

CHAPTER ONE

1.0 Introduction

The chapter provides the background to the area of study and show how the circumstances under which the problem under study arose. It discusses the annual system of education that was adopted when the University was founded in 1966, the semester system of education which was later introduced in the academic calendar year 1995/96, reasons for its introduction and the challenges that it poses to the learning process at the University of Zambia.

Founding of the University of Zambia

At independence, Zambia needed trained human resources to help the country achieve rapid economic development after being ruled as a colony by the British for decades. In the quest to develop a pool of human resources, the Zambian Government embarked on an expansion programme to build more schools, colleges and a university. Consequently, the University Act was enacted in November 1965; this act gave birth to the University of Zambia (Kelly, 1999).

When the University of Zambia opened in 1966, the annual academic calendar system was adopted by the University of Zambia. By and large, it is important to mention that the system of education that was followed in schools at that time in Zambia was the annual system. It was, therefore, not surprising that even higher institutions of learning at that time followed the annual system of education. However, in recent years, some of the most prevalent systems used in higher institutions of learning in the world are the annual and the semester systems. In the semester system, the academic calendar year is divided into two parts called semesters. One semester is usually about sixteen (16) weeks long. The annual system uses terms which are typically ten (10) weeks long. (<http://xata.com/college/semester-vs-quarter-system-whats-the-differ>). In the semester system, final examinations are conducted at the end of each semester while in the annual system final examinations are held at the end of the academic year. Therefore, in the semester system, there are two final examinations per academic year, while in the annual system; there is only one final examination per academic year.

These systems have unique characteristics that distinguish one from the other. What is important is to recognise that each system requires a certain environment in order for it to be effective. The

semester system may seem new to the University of Zambia, but it has been around for some time in other universities in the world. Most mainstream international universities in the world operate the semester system. For example, the University of Cape Town (UCT) in South Africa uses the semester system as well as a number of other universities in that country. (<http://www.uct.ac.za>). In India, the government directed sixteen (16) new universities to introduce the semester system right on commencement.

The experiences of universities with the semester system are mixed. Some universities have succeeded in using the semester system, while others have failed to implement this system. For example, University of Punjab in Pakistan had problems with implementing the semester system. Sometimes, different departments in the same university have different experiences with the semester system, (Zafar *et.al.*, 2008). Another university that had problems implementing the semester system was Makerere University of Uganda. In a study on Impact of Policy Changes at Makerere University by Ounyu and Ezati (2006), findings showed that while the semester system brought less course loads for students, more course coverage than the term system and better student performance, it increased the workload for lecturers, reduced time for research for lecturers, both students and lecturers had to work harder in the semester system than was the case in the term system.

On the other hand, other universities have succeeded in implementing the semester system. Examples are the Jawaharlal Nehru University of India and the University of Delhi in India at post graduate level. At these institutions, the semester system has worked well, (<http://www.topnews.in/government-plans-introduce-semester-system-universities-2245933>).

In Zambia, the University of Zambia (UNZA) emigrated to the semester system in the academic calendar year 1995/96. The University has run on a two semester system per academic year since then. The University runs both undergraduate and post graduate programmes in its nine (9) schools; Agricultural Sciences, Education, Engineering, Humanities and Social Sciences, Medicine, Mines, Law, Natural Sciences. Statistics show that in one academic year, there would be about 8930 undergraduate students, 744 post graduate students, and 2044 distance education students (The University of Zambia Booklet, 2008).

Prior to the introduction of the semester system, the University of Zambia followed the annual system. The annual system at that time was deemed to be appropriate because the University was in a hurry to produce skilled human resource just after independence, and it was the system that was being followed by the school system in Zambia from primary to secondary school level. Hence, a system such as the annual system suited the time and objectives of the period (Kelly,1999). The annual system divides the calendar year in three parts with each part lasting for three months; on the other hand, the semester system divides the calendar year in two parts with each part lasting four months.

For the semester system to operate efficiently, there are pre-requisites that should obtain in an institution. These are that the coverage of course content should be within a stipulated time frame, classes should be held regularly, timely and constructive feedback to students by the lecturers, accessibility of lecturers to students outside the class, availability of information sources such as well equipped libraries and computer facilities, high level of secrecy and confidentiality in examinations, transparency in evaluation and grading of students and timely declaration of semester results. It is generally held that public sector universities, especially the old and large ones, such as University of Punjab do not enjoy successful implementation of the semester system (Zafar *et. al.*, 2008). The University of Zambia can also fall in this category of institutions that have a long tradition of the annual system, weak governance and management, a typical civil service type pay and incentive structure, power and politics void of professional norms, strikes by students and work stoppages by lecturers and support staff. These elements make it difficult for such institutions to implement the semester system.

The semester system needs an environment where there is a strong rule of law. Sometimes some departments in a university may remain on the annual system, while selected departments migrate to a semester system, as was the case at Punjab University in Pakistan. At Punjab University, the Department of Education and Research, and the Department of Public Administration introduced the semester system in 1960 and 1962 respectively (Zafar *et. al.*, 2008). The semester system was introduced through a US Technical Assistance Programme. Before the semester system was extended to all departments in the University of Punjab, the semester system worked well in that the lecturers enjoyed a lot of autonomy, while they remained professional and ethical. They maintained objectivity in marking, while staying close

to students and the results were declared in time before the start of the next semester in a transparent manner. The lecturers used to show the papers and assignments to the students (Zafar *et. al.*, 2008).

However, the semester system failed to work when it was extended to all departments, culminating in the University of Punjab abandoning the system. The system failed to work because the pre-requisite elements necessary for a semester system to operate efficiently mentioned above could not be maintained.

From the discussion above, it appears that the semester system can only work efficiently when the environment is conducive for its implementation. It thus begs the question whether or not the conditions at the University of Zambia are conducive for the sustenance of the semester system.

The implementation of the semester system at the University of Zambia has been put to test by the results of the research findings of this study against the indicators that have been highlighted. By way of reminder, the benchmarks include: Are semester results released on time? Are marked papers shown to students? Is there transparency in marking and releasing of results? Is the pay and incentive structure such that it easily motivates lecturers? Are assignment deadlines realistic? Is teaching of course contents finished on time? Do lecturers have enough time to mark examination papers? Is there objectivity in the marking? These are some of the benchmarks that the study used to analyse the results of the study.

It was with this view that the researcher sought to investigate the challenges and solutions to the semester system as experienced at the University of Zambia.

1.1 Statement of the Problem

At the inception of the University of Zambia, it was decided that the new university would be autonomous. By this measure, it would have the freedom to chart its own path. As a consequence of the need to rapidly train human resources to spearhead development, coupled with the lack of adequate teaching staff, the University adopted the simple system of annual academic calendar year. It was easy to adopt this system at the time because that was the system that was being followed by schools in Zambia.

However, the annual system was stopped in the academic calendar year 1995/96 when the semester system was introduced at the University of Zambia. Zafar *et.al.* (2008) states that the semester system tends to require more resources, such as number of lecturers, funding, and even general staff because it increases the volume of activity within a given calendar year. This is due to the fact that lecturers have to mark two final examinations within one academic calendar year. The number of courses for an academic calendar year doubles in the semester system compared to the annual system in which only four courses are taken per academic year. As a result of the increase in courses, the number of lecturers needed for teaching may also increase, administrative costs increase in tandem with increased activity that go with the semester system.

The semester system, therefore, has brought its own perceived challenges to the learning process at the University of Zambia. The study, therefore, investigated the challenges that the semester system poses to the learning process at the University of Zambia.

1.2 Purpose of the Study

The purpose of the study was to investigate the challenges that the semester system poses to students and lecturers in the teaching/learning process at the University of Zambia.

1.3 Objectives of the Study

The study was guided by the following objectives:

- (a) to determine the challenges that the semester system imposes to the students and lecturers at the University of Zambia;
- (b) to examine whether or not the semester system has had a negative impact on the quality of education at the University of Zambia; and
- (c) to assess whether or not the semester system is an effective approach to learners at the University of Zambia.

1.4 Research Questions

- (a) What challenges does the semester system pose on students and lectures at the University of Zambia?
- (b) How has the semester system negatively impacted on the quality of education at the University of Zambia?
- (c) How effective has the semester system been at the University of Zambia?

