1976
Dr. Jacob Mwanza PhD	1976 – 1987
Prof. Kasuka Mwauluka	1987 – 1991
Prof. Andrew Siwela	1991 – 1997
Prof. Mutale Chanda	1997 – July 2002
Dr. H.Mwenda (acting)	July 2002 – December 2002
Prof. Robert Serpell	Jan. 2003 –

Source: The University of Zambia calendar 1994 –1996

Table 4: PRO - Vice-Chancellors/Deputy Vice-Chancellors

Name	Period
Prof. L Goma	1966 – 1968
Prof. C. Rodgers	1969 – 1970
Prof. J Omer-Cooper	1970 – 1973
Prof. M Musonda	1973 – 1977
Prof. K Mwauluka	1977 – 1979
Prof. M. J. Kelly	1979 (April – November)
Deputy Vice-Chancellor	
Prof. M J Kelly	1979 – 1983
Prof. B F Mweene	1983 – 1987
Prof. A Siwela	1988 – 1991
Prof. J Mwenechanya	1993 – 1997
Prof. E Mumba	1997-July 2002
Dr. J Chileshe (acting)	July 2002 – December 2002
Prof. Geoffrey Lungwangwa	Jan. 2003 -

Source: The University of Zambia calendar 1994 –1996

6.2.2 Conflict between UNZA workers and the government

In 2000, UNZA AWU executive accused former Minister of Education Brigadier General Godfrey Miyanda of sitting on their collective agreement for the 1999/2000 conditions of service (ZD:M Monday September 4th, 2000). They stated that the UNZA Council had sent the collective agreement to the Minister for his attention according to the provision of section 33 of the University Act No. 11 of 1999. However, the Minister had not worked on it. They had even written a letter to former Republican President Fredrick Chiluba to complain over the delay.

6.2.3 Conflict between UNZA workers and students

At one time, UNZA main campus workers clashed with students briefly when the workers attempted to cut off power supply to the campus. According to *The Post*, April 15, 1999, the workers and students clashed as the former tried to temper with electricity installation in a bid to cut power supply. The reason to cut power supply was to push the government to succumb to workers' demands. The workers were demanding a salary increment from UNZA management. However, their demands were not met.

6.2.4 Conflicts between students and UNZA management

Conflicts between students and UNZA management are common. Some conflicts have led to the closure of UNZA main campus on several occasions, (see chapter 2). The conflicts are sometimes as a result of misunderstanding and lack of consultation on the part of UNZA management. These conflicts can be linked to poor communication between students and UNZA management.

At the beginning of the 2000/2001 academic year in August 2000, students rioted after UNZA management issued a circular to evict all students who had not paid accommodation and tuition fees in full. Management had insisted that government sponsored students pay K130, 000, (US\$ 29.50) per semester for accommodation fees before being accommodated. They also demanded that tuition fees be paid in full. The students had claimed that they could not afford as they were only told to pay for accommodation upon arrival. Management was asked either to rescind its decision to

introduce accommodation fees, or to let the students pay all the fees in installments. Some of the students at this institution came from poor families and could not afford to pay the fees at once, an UNZASU committee member was quoted as saying, (*ZDM*, August 31, 2000). The riot resulted into the closure of the University for almost a month.

The beginning of 2001/2002 academic year had some students going back home, as UNZA management could not accept part payment for some students, especially the self-sponsored ones. Self-sponsored students have to pay about K1.2 million (US\$272) for tuition and accommodation per semester. However, UNZA Vice-Chancellor Prof. Mutale Chanda said that UNZA management found itself in a dilemma most times because some students misused part of the money for the fees on leisure. (*Sunday Mail*, November 11, 2001).

It is also evident that conflicts between students at UNZA main campus and the government do exist. In 1995, students rioted after police denied them a permit to demonstrate against the proposed renaming of the institution and the mode of adoption of the draft constitution. The students had demanded that the draft republican constitution should go through a constituent assembly and referendum instead of using Parliament for adoption. The media report said that the students',

Next course of action was to present a petition to members of Parliament giving their views on the two issues over which they sought to demonstrate. The two issues were the mode of adoption of the draft constitution and the proposed renaming of the university to Harry Mwanga Nkumbula (T.O.Z, August 3, 1995).

Sometimes, conflicts arise due to delayed payment of allowances to students by the government. In October 1999, students gave the government a seven-day ultimatum in which to pay them meal allowances. They had warned the government of disturbances at the institution if it did not comply. In May 2002, students at UNZA main campus

protested against increased tuition fees and non-payment of project allowances. This made the then Education Minister Brigadier General Godfrey Miyanda to condemn the students' action. He said that 'the students should not always rush to the streets to demonstrate, there is a better way to resolving things' (ZDM, May 12, 2000).

6.2.5 Conflict between UNZA management and the government

Although conflicts between UNZA management and the government are not common, they at times do exist. In 1999, former MMD national secretary and Minister without portfolio, Mr Michael Sata had warned of sanctions against UNZA management and others for failing to stop students from entertaining opposition party leaders (ZDM June 17, 1999). He had stated that UNZA Vice-Chancellor had misinterpreted government's stand not to interfere in the affairs of UNZA as a weakness. He said that this allowed opposition political parties to scandalise the MMD policies, the Minister of Education, Brigadier General Godfrey Miyanda and the government.

A year later (June 2000), UNZA management was cited for breach of ministerial powers. This was after they leased out one of the buildings to Cafe 'D' Afrique without the minister's consent. Former Education Minister Brigadier General Godfrey Miyanda said that UNZA management had breached ministerial procedure. It was only the minister who had the authority to lease out the building (ZDM June 5, 2002). As a result of this, UNZA management was ordered to provide a detailed report explaining why the building was leased without ministerial consent.

6.2.6 Conflicts of students politics

The involvement of students in active politics on campus (main campus) has led to conflicts between different groups supporting different political parties. In June 1996, conflicts arose between students who were against the amended Republican Constitution and those who took part in the pro-constitution march. All the pro-Constitution students fled campus. This resulted into a riotous behaviour.

Prior to the December 2001 Parliamentary and General elections, an alliance of students in support of the election of Mr Levy Mwanawasa was formed. The justification of forming this alliance was that in a multi-party environment, there could not be one political party at UNZA. It was not long before this alliance started accusing UNZASU Leaders of being engaged in partisan politics, which was contrary to Article 10-(30) (iii) of the UNZASU constitution.

The accusation of UNZASU leaders being engaged in partisan politics led to the suspension of its President and Secretary General for allegedly supporting Forum for Democracy and Development which was one of the political parties taking part in the elections. Political interference with the academic life at UNZA main campus has increased with the advent of multi-party politics. Each political party would like to get support from students who end up being used as political pawns. Policing of campus life and harassment of students during protests are evident at UNZA main campus.