1.5 Significance of the Study

This study is important because the research findings will provide information to the following stakeholders:

- (a) the university administration. The findings of the study may bring to light the challenges that the semester system imposes on the teaching/learning process at the University of Zambia;
- (b) the government. Armed with the research findings, the government could be made aware of the challenges imposed by the semester system, and thereby make informed decisions that could mitigate the challenges faced by the university; and
- (c) the university community. The findings may galvanise and energise them to institute relevant processes that will seek and provide solutions to the challenges of the semester system at the University of Zambia

1.6 Delimitations of the Study

In this study, the researcher limited the area of study to the Great East Road Campus. The School of Medicine at the Ridgeway campus was not part of the study. The main campus was selected for ease of access by the researcher, as well as the fact that it has a larger student population compared to the Ridgeway campus.

1.7 Limitations of the Study

There were generally no limitations that were encountered that could have negatively impacted on the findings of the study.

1.8 Operational Definition of Terms

In this study the terms below mean the following:

Academic term: The time during which a school, college or university holds classes in a year. It is the period that is denoted as the academic year. (<http://xatal.com/college/semester-vs-quarter-system-whats-the-difference>).

Challenge: Difficulties or obstacles that the semester system imposes on the learning and teaching process at the University of Zambia. Geddes and Grosse (2003) define challenge as a problem that stimulates effort.

Semester system: An educational system in which the academic year is divided into two blocks or semesters roughly fifteen (15) weeks long in which students obtain permanent grades after completing each semester. (<http://xatal.com/college/semester-vs-quarter-system-whats-the-difference>)

Semester: One half of an academic year under the semester system.

Annual system: The academic calendar year lasts for a year and one final examination is held under this system of education. It is divided into three terms of about eleven to twelve weeks each. (<http://xatal.com/college/semester-vs-quarter-system-whats-the-difference>)

Study room: A room in the hall of residence which accommodates two (2) students, or has two bed spaces.

Student: A person who is enrolled for study at a school, college, university. (Geddes and Grosset, 2003)

1.9 List of Acronyms

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| MoE: | Ministry of Education |
| UNZA: | University of Zambia |
| USAID: | United States Agency for International Development |
| UNZALARU: | University of Zambia Lecturers and Researchers Union |
| UZ: | University of Zimbabwe |
| UCT: | University of Cape Town |

1.10 Organisation of the Study

Chapter one provides the general background and context of the research study on the challenges that the semester system poses to the teaching/learning process at the University of Zambia Great East Road Campus.

The chapter also has a section on the statement of the problem, purpose of the study, objectives of the study, research questions and finally, the chapter has a section on the significance of the study. Chapter two reviews the literature pertaining to the study.

Chapter three discusses the methodology that was used in the research study, such as the method used in data collection and analysis. The chapter gives details on the research design employed, the target population for the study, sample and sampling procedures, and research instruments that were used.

Data which was collected was then presented in Chapter four and analysed, while the discussion of the findings was done in chapter five of the study. Chapter six was the recommendations and conclusions of the study.

1.11 Summary

This chapter briefly covered the history of the University of Zambia and the university academic calendar systems of annual and later the semester system that have been used since the institution was founded in 1966. The chapter highlighted the fact that the university adopted the annual system during the early years, and later in 1995/96 migrated to the semester system of education, which is still in use to date. The chapter gave examples of institutions of higher learning in the

world where the introduction of the semester system affected the delivery of learning to the student population due to the challenges that it imposes on the teaching/learning process. The chapter highlighted the fact that the semester system entails holding final examinations twice per year, thereby increasing the volume of work per calendar year and consequently, tends to increase costs.

Some of the challenges that tend to accompany the semester system were cited as the need to increase staffing levels due to increased workload, need for a larger number of teaching staff due to an increase in courses taught, inability to cover syllabi due to time limitations, inadequate research time for lecturers, inadequate time for lecturers to mark tests and give feedback to students, increased unavailability of lecturers to students outside class hours, to name but a few.

The chapter showed that the challenges associated with the semester system led to the semester system being abandoned in some instances as was the case at Punjab University of Pakistan. The next chapter will review literature relevant to this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study. It is undertaken to provide the basis for developing a framework for understanding challenges that the semester system poses to the learning process at the University of Zambia.

The chapter explores experiences of the semester system by students and lecturers from other universities in the world, in order to try and understand the challenges that the semester system imposes on learners in higher institutions in the world.

The Semester System

According to Zafar *et.al.* (2008), the semester system is not only an examination system, but also an education system which places more emphasis on learning rather than teaching. It is a learning centred system of education which puts more emphasis on building learning potential of students rather than imparting knowledge through a rigid system of instruction. The courses are designed with specific learning objectives and learning needs of the target group. The course content, learning methodology, specific assessment and evaluation procedures are decided on a course by course basis. The lecturer has autonomy to choose the system of assessment and evaluation that is appropriate for the students. Furthermore, a lecturer in the semester system is viewed as a facilitator rather than a teacher in the traditional sense. A student, instead of being a recipient of knowledge delivered through lectures, is viewed as an active participant in the learning process. This can only take place in an environment where there is trust. The semester system, therefore, thrives in an atmosphere where there is honesty, integrity, rule of law, justice, merit, fairness and equality (Zafar *et.al.*, 2008). In a university environment where there is a weak tradition of the rule of law, honesty, integrity, justice, merit and fairness, the semester system will collapse or will not produce the intended results.

The views expressed above relate to the ideal environment for a semester a semester system to work efficiently. They degree of conformity to the ideal situation will obviously be different in each situation, the University of Zambia included.

Experience from some parts of the world has shown that converting from annual to semester system has its own problems. Larsen (2010) observes that the process of converting to a semester system is a very complex process because it involves redesigning the programmes, curriculum and determining how classes will be delivered. There are usually concerns that the semester system would increase the number of classes to be taught per semester, thereby affecting the quality of education delivered to learners.

2.2 Punjab University

Many public and private institutions use either the annual or the semester system. Examples can be given of public and private universities that use either the semester or the annual system. The Punjab University of Pakistan implemented the semester system in the early 1960s. The Punjab University was established in 1882, and was mainly oriented towards the annual system of study, though it introduced the semester system in 1960 in the disciplines of Public Administration and Education Research under a United States Technical Assistance Programme (Zafar *et. al.*, 2008). The departments enjoyed full autonomy in the implementation of the semester system. The decisions regarding curriculum, teacher appointments, admissions, examinations and academic calendar were taken at the departmental level by the Faculty Board of Governors. The trial semester system run from 1960 to 1973 in the selected departments, was a success.

In 1973, the Punjab University introduced the semester system in all departments after approval by the Academic Council. The idea to introduce the semester system in all departments originated from the top, thus, the Federal Government. There was no consultative process prior to the decision to introduce the semester system. Staff members who were conversant with the semester system, especially those from the Department of Public Administration made useful suggestions and highlighted the pre-requisites for the effective implementation of the semester system in the university. The suggestions *inter alia* included the following:

- a) curriculum development;
- b) orientation of lecturers;
- c) willingness of students to learn;
- d) financial and administrative support; and

- e) the establishment of several committees to address these problems and set up an action plan (Zafar *et. al.*, 2008).

However, several staff members expressed apprehension on the implementation of the semester system. They were of the view that the university environment was not ready for the new system, pointing particularly to lecturers, students and administration, as not being ready for the new system.

Some members suggested that instead of making it mandatory for all departments to convert to the semester system, option should be given to the departments. Other members suggested that the new system be introduced in a few departments which were ready for it, and the University should learn from their experience. Nevertheless, the Punjab University Council decided to go ahead with the decision to implement the semester system in all the departments. Thus, semester rules were approved and an implementation committee was formed to interpret and propose modifications. However, problems such as inflated grades, delays in the release of results, lack of transparency in the marking system, and lack of curriculum development resulted in the deterioration of academic standards. Consequently, in 1981, the university decided to discontinue the semester system and reverted to the annual system (Zafar *et. al.*, 2008).

Following the reversion to the annual system, even the departments that had always been under the semester system could not recover from the traumatic experience of the period under the semester system. The departments were beset with shortage of qualified lecturers and this tended to disrupt the learning process.

An assessment of the semester system implemented at Punjab University revealed that some of the areas that caused the system to collapse were poor curriculum development, poor coverage of syllabi, slack regularity of classes, untimely and poor constructive feedback to students, poor accessibility of lecturers after classes, poor availability of information resources, poor tradition of secrecy and confidentiality, lack of transparency in the marking system, and untimely release of results.

According to Zafar *et. al.* (2008), many problems were encountered during the implementation of the semester system. A case in point was the poor coverage of syllabi in a semester. The examination committee and heads of departments did not monitor well the coverage of syllabi.

This resulted in the deterioration of academic standards at the University of Punjab. Interpersonal conflicts, group politics, and lack of professionalism among lecturers made it difficult for the heads of departments to enforce the rules.

Zafar contends that the success of the semester system depends on the regularity of classes. He also says that there is need for people to respect the timetable once it is set for learning to take place without disruptions. He was of the view that classes were sometimes disrupted because preferred to attend to other concerns elsewhere than lecture. This was especially so with visiting teachers or lecturers.

Availability of learning resources for students is important for the fast paced semester system to function properly, as students are supposed to do a lot of learning on their own. Access to a good library and internet facilities is important for a semester system. Zafar contends that each department is supposed to have its own library in addition to the main library. However, the Punjab University did not really lack in this area, but had problems in other areas as alluded to earlier. There is also need for secrecy and confidentiality in the way examinations are carried out in a semester system especially if examinations are prepared at the department level. The results must also be transparent and released at the right time if the semester system has to be credible (Zafar *et. al.*, 2008). Integrity among teaching staff is very important in Zafar's view.

Mangarik (2010) cites merits of the semester system as ability for students to have continuous assessment and learning, and that it aligns Indian students with the global education system (<http://indiatoday.intoday.in/story/the-big-switch/1/103778.html>).

2.3 Makerere University

Oonyu and Ezati (2006) conducted a research on the effects of liberalisation and semisterisation on the quality of teaching and learning at Makerere University in Uganda. As a result of the liberalisation, privately sponsored student levels increased from 2.5% in the 1991/92 academic year to 59.2% in the 1998/99 academic year. On the effects of the introduction of the semester system, findings showed that there was a tremendous increase in workload for lecturers, reduced time for research work for lecturers, both students and lecturers had to work harder, and the tendency by students to regard existing courses per semester as independent of others within the programmes.

The merits of the semester system cited in the Makerere University study were that the semester system had less course load for some students, brought diversity to courses taught and had better student performance.

Findings at Makerere University by Ounyu and Ezati (2006) showed that the semester system did not work as well as was expected. The situation was compounded by the over enrolment of students at the university, which stretched the available physical infrastructure and human resources.

When the semester system is compared to the annual system, the semester system, keeps both the lecturers and students busy throughout the year. Once a student lags behind academically in a semester system, it becomes very difficult to recover due to limited time. Students have to be on their toes throughout to keep pace with the workload. For this reason students tend to dislike the semester system. Lecturers too have no time to recover lost time in the semester system.

'The worst thing is in my childhood, I loved teachers, but in this stupid semester system, I hate all the lecturers who make us busy all the time. We cannot do sports or part time jobs because of the work load in the end we will be dumb like the lecturers who have only one part of life. I do not want to be a lecturer anymore' (www.isfaq.com/education/51230.html)

The student above is lamenting about the fast pace of the semester system, that it leaves students with no time to rest nor pursue other things such as sports.

2.4 Delhi University

Delhi University is eighty-nine years old and among India's premier public institutions of higher learning, with 300 000 students, eighty affiliated colleges and 8 000 teachers. When plans for semesterisation at Delhi University (DU) were announced in 2009, the teaching fraternity was agitated. There were cries such as 'we do not need semesterisation, all we need is education' (<http://w.india.seminar.com/2011/624-mukul-mangalik.htm>). The teachers were concerned that instead of semesterisation being presented as a proposal for discussion, it was presented as a decision already made. The only thing that was up for discussion was the modalities for implementation of the semester system. The teachers felt that the semester system was being introduced at gunpoint without giving them a chance to express their views.

According to Mangalik (2011), there is no conclusive evidence that semestered education is superior to the annual system of education. He states that international experiences pointed to serious problems with semestered education. He points to reports from universities in Botswana, Calicut, Dublin, Glasgow, New Zealand, Portsmouth and Zimbabwe that made it clear that semesterisation needs years of thought and effort before implementation for it to succeed.

Mangalik gave the case of the Delhi University where the introduction of semester system brought acrimony to the university community. The Delhi University Teachers Association (DUTA) took the Delhi University Administration to the High Court in 2010 in an effort to try and block the introduction of the semester system, after realising that strike action was not working in stopping the introduction of semesterisation at Delhi University.

In a survey conducted by Harris (1995) at a new British university, it was found that in a semesterised arts and science classes exhibited higher levels of anxiety than did their counterparts in conventional annual courses (www.tandfonline.com/doi/pdf/10.1080/030987960)

The views expressed above conform to what is experienced at the University of Zambia. Students complain of tests that seem to come one after the other such that they usually do not have adequate time to prepare for them. They are made to write several tests in short period of time.

2.5 In Zimbabwe

In Zimbabwe R. B. Gaidzwana (2001) reported that G. Ritzer (1998) described the semester system as a system that “paved the way for delivering fast education in the same way that fast food systems deliver cheap and poor quality food”. (<http://www.agi.ac.za/sites/agi.ac.za/fa>).

Gaidzwana (2001) reported that the semester system stifles creativity and enthusiasm among lecturers and students, triggers exodus of staff and increases the workload of those remaining. He reported that at the University of Zimbabwe (UZ), where student enrolment rose from 2,500 to 13,000 in 1995, increased the burden of academicians many times over, with classes of over 400

students forced to fit into small lecture rooms. (http://www.agi.ac.za/sites/agi.ac.za/fa_8_feature_article_4.pdf).

This resulted in huge tutorial groups, massive marking loads. In these conditions, he reported that tutorials and essays were either reduced or abolished, confining assessment to the cheaper mode of one or two multiple choice tests that can be marked easily by junior staff. Post graduate courses that were supposed to be taught by senior lecturers were taught by junior staff as departments were hit by teaching staff shortage. This was the experience of the semester system at the University of Zimbabwe (<http://www.agi.ac.za/sites/agi.ac.za/fa-8-feature-article-4pdf>).

2.6 In New Zealand

Jonathan Berrett (2007) states that semesterisation makes students increasingly opt for courses that are thought to provide quick returns, thereby jeopardising the potential for self discovery and growth toward autonomy.

2.7 University of Calcut

According to Mangalik (2011) at the University of Calicut in India, semesterisation negatively impacted on teaching and learning. Mangalik quotes Paulo Ensor as questioning the global spread of semesterisation. In the United Kingdom (UK), many academics fear that this could erode the integrity of the British first degree and lead to a 'pick 'n mix' degree, where students move among universities or departments doing a wide array of course work or degree programmes with possibly little depth in the major programme.

2.8 Rajasthhan University

At Rajasthan University India, the introduction of the semester system for Post Graduate students faced a number of problems. According to Shelly Gupta the ineffectiveness of the system was attributed to improper management of time and academic staff shortages. It was reported that under the system student attrition rate rose to 15%. In the department of sociology, nearly 35% students failed to appear in the first semester examinations, and out of an establishment of 900 lecturers, there were only 380 lecturers. Shelly Gupta lamented that the syllabus was usually not completed at the time examinations started (www.kishya.com/news/news-20120702-1267-rajasthanuniversity-5-semester-system-gnils-to-deliver-times-of-india.html).

The findings above conform with Zafar et al (2008) views that the semester system gets into trouble in third world countries because in the midst of staff shortages, the system is naturally fast paced, thereby increasing the workload of teaching staff, rendering them ineffective. This is similar to what is obtaining at UNZA.

2.9 University of Portsmouth

Mangalik (2011) states that an evaluation of semesterisation at the University of Portsmouth by University Academic Staff Association recommended switching over to the annual system of education since the semesterised system had led to:

- (i) less effective use of teaching time;
- (ii) greater demands on the supporting staff;
- (iii) decline in work satisfaction; and
- (iv) negative effects on depth of knowledge and skills of graduating students.

Managalik (2011) views semesterisation as another way by the global forces to try and commodify higher education. He says it is another way of liberalising trade in higher education so that international capital can freely enter the educational services market in India.