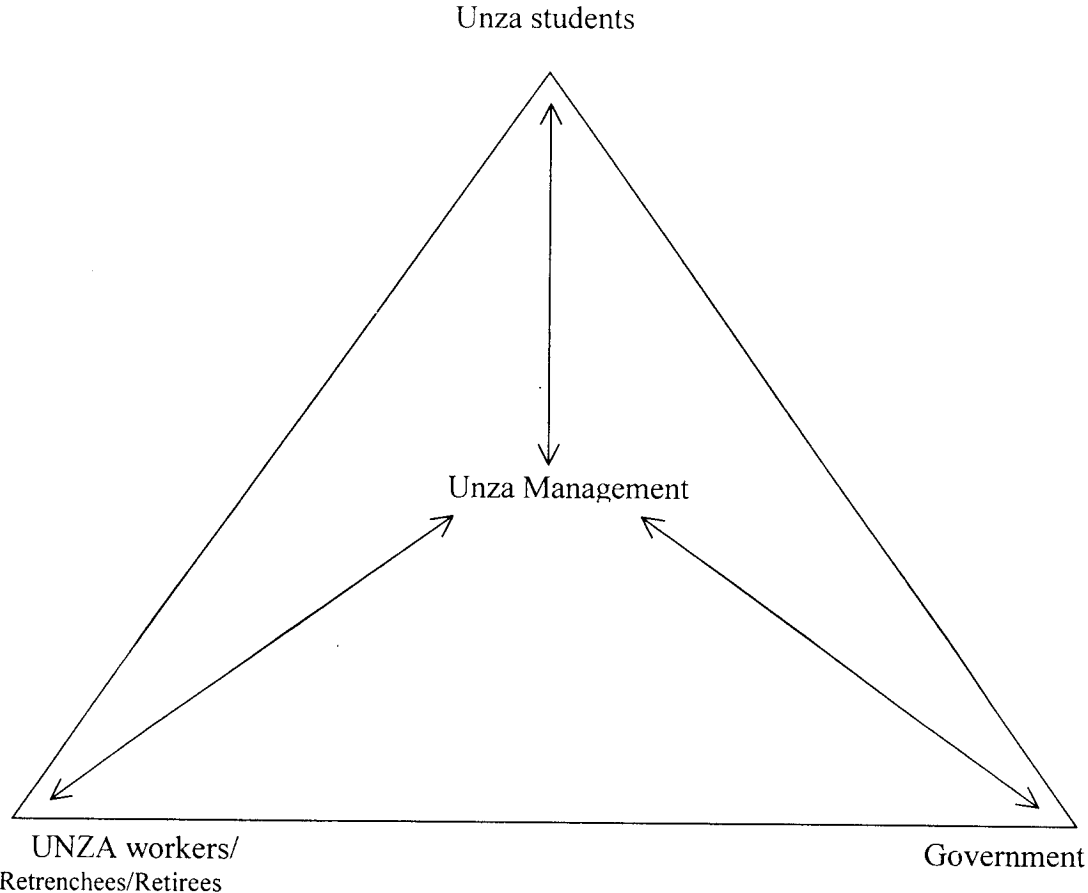
6.2.7 Summary of conflicts

The conflicts mentioned above can be summarised by ‘UNZA’s triangle of conflicts’. Which show conflicts between UNZA management and various interest groups. It also shows conflicts between different interest groups, which have occurred previously (see figure 6).

6.3 Transport

Transport for UNZA workers is a problem. Out of two buses that were used to ferry the workers to and from work, from various residential areas, only one is currently working. One has been parked due to mechanical problems. One bus (76 seater) is not enough for a work force of over 1,000. Servicing of some routes has been discontinued while the remaining two routes are

Figure 6 “ UNZA ’s *Triangle of Conflicts* “



Source: Student observation

serviced once a day. Workers staying in Matero and Lilanda residential areas are only ferried to work in the morning. After work, they have to find their way home. The other group of workers staying in Chilenje and Libala/Kabwata residential areas has to find their own transport when coming for work.

However, they are ferried back home after work. Those staying on unserviced routes have to use public transport though they are not given transport allowance.

The bus, which is working, is not reliable as it breaks down at times and it is also used for other activities. Students use it for instance when they are travelling for sports activities out of town (Lusaka). The same bus is also used to ferry mourners to and from the graveyard when a member of staff dies or has a funeral.

6.4 Accommodation

UNZA has accommodation problems for both its members of staff and students. Unaccommodated members of staff have to find accommodation for themselves. Students without accommodation have to find accommodation for themselves also.

6.4.1 Staff Accommodation

UNZA faces a dwindling staff housing due to lack of capital funding. Another contributing factor is the presidential directive to empower citizens by selling them government and institutional houses, which they occupy. UNZA workers who were eligible sitting tenants have bought the houses that they occupy. The only houses, which have not been sold, are those which are on Campus. However, these are few compared to those, which have been sold off Campus. About 379 housing units have been sold.

The problem that has been created by the sale of staff houses is that new employees cannot be accommodated. Lack of capital funding cannot enable UNZA to build more houses. This is a serious problem that UNZA is facing. Some families have been accommodated in one-roomed flats at Marshlands Village. This was supposed to be for temporary accommodation while awaiting accommodation elsewhere. However, some

members of staff, especially those coming from studies abroad have stayed there for over a year.

6.4.2 Student accommodation

Over the years, UNZA has increased the intake of undergraduate students. In 1995, the number of full time undergraduate students in the first semester was 3,902. In the first semester of 2001, the number was 4,832. However, accommodation has not increased and most students prefer to be accommodated on campus.

UNZA main campus can only accommodate 2,958 students, 2,170 male students and 788 female students. Female students are the most hit by the accommodation problem. In the first semester of 2001, there were 1,461 full time first year undergraduate students. Out of 521 female first year students only 123 were accommodated, while 339 male first year students were accommodated out of 940.

At one time female students were reported to have been sharing rooms with male students. According to a report by ZDM August 25, 2000, some first year female students in 2001 were squatting with returning male students due to over enrolment in that year. It was also reported that the situation was pathetic as in some cases, four students were sharing a room instead of two. In the first semester of 2001/2002 academic year, students accused UNZA management of accommodating former students.

Some students claimed that first year students were not accommodated because some rooms had been offered to former students. It was also claimed that the other problem of room accommodation was that some former students refused to vacate their rooms after completing.

With the introduction of three new programmes at Ridgeway campus, accommodation problems have been created too. The 339 bedspaces are no longer enough as the number of students has increased. This has forced some postgraduate students to seek accommodation from UNZA main campus.

6.5 Finance

Poor funding of UNZA by the government has created a lot of problems. The poor funding has also contributed to not having enough human and technical resources. UNZA Vice-Chancellor Prof. Mutale Chanda said that UNZA was undergoing critical difficulties in terms of financial resources (*T.O.Z* November 1, 2001). This was said during the signing of a memorandum of understanding between UNZA and Konkola Copper Mines. During the Labour Day celebration held at UNZA main campus on 1st June 2001, UNZAPROSA chairman, Moses Kholopa appealed to government to give UNZA enough money to meet its needs. The former Minister of Education Brigadier Godfrey Miyanda at one time said that 99 percent of problems at UNZA stem from inadequate funding (*ZDM* Sept, 14 2000). In 1999, UNZA had budgeted for K24 billion Zambian kwacha (US\$ 83.4 million) but was only allocated K12 billion (US\$ 2.7million).

6.5.1 Debts

As stated earlier on in chapter one, UNZA owes different companies billions of kwacha in unpaid debts. Zamtel in the first half of 2002 had to cut off telephone lines to some UNZA offices on two occasions. The Lusaka Water and Sewerage Company had to cut off water supply on two occasions during the same period.

Some former employees are also owed money, which have not been paid after retiring. Some of these former employees retired way back in 1998. This forced some retirees to seek court redress over their dues; UNZA council was sued and was told to pay them. However, this did not work out and last year (2001), they filed an application in the Lusaka high court to have the council cited for allegedly defying a court order to pay them what they were owed. From a backlog of retirees a few were paid this year (2002).

However, UNZA is also owed money in unpaid tuition fees by students. Government sponsored students through the Bursaries Committee and those directly sponsored by the Ministry of Education are said to owe UNZA a lot of money.

6.5.2 Staff Exodus

The deteriorating conditions of service for all categories of staff have led to staff exodus to other organisations. The increasing demand for well-qualified professionals and skilled manpower in neighbouring countries has also contributed to the exodus of members of staff from UNZA.

The salaries are low and members of staff who are sent for postgraduate training fail to come back after completing their studies. They seek employment somewhere else. This is a problem, which affects the departmental staffing plans. Foreign staff recruitment has stopped due to unattractive remuneration packages. There is no fixed payday as salaries are always delayed. This also demotivates members of staff.

The staff exodus has created a severe staff shortage especially among lecturers in the science fields. In 2001, the school of engineering recommended that it close down the Department of Electronic and Electric Engineering due to a serious shortage of lecturers. Out of an establishment of 26 lecturers, the department had only four. In the physics department, there were eight out of 24. From 1990 to date, more than 230 lectures have left UNZA. More than half of these lecturers were Ph.D. holders.

6.5.3 Thefts

Thefts are common at UNZA main campus especially in the students' hostels, most of these thefts are committed by people from the nearby high density compounds. However, thefts of computers around campus are on the increase. Thieves are systematically targeting computers. On 11th February 2002, the Survey Department suffered a major set back. Thieves broke into the departmental offices situated at the School of Mines and stole equipment worth US \$ 40,000. Some of the equipment stolen were five computers, two printers and a scanner. A digitiser was also stolen. During the same period, about four cars were stolen on campus. It is also alleged that some computers from the main library have been stolen on a number of occasions. This shows how lax the security system is.

6.5.4 Summary of UNZA closures

- a) 1971 UNZA was closed for one term after students demonstrated against the French Embassy.
- b) 1976 Unza was closed for three months after students demonstrated in support of MPLA of Angola as opposed to Dr Kaunda's support for UNITA.
- c) 1980 UNZA was closed after students demonstrated against government's move to mobilise youths for national service training.
- d) 1982 UNZA was closed for two months students demonstrated against governments decision to establish the Institute of Human Relations.. They argued that the institute was meant to indoctrinate them with Humanism.
- e) 1984 UNZA closed for two months after students demonstrated against the commemoration of 'Solidarity Day'
- f) 1986 UNZA was closed for eight (8) months after student welfare problems and differences within the student body.
- g) 1990 UNZA was closed for two months after students' demonstrations which were connected to food riots.
- h) 1994 UNZA was closed for about four months after a strike by academic members of staff . They were demanding improved conditions of service.
- i) 1996 UNZA was closed for one week after demonstrations against the constitution and the General Elections former President Dr Kaunda was barred from recontesting the Republican presidency.

- j) 1997 UNZA was closed for eight month after demands by students for book allowance. They were later given the book allowance.
- k) 1999 UNZA was closed for four months after UNZALARUJ went on strike. This was after management failed to meet a demand for salary increment.
- L) 2000 UNZA was closed for almost a month after riotous behaviour by some students. Some students were allegedly said to have refused to meet the conditions of admission.
- m) 2002 There was an ‘extended recess’ early in the year because according to management, the situation obtaining in the environment was not conducive for learning. This came sometime after the declaration of President Levy Mwanawasa as the winner of the presidential elections in the December 27 2001 elections. The ‘extended recess’ was for almost a month.

All these closures and disturbances only affect UNZA main campus where demonstrations and riots mostly occur.

6.6 Management /organisational weakness

UNZA has some management and organisational weaknesses, which have resulted in the failure to run the institution and some of its projects effectively. UNZA management has ignored the issue of street kids/vendors found all over UNZA main campus. There are more than 11 ‘selling point’ at the main campus where vendors have established themselves. The latest was a Coca-Cola “kantemba” (stall) which had been erected on UNZA main campus land without permission from the authorities. However, after the author of this PAR talked to the owner, he decided to remove it from UNZA land. Outsiders use UNZA grounds most of the time as they wish especially the recreation area around the “lakes”. Motorists drive on the lawns without being stopped by UNZA security.

Liempe Farm, east of Lusaka, that used to do very well has collapsed. Spouses to some workers and former workers who stay there are the ones who are farming on the land. The vast land, on which UNZA main campus is, was in June 2000 invaded by land grabbers. However, police had intervened and saved UNZA land from being shared.

The renting of the main dining hall (which has three halls) has reduced the use of UNZA facilities by UNZA students and workers. This is because whenever, they want to use one of halls they have to pay dearly to the firm renting them. UNZA has several business ventures, however, the income generated by these ventures is low. According to The University of Zambia strategic plan (2002-2006), the low levels of resources that UNZA generates its business ventures is as a result of management and organisational weakness than due to lack of opportunities for doing so (see table 5).

6.7 Equitable access

Although UNZA tries to adhere to equal opportunities in its admission, some groups of people are under represented in the student population. Among the groups that are under represented are females, the elderly and the disabled. The disabled are the most under represented. This is because the facilities are not suitable for disabled students. Even the three lifts at the main campus have not been working for a long time. According to Konayuma (1992), the design of the UNZA buildings has far reaching effects on the performance of disabled students. Konayuma further states that a number of students interviewed showed that they rarely attend lectures held on upper floors due to difficulties of getting up the stairs.

6.8 Attempts to solve some problems.

Although UNZA faces numerous problems, management is trying to solve some of them. Different strategies to solve these problems have been outlined in the strategic plan for the 2002 – 2006 period.

Table 5.2: UNZA Income Generating Ventures 1993 – 2000

	1993	1994	1995	1996	1997	1998	1999	2000
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Activity	K'000	K'000	K'000	K'000	K'000	K'000	K'000	K'000
Bookshop/Mini-Mart	N/A	N/A	N/A	7318	4818	77177	74718	-
Horticulture Nursery	18740	16866	2400	-6846	38169	3698	51460	2253
Tea & Coffee Bar	29572	26615	6371	N/A	N/A	N/A	N/A	N/A
UNZAPress/ UNZA Printer	N/A	N/A	12000	14910	14187	30088	32503	3337
Insurance Agency	N/A	N/A	3000	20000	25758	9500	-	-
Laundry Income	96	86	2000	2489	4978	6200	677	-
Catering/DOSA Income	N/A	N/A	161	-264492	6306	300207	5892	-
Veterinary School Clinic	N/A	N/A	18982	2755	12280	10000	75450	-
Computer Centre	N/A	N/A	27767	66058	66277	91203	-	-
Business Premises Rental	9019	6764	-	6147	7376	3203	4641	-
Library	820	738	60	87	4944	4973	7804	-
Liempe Farm	23041	20737	1446	N/A	N/A	12000	47462	-
Marshlands	10937	11377	6000	-18986	-19000	15946	66472	-
UNZA Clinic	149	134	27902	1038	4796	73681	242163	115674
TDAU	30545	-79207	-55900	-25000	5000	163068	56535	-
York Farm	N/A	0	0	0	0	69440	-	-
ZAMNET	0							
Total	122919	4110	69662	-192522		13880	600771	

Source: UNZA

6.8.1 Staff Retention

To curb staff exodus to other institutions, UNZA intends to pay attention to staff retention. It is hoped that (The University of Zambia, 2002 – 2006) the staff exodus will be addressed by the following measures.

Offering of competitive salaries.

- (a) Rewarding performance and achievement;
- (b) Providing of staff loan facilities;
- (c) Improving the general academic environment and
- (d) Establishing a regular standardised staff appraisal mechanism.

To address the accommodation problem, UNZA intends to provide opportunities for home ownership to members of staff.

6.8.2 Improvement of financing

UNZA intends to diversify its sources of funding. This is aimed at supplementing government funding which is not enough. It is hoped that the diversification of sources of funding will be achieved by some measures including inter alia.

- (a) Mobilizing greater private financing through cost sharing, in this respect the University will take measures to exploit its academic base for the generation of income, donations and endowments trust funds etc;
- (b) The effective and efficient management of income generating ventures in the University;
- (c) Maximizing the returns of its existing facilities and services through rentals;
- (d) Investing in commercial enterprises, and
- (e) Pursuing estate innovations, which have an income potential in conjunction with private developers.

The end part of the large UNZA estate now lying unutilized could be developed for income generation (The University of Zambia, strategic plan 2002 – 2006). UNZA has

off campus unused land with about 150 plots. Plans are also underway to establish a Business

Development Office that will promote efficiency in the running of business ventures.