2.10 Conclusion

This literature review has provided a good understanding of the area of study on the challenges that the semester system poses to students and lecturers in third world countries especially. The literature review has shown that though the semester system has advantages such as keeping students busy all the time during the session of school, it also has drawbacks attached to it as well. The disadvantages are that public funded universities have funding challenges, that result in lecturers shortages, which in turn result into course content sometimes not being fully covered due to lack of time. Marking of tests/assignments by lecturers is compromised due to limited time, lecturers have no time for students outside class hours, and that semester results are not usually released on time.

The literature review has revealed that if the semester system is not handled properly, it has the potential to compromise the education delivery system, and ultimately affect the quality of graduating students in a university.

2.11 Summary

The literature review looked at the background and context of the area of study. It looked at some past studies at some universities on the area of study. The literature review identified some elements that are pre-requisites for a semester system to function properly. It also brought out some experiences at some universities in the world where the semester system has been implemented.

The literature review has shown that for the semester system to function properly, funding is of paramount importance. Adequate funding ensures that facilities needed for the learning process are adequate. These facilities include physical infrastructure such as classrooms, library facilities, lecturers and administrative staff. Other tenets that were viewed as important for successful semester system implementation were that the marking system should be transparent, syllabi should be covered adequately, lecturers should be available for students outside class hours, test results feedback to students should be timely just to name a few.

The study has shown that though the semester system is widely used in higher institutions of learning in the world, sometimes it is riddled with short comings. The challenges resulted in some institutions abandoning the semester system such as what happened at the Punjab University of Pakistan. At Delhi University of India, semesterisation was met with stiff resistance from the university community, who were of the view that it was not being introduced democratically and that it would have a negative impact on the quality of education. An evaluation of semesterisation at the University of Portsmouth recommended switching over to the annual system of education, citing that it was less effective in terms of use of teaching time, greater demands on supporting staff, decline in work satisfaction, negative effects on depth of knowledge on graduating students.

The literature review showed that there is a raging international debate on the relative merits of semesterised and annual education systems of education. The next chapter discusses the methodology used in the study. Considering the nature of the subject under study, the tools for the collection of data were questionnaires and interview guide, hence the analysis of information was both quantitative and qualitative.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

According to Kothari (1978), methodology outlines the steps or sequence of events that are followed in a research study. This chapter, therefore, outlines the steps and the sequence of events that were followed in order to collect the information or data, as well as in the analysis of the data. Thus, the chapter presents the research design for the research study, target population, sample, sampling procedures, data collection, instruments for data collection and data analysis.

3.2 Research Design

Ghoshi (1992) defines research design as “an arrangement of conditions for collection and analysis of data in a manner that focuses on combining relevance of the research purpose to the procedure”. The research design is a programme that guides a researcher in the process of collecting, analysing and interpreting the data. Kombo (2006) describes research design as “the glue that holds all of the elements in a research project together”.

The study used a case study design for the collection and analysis of data. A case study is used when the researcher intends to describe the unit or situation in detail (Kombo, 2006). In a case study, a single unit is extensively studied. It can be a case of a person, organisation, group, or situation, (<http://en.wikipedia.org/wiki/Research>). A case study approach should be viewed more as a research strategy than a research method. A phenomenon is studied in its real life context. In this study, the University of Zambia was the organisation that was selected as a case for the study. The study used both quantitative and qualitative designs.

Quantitative

The quantitative research design method uses data that involves figures or numbers in coding the data. For instance, quantitative data would involve number of students who passed mathematics, or the marks of students in a mathematics test. A typical quantitative question would read like, “How many hours do you work per week on the average?” (Kvanli *et.al.*, 2000).

Qualitative

A qualitative research design tends to be more flexible than a quantitative design in that a qualitative design uses written responses and written responses can be varied from different respondents. In qualitative research, the researcher can adjust tactics used in the data collection process according to what he or she experiences in the field. Quantitative research tends to have fixed rules in terms of tactics during data collection. In a qualitative research, data is not in the form of numbers. The data collected is in the form of words, written responses in most cases, but not all the time (Punch, 2006).

Sometimes, a research may combine both quantitative and qualitative methods. The instruments that are used in qualitative research are such as questionnaires, interview guide, observation methods, group discussions and focus-groups, etc. A typical qualitative question would read like ‘What training at University of Zambia Medical School did you find most useful?’ “What do you enjoy the most about the medical profession?” (Kvanli *et. al.*, 2000).

Both quantitative and qualitative methods were appropriate in this study due to the nature of responses in the study. The responses required both narrations and numbers.

Descriptive

The research design was descriptive in that the researcher described the phenomenon under study in the findings. Kombo (2006) stated that the purpose of descriptive research is the description of the state of affairs on a phenomenon as it obtains on the ground. Orodho (2003) www.krepublishers.com/./Anth-14-2-09.. says descriptive survey can be used when collecting information about people’s attitudes, opinions, habits, or any social issues. The data is usually collected through interviews or using a questionnaire.

The descriptive method is a way of organising data in a way that the main characteristics can be grasped with less effort. The emphasis is on data presentation. The data is arranged in such a way as to assess how often the data occur. The frequency distribution illustrates the underlying relationships between elements of the study. The relationships are shown using pie charts, bar graphs (Bless *et. al.*, 1993). From the relationships, generalisations can be inferred.

3.3 Population

According to Borg and Gall (1979), population is “The total number of people, objects, structures, or events from which a sample is drawn”. This implies that population is the entire set of people, objects, events with similar attributes or characteristics and it is sometimes called the universe. The population in the study consisted of students and lecturers at the university of Zambia Great East Road campus. The student population is in the region of 16 834 full time students, while the total number of lecturers is in the region of 638 (UNZA Records, 2011/2012).

3.4 Sample and Sample Size

According to Ngoma (2006), a sample is a subset of the whole population which is under investigation by a researcher and whose characteristics are generalised to the population. It is part of a whole and is selected by the researcher to be included in the sample. The sample for this study consisted of three categories.

Category ‘A’ -Students

Sample A consisted of students, who were either undergraduate or post graduate and they were not grouped. The bulk of the respondents were undergraduates as they constitute the largest portion of the student population. This category of respondents was targeted as it is core to the learning process. The students were picked at random to eliminate the element of bias in the selection of the sample. The sample for category ‘A’ comprised 200 students.

Category ‘B’- Lecturers

Sample B comprised lecturers from the University of Zambia Great East Road campus. The lecturers were selected to be part of the sample because they are core to the learning process at the institution apart from the students. Category B sample comprised 10 lecturers.

Category ‘C’ - Deans of Schools

The third sample comprised Deans of Schools who are in effect heads of schools. Deans are lecturers by profession. The Deans were identified for inclusion in the sample because they are

involved in the administration of schools and as such, are expected to have a bird's eye view of their respective schools. The Great East campus has eight schools, therefore, there were eight Deans of Schools as possible respondents, and previous Deans of Schools were also eligible for selection to the sample. The sample size for the category was 10. The total sample size of respondents for the research was 220.

3.5 Sampling Procedure

Sampling is the procedure in which subjects to be studied are chosen from a large population. Treece (1986) says that sampling helps the researcher to focus on a smaller population which is manageable than would be possible if the whole population were used as a sample. According to Kothari (1978) research can be either a census type or a sample type. In a census every object of the population is checked but in most cases limitations of time, energy and money may allow only a partial sampling of the population. This is achieved by selecting a representative group from the population, which is called sample. The sample is dealt with and from that conclusions are drawn. In this case a sample had to be drawn.

The research focused on three types of respondents. The first group was students at the University of Zambia Geart East Road campus, the second group were the lecturers, while the third group were the Deans of Schools. The students were selected because they are at the centre of the teaching and learning process at the University of Zambia. The lecturers were selected because just like students they are crucial to the learning process, while the Deans were selected because apart from being lecturers as well, they are also involved in the administration of schools and the university. The respondents selected were able to provide the information required for the research project. A total of 220 respondents were picked to participate in the study.

In this research random sampling technique was used in conjunction with stratified sampling technique, systematic sampling technique and purposeful sampling technique. The study used random sampling to give equal chance to every element of the population to be included in the sample. It eliminates bias influences from the researcher. Systematic sampling was used to pick subjects from the population to the sample. Systematic sampling is used to pick elements where elements are in a series. The researcher can pick the nth element for inclusion in the sample so that bias is eliminated, Kothari 91978).

Stratified sampling technique was used to ensure relevant groups of respondents were included in the project considering that the population was heterogeneous in nature. Purposeful sampling was used to ensure that the sample met the objectives of the research project.

Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics, (Cohen and Manion 1994). In purposeful sampling researchers purposely pick samples to ensure that samples are representative and meet objectives of research, (Gorsh 1992). In this study, students, lecturers and Deans were picked for their relevance to the research.

The sampling procedure that was followed in this research was as follows:

Category A - Students

Systematic sampling was used to pick the 200 respondents. Systematic sampling technique makes it possible to pick elements that are in a series without bias. The questionnaires were distributed in the student halls of residence, rooms with even numbers were picked for inclusion in the sample to eliminate bias in selection.

Category B - Lecturers

Simple random sampling procedure was used to pick the sample comprising the 10 lecturers. The names of lecturers were put in a box and picked from there to ensure that all had equal chance of being picked.

Category C - Deans of Schools

Considering that there are only as many deans as the number of schools, purposeful sampling technique was used in the selection of the sample, in that the researcher had to target the deans in particular. Previous Deans were also eligible for selection because they had the required experience of being a dean. The sample size was 10.

3.6 Data Collection Procedure

According to Caswell (1995) after the sample has been selected, data must be collected from the sample. In order to collect the data, the study used two types of data collection instruments, the

questionnaire and the interview guide. An instrument is a tool that a researcher uses to collect data. (Marshall and Rossman,1995). The integrity of the data depends on the type of data collection instruments that are used to collect it.

Questionnaire

According to Ghosh (1992), a questionnaire is a method in which a number of printed questions are used for data collection. In this study, the questionnaires were used to collect data from students and lecturers. The questionnaires consisted of open and closed-ended and structured questions. A questionnaire provides a list of questions that can be answered by respondents, and produces standardized results that can be tabulated and treated statistically or can be treated descriptively.

Interview guide

In this study, the researcher used an interview guide in collecting data from Deans of Schools.

According to Anderson (1990), an interview guide is a formal discussion between people, for a specific purpose associated with the agreed subject matter at hand. An interview guide was chosen as one of the data collection methods because it provides direct contact between the respondents and the researcher. It gives the researcher an opportunity to cross examine the respondent according to the responses provided.

Challenges in data collection

The administration of the questionnaires among the students was satisfactory as few hitches were encountered. Some students however, took long to attend to the questionnaires. The researcher had to check on the students before finally collecting a filled questionnaire. On the whole it was satisfactory.

On the part of the lecturers and Deans of Schools the collection of data was not that smooth, as it was very difficult to find them in their offices. Even when they were in their offices it was very difficult to get their attention as they seemed to be busy most of the time. Sometimes the questionnaire was held up for weeks before being attended to. This tended to hold up the progression of the research study.

Some deans were in the habit of putting off the interviewer by time and again postponing the interview. These setbacks made the data collection cumbersome to some extent.

The collection of data from students was not all smooth sailing as well, as some respondents did not answer the questionnaire in time. Some students took as long as a month to fill in the questionnaire, and others misplaced them and I had to provide fresh questionnaires.

Pilot Testing

Caswell (1995) states that sometimes it may be prudent to conduct a pilot survey to test if the data collection instruments are valid for the task at hand. Pilot testing is done to test whether the data collection techniques are working well, or not being misinterpreted by respondents.

In this study, a pilot study was carried out among some subjects who were part of the main sample. Pilot testing served several purposes in this study. The first purpose was to make the researcher have an experience of how to go about administering the research instruments. The second purpose was to allow the researcher to have an opportunity to test the data collection tool with the view to perfecting it. At this stage, some questions that were not clear were rephrased. The test re-test method enabled the researcher to establish the reliability of the questionnaire for stability and reliability. Programmers that neglect pilot testing run a risk of collecting data that may not be suitable or reliable for the task at hand. Therefore, pilot testing provided an opportunity to detect and remedy a wide range of potential problems with the instruments. The final questionnaires, therefore, were clear of any technical blemishes.

3.7 Ethical Issue

Since the study involved human beings, all respondents were availed with information as to how they were to be selected. The researcher was concerned with the rights and privileges of the participants. Therefore, the researcher solicited respondents' participation and respected the decision of those who declined to take part in the research. The research also included details of the steps that were to be followed in answering the questionnaires and assured the respondents that nothing detrimental would follow from the study. This helped to reduce uncertainty and questions on why they had been picked to participate in the study. The respondents were assured that the information they would give would be treated confidentially. They were informed that

they were at liberty to quit the study any time they felt uncomfortable. Anonymity was guaranteed by virtue of the respondents not writing their names or phone numbers on the questionnaire or interview guide.

3.8 Data Analysis

Data analysis is the process of organising and bringing meaning to data or information collected in a study (Marshall and Rossman, 1995). According Kombo and Tromp (2009:117), data analysis refers to “*examining what has been collected in a survey and making deductions and inference*”. Data analysis, therefore, involves grouping, classifying and categorising data in line with set objectives. In this study, quantitative data was presented, analysed and interpreted using frequency distribution tables and percentages while qualitative data was coded according to the responses that emerged.

3.9 Conclusion

In this study the research design was dictated by the nature of the study, as well as the objectives and questions of the study. The nature of the study necessitated the use of a questionnaire and interview guide as instruments for the collection of the data for the study. The research design therefore helped to bring about data that was relevant and reliable for the intended study and the tools that were identified for the analysis of the data were adequate and relevant for the purpose and task at hand.

3.10 Summary

The chapter discussed the research methodology that was used in this study. The survey method was used in the study as the method entailed that the researcher did not have any influence on the responses generated to remove the element of researcher bias in the research. The research design employed both quantitative and qualitative methods in the collection and analysis of the data. This allowed the researcher to analyse the relevant aspects of the study.

The sample consisted of three categories, namely students, lecturers and Deans of Schools. The students' category had 200 respondents. The lecturers' category had 10 respondents, the Deans of Schools category had 10 respondents.

Questionnaires and interview guide were used in the collection of the data. The data that was collected was analysed using frequency distribution tables and percentages. The next chapter presents data analysis.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1 Introduction

In this chapter, presentation of the findings of the study is made. The study was an investigation on the challenges that the semester system imposes on the learning process at the University of Zambia. Data has been presented in three parts. The first part is a survey on 200 students, the second part is a survey on 10 lecturers, while the third part is a survey on 10 Deans of schools

The first part of the presentation consists of findings on the survey of students at the University of Zambia. A questionnaire was used to obtain responses on the subjects under study. The second part of the presentation of findings was a survey on lecturers and a questionnaire was used to obtain the responses. The third part of presentation was a survey on deans and an interview guide was used to obtain the responses.

The presentation of the findings is illustrated by the use of frequency distribution tables, percentages and averages.

4.2 Presentation of Findings - Student Participants

The main objective of the study was to investigate the challenges that the semester system imposes on the learning process at the University of Zambia.

Table 4.2.1: Distribution of Students by Age Group

| Age Group | Frequency | Percentage |
|--------------|------------|-------------|
| 18-24 yrs | 156 | 78.0% |
| 25-30 yrs | 34 | 17.0% |
| Over 30 yrs | 10 | 5.0% |
| Total | 200 | 100% |

The table shows that 156 (i.e.78%) respondents were in the age group 18-24 years, 34 (i.e.17%) in age group 25-30 years, while 10 (i.e. 5%) were in the age group 30 years and over. The study established that majority respondents were in the age group 18-25 years.

Table 4.2.2: Distribution of Students by Year of Study

| Year of study | Frequency | Percentage |
|----------------------|------------------|-------------------|
| 1 | 10 | 5.0% |
| 2 | 47 | 23.5% |
| 3 | 73 | 36.5% |
| 4 | 58 | 29.0% |
| 5 | 12 | 6.0% |
| Total | 200 | 100% |

The table shows that 10 (i.e. 5%) were in their first year, 47 (i.e. 23.5%) in the second year, 73 (i.e. 36.5%) were in their third year, 58 (i.e. 29%) were in the fourth year and that 12 (i.e. 6%) were in the fifth year. The study established that the highest number of respondents were in the third year.