6.8.3 Enhancing equitable access.

UNZA intends to address the problem of accessibility by under represented people in the students' population through various measures. These measures are to be implemented between 2002 and 2006. Some of the measures will be:

- (a) According more admission places to under represented but qualified groups of women, the disabled and students from remote rural areas;
- (b) Utilisation of different modes of educational provision, which accord individuals a choice in accessing University education;
- (c) Improving facilities to meet the needs of the disabled, and
- (d) Establishing of financial aid schemes to support identified needy students.

6.8.4 Normalisation of Postgraduate programmes.

Measures to normalise the duration of postgraduate programmes have been planned. Some of these measures are to:

- (a) Review all the regulations governing postgraduate studies with a view to strengthening the quality of teaching and commitment to supervision of postgraduate students;
- (b) Issue guidelines and regulations that govern postgraduate studies; and
- (c) Allow schools to process examinations so that unnecessary bureaucracies that contribute to delays in completing the programmes are eliminated.

6.8.5 Curbing Thefts

A wall around UNZA main campus has been planned to be erected in order to reduce trespassing. This will hopefully reduce thefts and vandalism of property by outsiders. Grill doors are also being fixed on all entrances to make the buildings secure.

Chapter 7

Student's Input

7.0 Solutions to some of UNZA's problems

From its inception, UNZA was to serve the real needs of the country and command recognition in the academic world. This was to be achieved by producing appropriately educated and trained manpower. However, due to some problems that the University faces today, maintaining recognition and producing appropriately trained manpower may be compromised.

7.1 Suggested solutions

The student has suggested the solutions below to some problems which UNZA is facing. The problems were identified through observation and interaction with various people within the University. The student only made suggestions to those problems, which he perceived as necessary or requiring immediate attention. The student's input was constrained by some problems facing the C/PRU and UNZA as a whole.

7.1.1 Student accommodation

A major problem facing students at UNZA is student accommodation. A lot of fulltime students are not accommodated. The total number of full time students this semester is 4,832 (1st semester 2001/2002). Out of this number, only 2,958 are accommodated, leaving 1,974 students without accommodation. To lessen this problem, the University can accommodate about 1,228 more students using the same rooms that are available.

The old residences have a total of 988 bed spaces that can accommodate 1,976 students. This can be achieved by putting bunkbeds in all rooms in the old residences. The same should be done to rooms in October Halls. October Halls can accommodate extra 240 female students. The rooms in the old residences and October Halls are spacious enough to accommodate two bunkbeds each and two small extra study tables. Once this is done,

the number of students to be accommodated in these halls will double. Below are figures showing how accommodation can be increased in the available Halls of Residences.

	Current Bedspaces	When fitted with bunkbeds
Old Residences	988	1,976
October-Halls	<u>240</u>	<u>480</u>
	<u>1,228</u>	<u>2,456</u>

When bunk beds are fitted, 1,228 more students will be accommodated. This will leave about 746 students without accommodation. This can be a temporary solution to the problem and easy to implement if financial resources are available. It is far much cheaper than building new halls of residence at the moment. Attached are drawings illustrating current arrangements of beds and study tables in rooms referred to above (See appendix 1,2 &3).

Since female students are worst hit by accommodation problems, Kalingalinga Halls should be given to female students. Some students in the new residences have taken up the initiative and have come with bunkbeds from home. Once this is done, about 152 female students will be accommodated.

Putting bunk beds in rooms should be done in phases. For instance, phases 1, all rooms in October Halls of residences. When applying for accommodation, students should specify if they intend to be accommodated in rooms with bunk beds. These rooms should be cheaper than those for two students per room. Once this is done, water should run 24 hours a day to improve sanitation.

Flats in the new residences can also be fixed with bunk beds. However, there is need to turn one room into an ablution block to improve the sanitation. Even without bunkbeds,

sanitation in these flats is very poor, as there are many students using one toilet and one bathtub.

Before the implementation of this project, the student body should be involved. The fact is that most students are “squatting” with friends in these rooms. This simply means that there are already four (4) students per room. Some students may be against this idea, but students who are “squatting” and those without accommodation are willing to have a bed of their own as compared to sharing a bed by two people. The project may have some hurdles in its implementation stage. However, persuasion and gradual implementation can make it successful.

The other suggestion to the accommodation problem is to turn Makumbi dining hall into students’ hostels. This can also help to alleviate the problems. Makumbi dining hall has remained out of use for some time now, therefore, it would be more useful to be a hostel. This is the one, which should have self-catering facilities. These suggestions had been presented to the Dean of Students office through the assistant at October office but had not yet been responded to.

7.1.2 Financial activities

The increased enrolment of students at 1st year level in all the Schools has also increased the number of students seeking accommodation on campus. The increased enrolment was meant to raise more money from tuition, which the University badly needs.

To raise more money, the UNZA should encourage and support different schools/departments to come up with and manage projects, which can bring in supplementary funds, apart from tuition fees. All schools are capable of raising money on their own. For instance, if the School of Education were to run a private secondary school, they would raise a lot of money. The School of Mines can raise money by fully utilising its consultancy office, which can be run on commercial basis. This should be the same with the School of Engineering.

The school of Medicine can open up a private clinic, which can be open to the public to generate money for the school. Apart from generating money for schools, these projects can also be beneficial to students through hands on experience. The School of Law should also embark on consultancy services pertaining to legal matters. All schools have the capacity and manpower to run various projects according to their specialisation.

If different schools embarked on these various projects, financial problems would be greatly reduced. In addition to this, few students would be enrolled in each school, thereby reducing the over utilisation of facilities. The three (3) dinning halls can be placed under Marshlands management and let them be run profitably. The dinning halls have to generate income if operated strictly on business lines. They have a potential to attract customers from outside campus who to hold different functions especially at weekends.

The horticultural department should fully utilise the 'Goma Lakes' and the surrounding areas to raise money. Currently, people from outside campus come in at anytime and hold picnics or take wedding photos without paying anything. Nearly every weekend newly wed couples come for photos at the 'Goma Lakes'. Money raised from those taking photos /video shooting can be used to beautify more places on campus.

7.1.3 Electricity/Water bills

To reduce electricity bills incurred by UNZA, measures should be taken to use solar power. Consultations can be carried out with the School of Engineering on how such a project can be embarked on. Solar power is cost effective. Due to the high power consumption by the University, solar power would be ideal. To reduce water bills, UNZA should utilize its boreholes. UNZA maintenance engineer, Peter Chikabula, said that UNZA main campus has about eight bore holes that can supply water to the entire campus. However, there are leakages in the pipes such that only four are currently being used.

7.1.4 Security

Manning the main entrance gates can reduce thefts of vehicles. All workers driving UNZA vehicles should be given permits. The Security personnel should have names of all workers entitled to drive UNZA vehicles and the number plates of these vehicles. No person without a permit should be allowed to drive out with an UNZA vehicle.

Motorists driving into University campus should be given a gate pass at the entrance. Motorists entering the University Campus using the main entrance should use the same road when going out. All other roads that can be used for exit should be completely closed. The current security system whereby security personnel (when available) just open and close the gates is very ineffective. Vehicles going out should be thoroughly checked and drivers screened. Buildings are also not adequately manned thereby resulting in numerous thefts.

7.2 Organisational Communication

Although UNZA uses various methods to communicate with its publics external and internal communication is not adequate and sometimes it is ineffective. The following problems have been identified.

7.2.1 Telephone facilities

The Dean of Students Affairs' Office (DOSA) is on direct telephone line. This makes communication with various Schools/Departments and DOSA offices in halls of residences difficult and expensive. The DOSA offices in halls of residences at Veterinary hostel, new and old residences, and Ridgeway Campus have no internal telephone lines. Officers from the halls of residences have to walk to the Dean of Students offices to perform their duties when need arises. Even those from Ridgeway Campus have to travel to the main campus to sort out certain issues. If these offices were on phone, (internal) some of the issues could be sorted out on the phone. Distance, time, urgency of an issue and costs are some of the factors that should be taken into consideration in communication.

Offices under DOSA in halls of residence should have internal telephone lines to improve communication. The Assistant Deans of Students at October and Ridgeway offices should also have telephone lines. They should also be computerised so that keeping and accessing information on students is improved. It is both quicker and easier to pick up the telephone than it is to go and talk to someone at the far end of Campus. However, over-use of telephones should be discouraged as it promotes remoteness and distancing of one person from another. This is a drawback, which is widespread in large organisations.

Due to the harsh economic situation the University is going through, the costs of external telephone calls should be monitored and kept as low as possible. Some departments do incur large telephone bills.

7.2.2 Memos

Communication through memos in most large institutions is very important, however, when to send them and where they put them are factors that should be considered.

It has been observed that at times memos in the University are not issued on time.

Internal mail (letters) are also delayed at times. A letter can sometimes take 6 days to reach the receiver. A letter written by UNZASU dated 4th October 2001 reached the receiver on 10 October 2001. The matter was referred to the Public Relations Office and reached the office on 17th October 2001. This is the same day when it was suggested that a function be held as per request on the covering note. It should be ensured that communication within UNZA is done in good time. This will allow recipients of the message to have enough time to look at the message and plan the course of action adequately.

7.2.3 Notice Boards

It is not clear about who is in charge of notice board in different departments in the University. As a result, anyone can stick any notice or memo on their boards. This can result in wrong information being sent to readers.

In all departments, there should be someone in charge of notice boards. This will help to exercise control over the flow of information in the University. Certain notice boards should be reserved for urgent issues and others for issues not related to the operations of the University e.g. personal adverts or 'urgent'. In addition to this, notice boards should be *regularly cleared of out-of-date information so that new items show clearly.*

Notice boards should be put up in strategic places on campus especially in the student residences. Currently, notices are put anywhere, especially on walls. This makes the place dirty and untidy as there are so many notices/posters put on the walls. Once notice boards are put in place, disciplinary measures should be taken against all those who will put notices/posters on walls.

7.2.4 Internal Communication networks

The other way of improving communication in the University is to use a combined network system of communication. This consists of two types of systems, the 'fan' and 'all channels open' systems. The combined network system allows every member of a department to communicate with other members. Members are encouraged to contribute suggestion on different issues. In addition to this, the system ensures that communication takes place only through very clearly defined channels.

Currently, the communication structure in the University is not adhered to. Most members of staff who are aggrieved especially when it concerns financial matters would want to see top management thereby, by passing some other officers. This is as a result of some aggrieved officers not having adequate information on certain issues concerning the University. It can also be due to the officers handling the issues not providing adequate information.

The Public Relations office should be informed about all activities and important issues or decisions taken by the University. This will help in the dissemination of correct information to different publics of the University. An example of this, is the contradictory statement by the Public Relations Office and management over the issue of supplementary examinations in 2001.

Effective communication is important in any organisation as it contributes to the smooth running of the organisation. Poor communication on the other hand is one of the main reasons why many workers feel indifferent and sometimes even hostile to their employers. It can also be a reason why student/workers resist change if they do not understand why change is being made. Even if the move is for their interest, they may think that the move is against their interests.

It is for this reason that the organisational structure of communication must be reviewed and strengthened to ensure that the information flow is smooth and reaches those for whom it is intended. The delay of salaries for instance, should be explained to workers through memos sent to all departments. This will reduce misinformation, speculations and the spread of rumours, as official information will be supplied.

7.3 Operations of the C/PRU.

The C/PRU also faces a number of problems. This has affected its smooth running. Below are some of the problems identified and suggestions made.

7.3.1 Photocopying machine

The C/PRU has no photocopying machine. When photocopies are to be made, the services have to be sought from somewhere else. This makes work difficult, as photocopying machines in other departments cannot be relied upon. For such a Unit, a photocopying machine is very important.

The C/PRU should buy a photocopying machine which should be used to photocopy certain documents as need arises. Memos and other document to UNZA Community should be photocopied at the C/PRU before being circulated. The photocopying machine should be big enough to handle large volumes of work.

7.3.2 Printer/Scanner

The C/PRU has a small office printer that is not capable of handling large volumes of work that the unit does at times, for instance, the printing of the “Mid-week flier”

Newsletter. Other members of staff from other departments also use this printer. The Unit has no scanner, which is vital equipment for its functions.

The C/PRU should also buy a bigger printer that is capable of handling large volumes of work. This same printer should be used to print the mid-week flier newsletter, which is currently printed from another department. A scanner must also be provided which will be used in the scanning of pictures for use by the C/PRU. With the availability of paper, publication of cards and small office calendars will be easy.

7.3.3 Computers

The C/PRU has only two computers. One computer is in the Public Relations Officer's office and another in the Administrative Officer's Office. These are not enough. The PRO and his secretary use one computer. The Assistance Public Relations Officer's office has no computer. The limited number of computers slows the work, as there is the sharing of computers.

The C/PRU needs to be provided with two more computers. One should be for the secretary and another for the Assistant Public Relations Officer. With the provision of these computers work would be speeded up.

7.3.4 Phone

The secretary's office has no extension to the direct telephone line that is in the PRO's office. As a result of this, the secretary has to shuttle between her office and the PRO's to answer the phone, which is on the direct line. The secretary's office should have an extension to the direct line that should be used for receiving incoming calls. The same direct line should be connected to a fax machine.

7.3.5 Megaphone/Video camera

The C/PRU has no megaphone. When there is an event, which requires the use of a megaphone, it becomes difficult to work. The C/PRU should acquire a megaphone to be

used on various occasions in situations where a P.A system, which has to be connected to the mains, cannot be used.

A video camera was recently acquired, however, there is need to acquire a second one to put on standby or be used when there are two separate functions in different places. There is also need to buy two digital cameras. These will make it easier to develop pictures as the Unit can develop them. In order to do this, a P.C will be needed for downloading and editing. This will make the work of the C/PRU easy as the end result can be obtained on the same day. In future, the C/PRU should establish a full-blown studio.

7.3.6 Stationery

Paper is usually not available in the C/PRU. This leads to the delay in carrying out certain work especially the publishing of the “mid-week flier” Newsletter. Pens and correcting fluid are not readily available. These may not seem to be important but they are needed for the day to day operations of the C/PRU. The staplers that are there malfunction, there is need to replace them with new ones. It should be ensured that stationery is readily available in the unit. This will ensure the smooth running of the Unit.

7.3.7 Transport

The C/PRU has no vehicle of its own. It depends on one pool vehicle. This makes it difficult to carry out duties outside campus when others are using the car. It is a matter of who gets the car first. If the car is not available, you need to wait for it to come back from where it has gone. The same car is used to collect mail and newspapers. This leads to delay in carrying out other duties.

There is need for the C/PRU to have a vehicle of its own. It is important that a vehicle is provided to the C/PRU, it should only use it alone. The C/PRU is an important unit that should have a vehicle at its disposal and use it anytime it needs. It should not be provided with a vehicle that has to be shared.

7.3.8 Finance

The C/PRU is given petty cash which is not enough (K150, 000 or UU\$34.) and it comes irregularly. It doesn't come immediately after retiring receipt sometimes an allocation of the petty cash can take up to three months. This results in the delay to carry out certain functions. The student felt that the petty cash should be given regularly, if possible upon retiring receipts

7.3.9 Establishment

The C/PRU has an establishment of five members of staff, the PRO, Assistance Community Relations Officer and Administration Officer. Others are the secretary and the office messenger. The post of Assistant PRO has been vacant for over six months. This makes work difficult, as the Community Relations Officer and the Administrative Officer have to do more work.