Table 4.2.3: Distribution of Students by School

| School | Frequency | Percentage |
|--|------------------|-------------------|
| School of Education | 72 | 36.0% |
| School of Humanities and Social Sciences | 69 | 34.5% |
| School of Natural Sciences | 59 | 29.5% |
| Total | 200 | 100% |

The table shows that 72 (i.e. 36%) of respondents were from the School of Education, 69 (i.e. 34.5%) from the School of Humanities and Social Sciences and 59 (i.e. 29.5%) from the School of Natural Sciences. The study, therefore, established that the School of Education had slightly more respondents than Humanities and Social Sciences and the School of Natural Sciences. The respondents were picked randomly and the researcher did not predetermine the outcome.

Table 4.2.4: Distribution respondents according to Class Size

| Class size (students) | Frequency | Percentage |
|------------------------------|------------------|-------------------|
| 01 – 50 | 56 | 28.0% |
| 51 – 100 | 39 | 19.5% |
| 101 – 150 | 45 | 22.5% |
| 151 – 200 | 20 | 10.0% |
| 201 – 250 | 9 | 4.5% |
| 251 – 300 | 7 | 3.5% |
| 301 – 350 | 4 | 2.0% |
| 350 – 400 | 6 | 3.0% |
| 401 – 450 | 0 | 0% |
| 451 – 500 | 5 | 2.5% |
| 501 – 550 | 0 | 0.00% |
| 551 – 600 | 2 | 1.0% |
| 601 – 650 | 0 | 0% |
| 651 – 700 | 2 | 1.0% |
| 701 – 750 | 0 | 0% |
| 751 – 800 | 5 | 2.5 |
| Total | 200 | 100.0% |

The table above shows that 70 per cent of the student respondents belonged to classes that had 200 or below as class size, while the range of class size from the study was between 4 to 800 students per class. The study established that some class sizes at the University of Zambia can be quite large as evidenced by the range from the table above.

Table 4.2.5: Distribution Showing Responses by Student Participants on whether or not Lecturers Always Turn up for Classes

| Lecturer Present | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| Always | 76 | 38% |
| Not always | 121 | 60.5% |
| Rarely | 3 | 1.5% |
| Total | 200 | 100 % |

The table shows that 76 (i.e. 38%) of respondents said that lecturers were always there for classes, 121 (i.e. 60.5%) said lecturers were not always present, while 3 (i.e. 1.5%) said the lecturers were rarely present in class. The study established that lecturers were not always present in class.

Table 4.2.6: Distribution of Responses by Students on whether or Not Lecturers make up for Lost Time whenever they miss Classes

| Do Lecturers make Up Lost Time? | Frequency | Percentage |
|--|------------------|-------------------|
| Always | 61 | 30.5% |
| Not always | 106 | 53.0% |
| Rarely | 33 | 16.5% |
| Total | 200 | 100% |

The table shows that 61 (i.e. 30.5%) said that lecturers always made efforts to recover lost time when they missed a class, 106 (i.e. 53%) said lecturers did not recover lost time, while 33 (i.e. 16.5%) said lecturers rarely recovered the lost time. The study established that lecturers rarely made up for lost time when they miss classes for whatever reason.

Table 4.2.7: Distribution of Responses by Students on whether or not Lecturers were Accessible to Students Outside Class Hours

| Accessible Outside Class Hours | Frequency | Percentage |
|---------------------------------------|------------------|-------------------|
| Always | 25 | 12.5% |
| Not always | 147 | 73.5% |
| Rarely | 28 | 14.0% |
| Total | 200 | 100% |

The table shows that 147 (i.e. 73.5%) were of the view that lecturers were not always accessible outside class hours, 25 (i.e. 12.5%) were of the view that lecturers were always accessible outside class hours, while 28 (i.e. 14%) said that lecturers were rarely available outside class hours. The study established that lecturers were not always available outside class hours.

Table 4.2.8: Distribution of Responses by Students on whether or not there was Adequate Coverage of Course Content in a Semester

| Is Course Content Adequately Covered during Semester? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 88 | 44.0% |
| No | 112 | 56.0% |
| Total | 200 | 100% |

The table shows that 88 (i.e. 44%) said that course content was adequately covered under the semester system, while 112 (i.e. 56%) were of the view that course content was not adequately covered in the semester system. The study established that course content is not always adequately covered in the semester system.

Table 4.2.9: Distribution of Responses by Students on whether or not Tests/Assignments were adequate during a Semester System

| Adequacy of Tests/Assignments | Frequency | Percentage |
|--------------------------------------|------------------|-------------------|
| Very adequate | 76 | 38% |
| Adequate | 121 | 60.5% |
| Not adequate | 3 | 1.5% |
| Total | 200 | 100% |

The table above shows that 76 (i.e. 38%) felt that tests/assignments were very adequate in the semester system, 121 (i.e. 60.5%) felt tests/assignments were adequate, while 3 (1.5%) felt tests/assignments were not adequate. The study established that tests/assignments were adequate in the semester system as experienced at the University of Zambia.

Table 4.2.10: Distribution of Responses by Students on whether or not they got Feedback in Form of Marked or Graded Tests/Assignments from Lecturers

| Is Feedback on Tests/Assignments Given by Lecturers? | Frequency | Percentage |
|---|------------------|-------------------|
| Always | 144 | 72.0% |
| Not always | 53 | 26.5% |
| Rarely | 3 | 1.5% |
| Total | 200 | 100% |

The table above shows that 144 (i.e. 72%) felt that feedback on tests/assignments from lecturers was always adequate, 53 (i.e. 26.5%) said that feedback was not always given, while 3 (i.e. 1.5%) were of the view that feedback was rarely given. The study established that feedback on tests/assignments was in most cases given, but not all the time.

Table 4.2.11: Distribution of Responses by Students on whether or not there was Timely Feedback on Tests/Assignments

| Was the Feedback Timely | Frequency | Percentage |
|--------------------------------|------------------|-------------------|
| Always | 40 | 20.0% |
| Not always | 145 | 72.5% |
| Rarely | 15 | 7.5% |
| Total | 200 | 100% |

The table shows that 40 (i.e. 20%) felt that feedback was always timely, 145 (i.e. 72.5%) felt that feedback was not always timely, while 15 (i.e. 7.5%) felt that feedback was rarely timely. The study established that feedback on tests/assignments was not always timely.

Table 4.2.12: Distribution of Responses by Students on whether or not Lecturers were always Consistent in their Marking/Grading

| Is there Always Consistent in Grading/Marking? | Frequency | Percentage |
|---|------------------|-------------------|
| Always | 51 | 25.5% |
| Not always | 141 | 70.5% |
| Rarely | 8 | 4.0% |
| Total | 200 | 100% |

The table shows that 51 (i.e. 25.5%) felt it was consistent and satisfactory, 141 (i.e. 70.5%) said it was not always consistent and satisfactory, while 8 (i.e. 4%) said it was rare. The study, therefore, established that the grading and marking was not consistent and satisfactory in the semester system.

Table 4.2.13: Distribution of Responses by Students on whether or not Marking/Grading Process was Transparent

| Was the Grading /Marking Process Transparent? | Frequency | Percentage |
|--|------------------|-------------------|
| Always | 67 | 33.5% |
| Not always | 117 | 58.5% |
| Rarely | 16 | 8.0% |
| Total | 200 | 100% |

The table above shows that 67 (i.e. 33.5%) said that the grading/marketing process was always transparent, 117 (i.e. 58.5%) said that the grading/marketing process was not always transparent, while 16 (i.e. 8%) said that the grading/marketing process was rarely transparent. The study, therefore, established that the grading/marketing process was not transparent.

Table 4.2.14: Distribution of Responses by Students on whether or not there was Adequate Time to do Tests/Assignments

| Do You have Adequate Time for Tests/Assignments? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 122 | 61.0% |
| No | 88 | 39.0% |
| Total | 200 | 100% |

The table above shows that 122 (i.e. 61%) felt that time for assignments and tests was adequate, while 88 (i.e. 39%) felt that it was not adequate. The study established that slightly more respondents felt that time for tests/assignments were adequate.

Table 4.2.15: Distribution of Responses by Students on whether or not there were Adequate Library Facilities at the University of Zambia

| Does the University of Zambia have Adequate Library Facilities? | Frequency | Percentage |
|--|------------------|-------------------|
| Very adequate | 2 | 1.0% |
| Adequate | 22 | 11.0% |
| Not adequate | 176 | 88% |
| Total | 200 | 100% |

The table above shows that 2 (i.e. 1%) of the respondents felt that library facilities were very adequate, 22 (i.e. 11%) felt that library facilities were adequate, while 176 (i.e. 88%) felt that library facilities were not adequate. The study shows that library facilities are perceived as not being adequate given the number of students that said the facilities are not adequate.

Table 4.2.16: Distribution of Responses by Students on whether or not the Student Workload during the Semester was too Much, Normal or Average

| How do You Perceive the Workload during the Semester? | Frequency | Percentage |
|--|------------------|-------------------|
| Too much | 56 | 28.0% |
| Normal | 105 | 52.5% |
| Average | 39 | 19.5% |
| Total | 200 | 100% |

The table shows that 56 (i.e. 28%) students felt the workload was too much, 105 (i.e. 52.5%) felt the workload was normal, while 39 (i.e. 19.5%) felt it was average. The study established that slightly more than half of the respondents felt that the workload was normal.

Table 4.2.17: Distribution of Responses by Students on Availability of Leisure Time during Semester

| Do You have Leisure Time during the Semester? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 138 | 69.0% |
| No | 62 | 31.0% |
| Total | 200 | 100% |

The table shows that 138 (i.e. 69%) respondents felt that they still found leisure time in the semester system, while 62 (i.e. 31%) felt that the semester system left them with no leisure time. The study established that most students felt that the semester system still left them with time for leisure.

Table 4.2.18.: Distribution of Responses by Students on whether or not Computer Facilities, e-resources were Adequate at the University of Zambia

| Does the Institution have Adequate Computer Facilities and e-resources? | Frequency | Percentage |
|--|------------------|-------------------|
| Very adequate | 1 | 0.5% |
| Adequate | 29 | 14.5% |
| Not adequate | 170 | 85.0% |
| Total | 200 | 100% |

The table above shows that 1 (i.e. 0.5%) respondent said the facilities were very adequate, 29 (i.e. 14.5%) said that the facilities were adequate, while 170 (i.e. 85%) said that the facilities were not adequate. It was, therefore, established that most respondents felt that the computer, e-resources facilities were not adequate at the University of Zambia.

Table 4.2.19: Distribution of Responses by Students on whether or not they Preferred the Semester to the Annual System

| Do You Prefer the Semester to the Annual System? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 173 | 86.5% |
| No | 27 | 13.5% |
| Total | 200 | 100% |

The table shows that 173 (i.e. 86.5%) of the respondents preferred the semester system, while 27 (i.e. 13.5%) preferred the annual system. The study established that most students preferred the semester system.

Some of the Justifications given by Respondents as Reasons for Preferring the Semester or the Annual system

| |
|---|
| The Semester system is good because it lessens the workload |
| The Semester system is good because it allows me to do my research and assignments |
| The Semester system is good because it allows students to remember topics |
| The Semester system is good but the period should be extended from the current five months |
| The Semester system is good because it gives me more B.C. (B.C. = Bursary grant for upkeep) |
| The Semester system is good but it is too compressed |

| |
|--|
| The Semester system is good because I like having two examinations per year |
| The Semester system is not good because it is too short and there is too much workload |
| The Semester system is not good because lectures are rushed |
| No, the semester system is too short |
| No, the semester system does not give time to pick up |

4.3 Presentation of Findings - Lecturer Participants

Table 4.3.1: Distribution of Respondents by Sex

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 9 | 90% |
| Female | 1 | 10% |
| Total | 10 | 100% |

The table shows that 9 (i.e. 90%) of the respondents were male, while 1 (i.e. 10%) was female. Therefore, most of the respondents in the study were male.

Table 4.3.2: Distribution of Participants by Lengthy of Service

| Years in Service | Frequency | Percentage |
|------------------|-----------|-------------|
| 1 -5 years | 1 | 20% |
| 6 – 10 years | 0 | 0% |
| 11 – 15 years | 5 | 50% |
| Over 16 years | 4 | 40% |
| Total | 10 | 100% |

The table above shows that 9 (i.e. 90%) of the respondents had served the University of Zambia for 11 years and above, while 1 had served for less than 5 years. The study shows that most of the respondents (i.e. 90%) had long experience in their profession.

Table 4.3.3: Distribution of Responses by Lecturers on Whether or not Marking/Grading takes a lot of Their Time in the Semester System

| Does Marking/Grading take a lot of your Time? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 7 | 70% |
| No | 3 | 30% |
| Total | 10 | 100% |

The table shows that 7 (i.e. 70%) of the respondents said that marking/grading took a lot of their time, while 3 (i.e. 30%) were of the view that it did not. The study established that most of the

respondents felt that marking/grading takes a lot of their time.

Justifications Advanced by Lecturer Participants for the Time spent on Marking/Grading Tests and Assignments

| |
|--|
| Class sizes are large, hence not enough time to teach and mark tests/assignments |
| There is too much to be marked and graded each semester |
| The lecturer has to mark and put comments on each paper |
| There is also distance learning and parallel programmes to contend with |

Table 4.3.4: Distribution of Responses by Lecturer Participants on whether or not they were able to find Time for Students outside Class Hours

| Are You Able to Find Time for Students Outside Working Hours? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 8 | 80% |
| No | 2 | 20% |
| Total | 10 | 100% |

The findings above show that eight respondents representing 8 (i.e. 80% of the lecturer participants said that they were able to find time to attend to students outside class hours, while 2 (i.e. 20%) said that they were not able to find time to attend to students outside class hours. It

was, therefore, established that most lecturers were able to find time to attend to students outside class hours.

Table 4.3.5: Distribution of Responses by Lecturer Participants on the Number of Hours that they Dedicate to Attending to Students Daily

| Hours Dedicated to Students Daily | Frequency | Percentage |
|--|------------------|-------------------|
| 1 | 3 | 30% |
| 2 | 1 | 10% |
| 3 | 2 | 20% |
| 4 | 1 | 10% |
| 5 | 1 | 10% |
| Unspecified | 2 | 20% |
| Total | 10 | 100% |

The table shows that 6 (i.e. 60%) of the lecturers said that they gave three hours or less to students outside class hours, while 4 (i.e. 40%) said that they give more than three hours to students outside class hours. The study established that slightly over half of lecturers gave less than three hours to students outside class hours.

Table 4.3.6: Distribution of Responses by lecturer Participants on Whether or not Tutorials were Conducted for their Students

| Do You Conduct Tutorials for Students? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 6 | 60% |
| No | 4 | 40% |
| Total | 10 | 100% |

The table above shows that 6 (i.e. 60%) the lecturers said that tutorials were held for students, while 4 (i.e. 40%) said no tutorials were held for students. The study established that slightly over half of the lecturers were of the view that tutorials were conducted for students.

Table 4.3.7: Distribution of Responses by Lecturer Participants on Whether or not they were Able to give Feedback on tests/assignments to Students on Time

| Do You Give Feedback to Your Students on Tests/Assignments? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 6 | 60% |
| No | 4 | 40% |
| Total | 10 | 100% |

The table above shows that 6 (i.e. 60%) participants said that they were able to give feedback to students on time, while 4 (i.e. 40%) said that they were not able to give feedback to students on time. It was, therefore, established that slightly over half of the lecturers were of the view that the semester system gave them ample time to give feedback on time to students on tests/assignments.

Reasons from Respondents for Delayed Feedback on Tests/Assignments

| |
|--|
| Tests/assignments are given or held at the same time |
| I have many assignments/tests to mark, coupled with other activities like lecturing, reading |
| Marking of tests/assignments takes too long |

Table 4.3.8: Distribution of Responses by lecturer Participants on Whether or not the Marking of Tests/Assignments was Transparent

| Is the Marking/Grading of Tests/Assignments Transparent? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 9 | 90% |
| No | 1 | 10% |
| Total | 10 | 100% |

The table shows that 9 (i.e. 90%) of the participants said that the marking/grading system was transparent, while 1 (i.e. 10%) said that the marking/grading process was not transparent. It was established that lecturers felt that the marking/grading process was transparent at the University of Zambia.