The C/PRU should fill the vacant post of Assistant PRO as soon as possible. In addition to this, another position of Assistant PRO should be created once the C/PRU is fully utilised by UNZA. One Assistant Public Relation Officer should be in charge of publications and the other one in charge of protocol /press. The position of Public Relations Manager (PRM) should also be created. The PRM should be the overall person in charge of the unit. The unit should also have a driver. Therefore, the recommended establishment should have eight (8) members of staff.

7.3.10 Web site

Since the Unit has problems acquiring paper for the production of the newsletter, it should be putting all the stories on the UNZA web-site. Once this is done, all departments with computers connected to the Internet should download and distribute to their members of staff the newsletter. Only those departments without Internet facilities should be provided with hard copies of the newsletter. The unit should encourage people to inquire on issues about UNZA, which they do not fully understand. The unit should also give information about the University to the public even when there are no queries.

7.3.11 Fundraising ventures

In order to raise some money, the unit can be commercialised, by setting up a studio. This studio can be used together with the cameras to raise money. Outsiders can be allowed to use these facilities at a fee. For instance, video productions can be done for outsiders, and the P. A system can be hired by people or organisations holding functions. With supplementary income, this will in the long run enable the unit to stand on its own.

7.3.10 Utilisation of C/PRU

The Unit should be fully utilised by all departments at UNZA. At the moment, few departments utilise it. It is this unit which can change the image of an institution or department. Departments should seek advice on how to structure the messages in their adverts and so on. This unit has the qualified and experienced manpower to give such advice. It has also been noted that certain important decisions made by the university are sometimes not relayed to the unit in good time. Sometimes they are not even relayed at all. This leaves the unit in an awkward position, when it comes to responding to queries from the media. All important decisions should be relayed to the unit before making them public.

UNZA should organise the university open day as a way of not only meeting some of its stakeholders/ clients but also to promote its image. The C/PRU should well publicise it so that it attracts a lot of people. This is the only chance some people might have to have a personal contact with UNZA officials who can give answers to their queries.

7.3.11 Inquiries Desk

An inquiries desk should be established within the unit. It should have about four extension lines, which should be used by visitors going to different departments. Appointments with some officials can even be made through this desk. This will lessen unnecessary movements and loitering around offices.

7.3.12 Sign posts.

All roads on campus should have signposts. For instance, old names like chancellor lane for the road that goes to the School of Veterinary medicine should be used. All buildings should also be clearly labeled.

7.3.13. Parking lots

Some members of staff and visitors do not use the established parking lots around campus. Instead they park on pavements and lawns. Clear instructions should be communicated to driving members of staff and visitors, especially those who use the sports and the dining halls. UNZA security should be involved in ensuring that no one parks on the lawns or pavements. The Unit should embark on a campaign to disseminate information on parking regulations.

7.3.14 Departmental/School Publicity Contact

The unit should establish a network of School/departmental publicity representatives for the channeling of media releases/publicity information for their other publicity sources.

7.3.15 Portraits of Vice-Chancellors

Portraits of all Vice-Chancellors from the time the University was opened to-date, should be displayed in an open place. Pictures of important and historical events should also be displayed. These can be displayed in the Public Relations Unit or any other place easily accessed by the public.

7.4 Conclusion

This chapter has outlined suggestions that the student gave during the PA. These suggestions were made after a careful analysis of some problems which the C/PRU and UNZA, as a whole were facing. They were made as an attempt to ease the various problems being experienced. The officers to whom they were presented promised to give the suggestions a careful consideration, although finance was said as a major hindrance to implementing most of them.

Chapter 8

Conclusions and Recommendations

8.0 Introduction

This chapter gives the general conclusion and recommendations of the PAR. The recommendations are based on the discussions, findings and interpretations of issues from the previous chapters.

UNZA is one of the two public universities that Zambia has. There are no private universities at the moment in Zambia. According to the Lockwood Report, out of which UNZA was born, UNZA had two tasks. These tasks were:

- a) To be responsive to the real needs of the country and;
- b) As a learning institution, to win respect and recognition in the university world.

University education is very important in the development of qualified human resources needed to develop the country. Qualified human resources are part of the real needs of this country. In a quest to develop human resources, it is imperative for UNZA to use effective organisational communication. Effective organisational communication helps in reducing the problems associated with communication failure in an organisation/institution.

8.1 Conclusions

Below are some of the conclusions drawn from the discussions in the preceding chapters.

8.1.1 Demand for university education

UNZA has responded to the increased demand for university education by increasing enrolment for both full time and distance students. It has also introduced more full time courses and evening programmes. All these are degree programmes. There are also some certificate course offered by the Department of Adult and Extension Studies. Although

there has been this increased enrolment of students, there has also been increased dilapidation of facilities in most buildings at UNZA. This negatively affects the teaching and learning in several ways.

8.1.2 The need to raise more money

The other factor that has led to increased enrolment is the need to raise money by admitting more self sponsored students. Lack of adequate financing of UNZA by government which is the major sponsor, has disturbed the smooth running of the institution. However, UNZA can alleviate the financial problems being faced by re-examining and re-organising its supplementary financing mechanism. Other supplementary financing mechanism can also be identified and implemented. Most importantly, there is need to reorient all those involved in running UNZA's business ventures to understand the business challenges of today. UNZA has not done much in this area. It's business ventures have been performing poorly, however, UNZA has the potential to reverse this trend and have business ventures properly managed. It is concluded that re-examing and re-organising of business ventures would enable them to run profitably.

8.1.3 Management's casual approach

The other main problem apart from finance is management's casual approach to certain issues. This casual approach has trickled down to most employees. As a result of this, work that might need urgent attention has suffered at times. Management's casual approach coupled with poor conditions of service for workers have resulted into having a demotivated workforce. In addition to this, UNZA has not allowed interest groups especially workers and students to play a constructive and participatory role in decision making on matters affecting them.

8.1.4 Lack of trust in UNZA management

There is also lack of trust in management, especially by workers. This mistrust in management has led to threats of strike action and strike at times. Government has also not been spared from this mistrust by students and workers. Both students and workers

have developed a culture of strikes, demonstrations and riots (by students). This has been seen as the only solution of getting what they want from either UNZA management or government. This is not a good culture. On 10th May, 2000 students at UNZA main Campus ran amok demanding project allowances. The following day, they were paid by the Bursaries Committee. This puts UNZA management and the government, in an awkward position. Reacting to pressure only has made UNZA management and the government to be seen as reactive and not pro – active.

8.1.5 Disturbances and closures

The disturbances and closures that have happened in the past have made various interest groups like the general public and donors to lose trust and respect for UNZA. The C/PRU that is supposed to rebuild the dented image of UNZA has not been fully utilised. Its duties have almost been reduced to mere secretarial functions of certain committees, it has at times not been availed with information on time. This has at times led to the release of contradictory information to the general public and UNZA community.

8.1.6 Inadequate flow of information

UNZA lacks adequate information flow amongst various interest groups. Due to this, distortion of facts and misinformation has occurred. Appropriate relationships have not been built amongst interest groups especially workers and students with management on the other hand. The dangers of this are that initiatives embarked on may not win the support of others. UNZA management can only win support of interest groups after achieving a state of mutual trust. This is also the same with union leaders representing the interests of UNZA workers and students.

8.1.7 Accommodation problem

- a) The presidential directive to empower people to own houses has compounded the accommodation problem for members of staff at UNZA. While it is good, its implementation is bad because institutional and government houses have been sold without being replaced. It is difficult to employ new workers because there is no accommodation for them. It is also difficult to rent houses for them because

UNZA has proved to be a poor payer. Its rental payments are irregular and have to be fought for in order for them to be paid. If this is not checked, UNZA shall be deprived of well-qualified and experienced manpower.

- b) The number of bed spaces in the students' hostels has remained static for a long time. This has led UNZA management to turn home wardens' flats into student sleeping quarters. These are overcrowded since kitchens and sitting rooms are being occupied also. The students in these flats are at high risk of contracting diseases as they only share one toilet and one bathroom. Students' properties, especially those in flats are frequently stolen. These flats are not secure, as those who sleep in sitting rooms can not lock their doors as they are used as main entrances to other rooms. This situation really affects the academic affairs of the students in one way or the other.

8.1.8 Security situation

The security situation will remain poor as long as UNZA management does not sensitize UNZA community about the dangers of entertaining street kids and suspicious characters. Prevention of thefts have of late been left in the hands of UNZA security officers only, everyone has to be involved. Some students have had property stolen by suspected street kids who do piece work for them. As long as students continue entertaining street kids and suspicious characters thefts will continue. In addition to this, UNZA security guards should be alert and vibrant. They have not been alert and vibrant in their operations.

8.1.9 Initiation of disturbances

It is concluded that disturbances at UNZA main campus, most of the time, are started by a group of "minority activists" with the loudest voices and who have no regard for other students' freedom, aspirations and dreams. They force others to parrot slogans and join in the disturbances or class boycotts. UNZA does not orient new students fully in academic and especially social welfare. This has resulted in new students being fed with wrong information by some fellow students that only by rioting can you get what you want. As a result, they stand for a rule of force and not the rule of reason. The majority

of students do not take part in these demonstrations or riots. They are usually busy with their studies to engage in disturbances. It is the “minority activists” who even decide the course of action to take when students are making demands from UNZA management or the government.

8.1.10 UNZA’s debt

UNZA’s huge debt owed to different service companies is due to poor funding from the government. Partly, it is also due to UNZA’s inability to control the overuse of facilities like telephones. Much has not been done to reduce the water bills paid to LWSC because a number of boreholes that should substitute water from LWSC are out of use. Preparation of meals by students in rooms without self-catering facilities has contributed to more power consumption. A rule against this has not been enforced. The frequent disconnection of telephone lines to some offices can be an indicator of the inability to control the use of phones.

8.1.11 Results of poor communication

Most conflicts, which occur between UNZA management and its employees/students, are as a result of poor communication. Conflicts between the government and UNZA employees/students are also due to poor communications. UNZA management sometimes does not communicate to the various interest groups important decisions that they make. When it does, the communication is sometimes ineffective.

8.1.12 Poor relationship

Poor relationship between UNZA management and government can result from certain decision by UNZA management, which are made without government’s consent. If these decisions are to commit government to them and are costly, poor relationship will occur. UNZA management should not make decisions without consulting the main sponsor.

8.1.13 Recurrent delayed salaries

Recurrent delayed salaries, lack of transport and accommodation for employees have become a culture associated with the operations for UNZA. This culture is demotivating to the employees. Unless it is changed, employees may not put in their best during work.

8.1.14 Postgraduate programme

Finally, delays in the completion of postgraduate programmes have led to some postgraduate students to take about three to four years to complete their studies. The unlucky ones even enter the fifth year! These same programmes take about one to two years in other countries. An exception is only the Master of Communication for Development and Postgraduate Diploma in Human Rights programmes. Students under these programmes complete on time. Delays in completing the postgraduate programmes coupled with poor accommodation shared with undergraduates do not motivate postgraduate students. These problems, if not checked, will lead to a reduction in the number of postgraduate students enrolling at UNZA. It should be noted that the value of UNZA will not only be measured by the number of graduates being produced at undergraduate level, but also those being produced at postgraduate level.

8.2 Recommendations

The following are the recommendations, which are drawn from the discussions in the preceding chapters.

8.2.1 Quality of students

UNZA should ensure that the quality of students produced is not compromised as a result of the increased number of students being enrolled. It should also ensure that students enrolled have good results as opposed to those who can only manage to pay but do not have good qualifications.

8.2.2 Renovation of dilapidated buildings

Without carrying out renovations and building more lecture theatres, laboratories and halls of residences, UNZA should not increase student enrolment as this will result into these facilities being more dilapidated.

8.2.3 Support to schools departments

UNZA should ensure that schools and departments which are capable of raising supplementary income are supported. However, care must be taken to avoid neglecting teaching. Current business ventures must be reorganised to ensure that they become profitable.

8.2.4 Management of UNZA

UNZA management should review procedures governing the running of the institution, and other administrative issues that are likely to negatively affect the welfare of students and employees. There must be an open system of administration.

8.2.5 Casual approach

UNZA management must also abandon the casual approach to issues affecting the welfare of the institution and do everything possible within their means to address these issues. This will somehow boost the morale of employees.

8.2.6 Unilateral decisions

UNZA management must not make unilateral decisions on serious issues affecting any interest group. There should always be consultations so as to avoid conflicts and at times unnecessary costs. Consultations with interest groups will also promote trust in UNZA management and reduce suspicious. Likewise, interest groups should not make unilateral decisions without consulting UNZA management.

8.2.7 Solution to accommodation problems

- a) UNZA must quickly address the problem of accommodation. More staff houses and halls of residences for students should be constructed on its vast land at UNZA main campus. The current arrangement of paying rentals for some of its employees is expensive.

- b) Postgraduate students should be provided a room each unless they are more than the available rooms. They should not be made to share with undergraduate students.
- c) Students should be given accommodation before they report. This will enable those who are not accommodated to look for alternatives before they report.

8.2.8 Security guards

More security officers must be employed to ensure that there are adequate patrols and guarding of UNZA property. Students should also be sensitized so that they are security conscious.

8.2.9 Orientation of new students

The Dean of students must fully orient new students when they come. Orientation should be on all aspects of life at UNZA. Once this is done, it will prevent wrong information being fed to new students by some old students. This will stop new students from being engaged in disturbances.

8.2.10 Reduction of bills

To reduce bills paid to service companies like LWSC, ZESCO, and Zamtel. UNZA should embark on the following activities:

It should utilize all its boreholes so as reduce on water consumption from LWSC. It must also strictly monitor the use of telephones. Private calls should be reduced as much as possible. This will see a reduction in telephone bills. To reduce electricity bills, UNZA should embark on a project to install solar panels on some buildings. This may sound expensive but in the long run it is very cheap.

8.2.11 Link between UNZA management and government

A team should be constituted by UNZA management to serve as a link between the government and UNZA. This same team should also serve as a link between UNZA management and organisations interested in working with UNZA. This team should feed the government or organisations with information to act on. At the same time, it should give feedback to UNZA management.

8.2.12 Prompt payment of salaries

UNZA management should ensure that salaries are paid on time to their employees. If salaries are delayed, what has caused the delay must be explained to the employees.

8.2.13 Reorganisation of postgraduate programmes

Postgraduate programmes must be reorganised to enable students complete their programmes on time. Once this is achieved, it is likely that there will be an increase in the number of students enrolling for postgraduate programmes at UNZA.

8.2.14 Communication policy

UNZA should come up with a communication policy that will enable it improve its dissemination and exchange of information amongst the employees and students.

8.2.15 Complaints of interest groups

UNZA management must respond to complaints from various interest groups, especially employees and students promptly. Views from interest groups must also be given careful consideration and feedback given as soon as possible. Objectivity should be ensured when looking at these views presented.

8.2.15 School counsellors

To publicise the type of life and programmes that prospective UNZA students would find, UNZA must hold seminars for school counsellors from secondary schools on different aspects of life at UNZA and the different academic programmes that are offered. These seminars should be held every vacation. Participation fees should be borne by all participants.

8.2.16 Strengthening operations of C/PRU

The C/PRU must be strengthened in order to operate effectively. This shall enable it to embark on activities that will effectively repair and sell the image of UNZA locally and abroad. As a mouthpiece of UNZA, it must be fully utilised by management, schools and

departments. This will lead to effective dissemination of information within and outside UNZA.

8.2.17 Threats of strike action

UNZA employees and students should not resort to issuing threats of strike action or riots without exhausting all channels of communication.

8.2.18 Dialogue with interest groups

Lastly, UNZA management must be open to dialogue whenever any interest group calls upon it to dialogue. Dialogue and consultation gives chance to participants to actively take part in decision making.

8.3 Conclusion

Poor and inadequate flow of information between UNZA and its interest group have led to poor relationships and other problems, which could have been avoided. Consequently, the poor relationship and other problems have made some sectors of society locally and abroad to lose interest and confidence that they had in UNZA. As long as UNZA continues to experience poor relations with its interest groups, it will be difficult to maintain and accomplish the tasks that it was given at its inception.

The student is of the view that effective organisational communication can play a major role in creating a rapport between UNZA and its various interest groups. Effective organisational communication should be used to influence a continuous rapport between UNZA and the government, UNZA employees and students on the other hand. If this could be achieved, UNZA's image would be improved and the two tasks would be easily maintained and accomplished.

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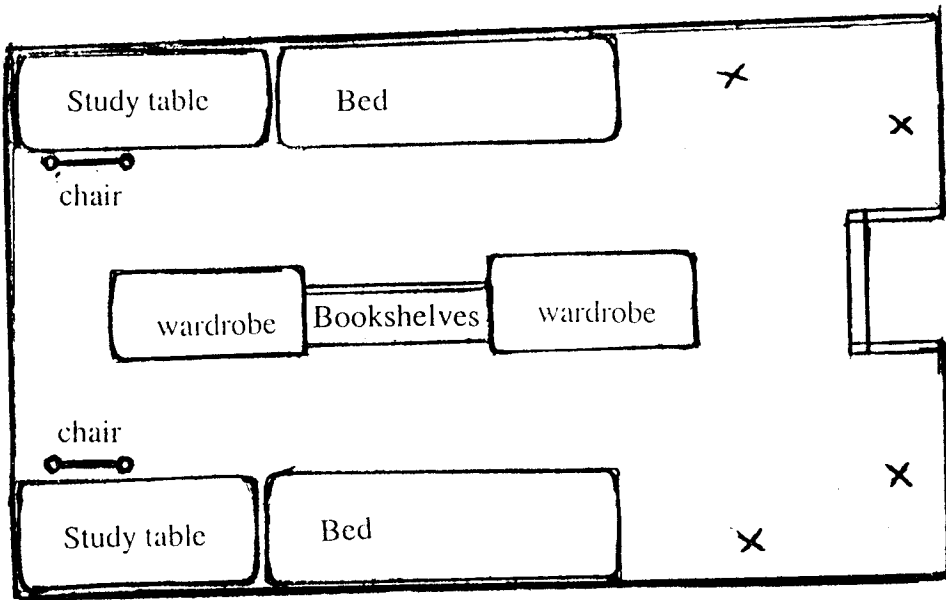
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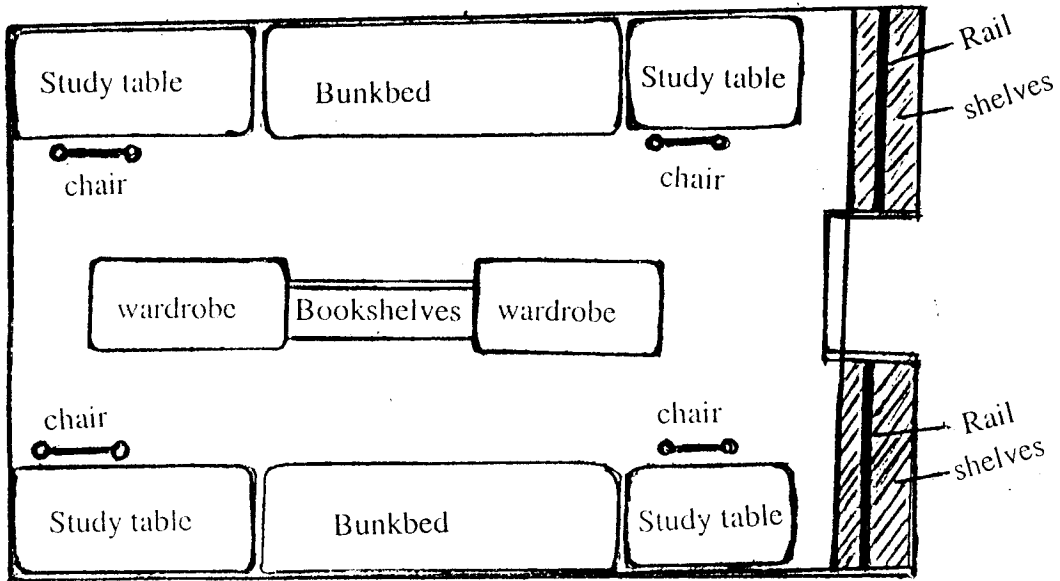
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Appendix 1: Current arrangement in study rooms.

View from the top

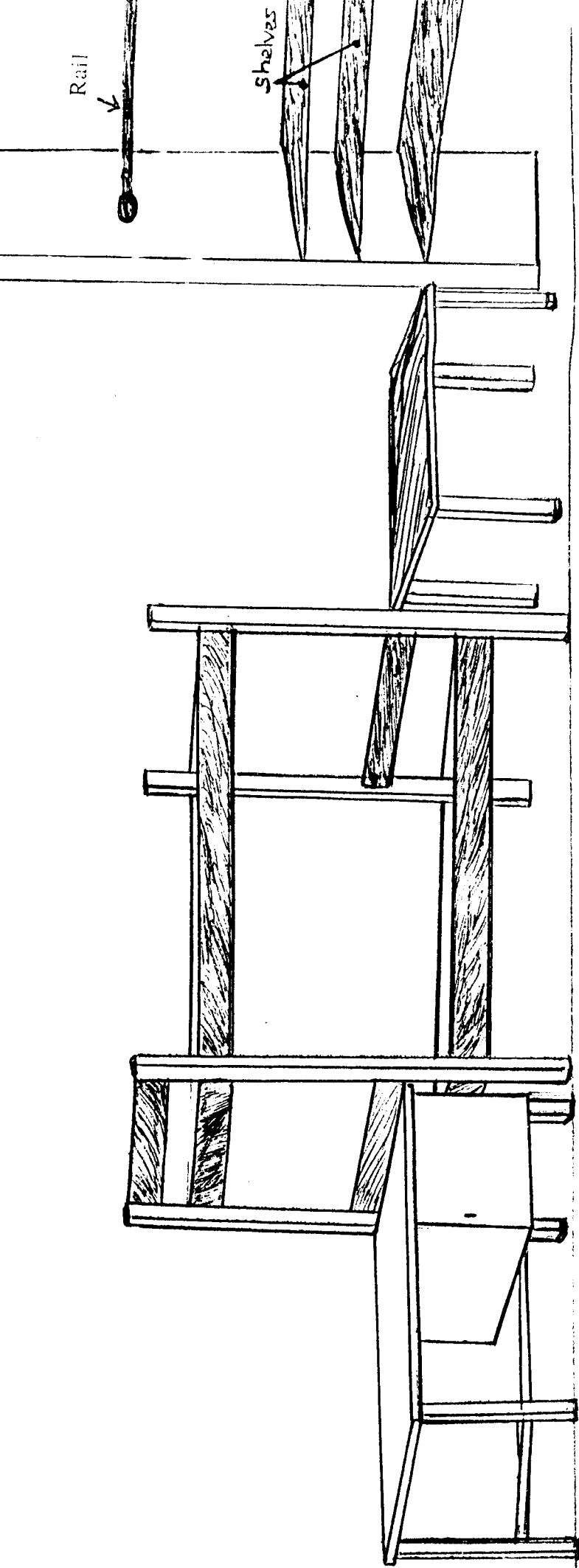


Appendix 2 : Proposed arrangement in study rooms when fitted with bunkbeds. =



View from the top

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Appendix 3: Side view of proposed arrangement of study rooms fitted with bunkbeds.