Table 4.3.9: Distribution of Responses by lecturer Participants on Whether or not they were Able to Cover Course Content in a Semester

| Are You Able to Cover the Course Content Within the Semester? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 8 | 80% |
| No | 2 | 20% |
| Total | 10 | 100% |

The table shows that 8 (i.e. 80%) of the respondents said that they were able to cover the course content in a semester, while 2 (i.e. 20%) said they were unable to cover course content in a semester. The study established that lecturers felt that they were able to cover course content in the semester system.

Table 4.3.10: Distribution of Responses by lecturer Participants on their Preferences between the Semester and Annual System

| Which of the Two Systems do You Prefer? | Frequency | Percentage |
|--|------------------|-------------------|
| Semester | 8 | 80% |
| Annual | 2 | 20% |
| Total | 10 | 100% |

The table shows that 8 (i.e. 80%) of the participants preferred the semester system, while 2 (i.e. 20%) preferred the annual system. It was, therefore, established that most participants preferred the semester system.

Table 4.3.11: Distribution of Responses by lecturer Participants on Whether results at the end of each semester were released on Time

| Are Semester Results Released on Time? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 6 | 60% |
| No | 4 | 40% |
| Total | 10 | 100% |

The table shows that 6 (i.e. 60%) said that semester results were released on time, while 4 (i.e. 40%) said that semester results were not released on time. The study established that slightly over half of the lecturers felt that semester results were released on time.

4.4 Presentation of Findings – Dean Participants

Below is a tabulation of Responses by Participants on the Challenges that the Semester system Imposes on the Learning Process at the University of Zambia and how they have tried to cope with the Challenges.

| |
|---|
| The semester system doubles everything, you register students twice, and examinations are held twice in an academic year. The expenses for administration have increased |
| It has reduced the vacation time for lecturers |
| The increase in the number of courses has put an overload on lecturers and increased the incidence of stress for them |
| It has shortened the period of study to about eight weeks in that registration takes three weeks, three weeks for final examinations, one week mid-semester break and one week study period |
| Work in the semester system is nonstop, from registration, lecturing, examinations, marking and processing of results, back to registration again |
| Lecturing has been reduced to power point to maximise on the limited time available for teaching |
| There is not enough time for practicals. There is also distance learning and parallel programmes to contend with, this has brought burn out in lecturers |
| In order to try and cope with the workload, the system has had to rely on part-time lecturers, tutors and graduate students to assist |

The table above tabulates some of the elements that the semester system has brought to the learning process at the University of Zambia. These impediments have left the lecturers fatigued; stressed and affected the quality of education delivered and rendered the teaching process ineffective to a large extent.

Table 4.4.1: Distribution of Responses by Deans Participants on Whether or not they were Able to Cope with the Workload in the Semester System considering that the Semester System had Doubled the Number of Courses per calendar year

| Are You Able to Cope with Workload? | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

The table shows that 3 (i.e. 30%) of the respondents said that they could cope with the workload brought about by the semester system, while 7 (i.e. 70%) said that they could not cope with the overload of work brought about by the semester system. It was, therefore, established that most

of the respondents were of the view that they could not cope with the workload brought about by the semester system.

Table 4.4.2: Distribution of Responses from Deans Participants on whether or not facilities such as lecture rooms were Adequate for the Task at Hand

| Were Facilities such as Lecture Rooms Adequate? | Frequency | Percentage |
|---|-----------|-------------|
| Yes | 4 | 40% |
| No | 6 | 60% |
| Total | 10 | 100% |

The table above shows that 4 (i.e. 40%) of the participants said that the facilities in the University were adequate for the task at hand, while 6 (i.e. 60%) said that facilities like lecture rooms were not adequate. It was, therefore, established that slightly over half (i.e. 60%) of the respondents were of the view that the facilities were not adequate given the student population.

Table 4.4.3: Distribution of Responses by Deans Participants on whether or not Funding to the University Matched the Demands of the Semester System

| Has Funding to the University Matched the Semester System? | Frequency | Percentage |
|--|-----------|-------------|
| Yes | 0 | 0% |
| No | 10 | 100% |
| Total | 10 | 100% |

The table shows that all the respondents 10 (i.e. 100%) said that the funding does not match the demands of the semester system. It was, therefore, established that the funding by the government to the University of Zambia does not match the demands of the semester system.

Table 4.4.4: Distribution of Responses by Deans Participants on Whether or not they were Able to Mark all Assignments/Tests on Time

| Are Lecturers Able to Mark all Assignments on Time? | Frequency | Percentage |
|---|-----------|-------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

The table shows that 3 (i.e. 30%) of the participants said that lecturers were able to mark all assignments/tests on time, while 7 (i.e. 70%) said that the lecturers were not able to mark all the assignments/tests on time. The study, therefore, established that most of the participants (i.e. 70%) were of the view that lecturers were not able to mark tests/assignments on time.

Table 4.4.5: Distribution of Responses by Deans Participants on Whether or not they were Confident that Lecturers did not Fake Grades or Give Grades without Going through a Paper/Assignment

| Do You think Lecturers did not fake Grades or give grades without Going through a Paper/Assignment (Fake Grades)? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 6 | 60% |
| No | 3 | 30% |
| Blank | 1 | 10% |
| Total | 10 | 100% |

The table shows that 6 (i.e. 60%) of the respondents said that they were confident that lecturers did not fake grades when grading students, while 3 (i.e. 30%) said that they were not confident that lecturers do not fake grades. The study established that slightly over half of the respondents (i.e. 60%) were confident that grading was credible, while the rest were not confident that lecturers did not fake or guess grades.

Table 4.4.6: Distribution of Responses by Deans Participants on Whether or not they had Adequate Numbers of Lecturers in their Departments

| Are there Adequate Lecturers in your Department? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 0 | 0% |
| No | 10 | 100% |
| Total | 10 | 100% |

The table shows that all 10 (i.e. 100%) respondents said that they did not have the required numbers of lecturers in their departments. It was, therefore, established that there were not enough lecturers at the University considering the task at hand.

Table 4.4.7: Distribution of Responses by Deans Participants Showing Opinion on Whether or not Pay Incentive was able to Motivate Lecturers

| Do You think Pay Incentives was Able to Motivate Lecturers? | Frequency | Percentage |
|--|------------------|-------------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

The table shows that 3 (i.e. 30%) participants said that the pay incentives were adequate to motivate the lecturers, while 7(i.e. 70%) said that the pay incentives were not enough to motivate the lecturers. The study, therefore, established that the pay incentives were not adequate to motivate the lecturers.

Table 4.4.8: Distribution of Responses by Deans Participants on Whether or not Tutorials were Conducted for Classes in their departments

| Are Tutorials Conducted for Classes? | Frequency | Percentage |
|---|------------------|-------------------|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

The table shows that 3 (i.e. 30) of respondents said that tutorials were conducted for classes, while 7 (i.e. 70%) said that no tutorials were conducted for classes. It was, therefore, established that in most cases, tutorials were not conducted for classes due to the overload of work on the lecturers.

4.5 Summary

The chapter presented findings of the study on the challenges that are encountered by students, lecturers and management at the University of Zambia as result of the introduction of the semester system. The first part presented challenges experienced by students, the second part presented challenges experienced by the lecturers, while the third part presented the challenges experienced by management through the Deans and administrators.

From the findings it was revealed that most of the challenges emanated from the lack of adequate funding to the institution, such that it was not able to cope with the challenges that go with the semester system. The challenges that emerged were that:

- (i) due to overload of work, lecturers were not always able to attend classes;
- (ii) lecturers were not able to make up for time when they miss lectures;
- (iii) lecturers were not always accessible to students outside class hours;
- (iv) that course content was not always covered in the semester system due to time constraints;
- (v) feedback on tests/assignments was not always timely;
- (vi) there was lack of consistency in marking/grading of tests/assignments by lecturers;
- (vii) transparency was not always there in the marking/grading of assignments;
- (viii) library facilities were not adequate;
- (ix) computer facilities were not adequate considering that semester system was fast paced; and
- (x) most students preferred the semester system;

On the part of lecturers, the study found that:

- (i) marking/grading of assignments took a lot of time for lecturers;
- (ii) 80% of lecturers were able to find time for students outside class hours;
- (iii) 40% of lecturers were not able to conduct tutorials for their classes;
- (iv) 40% of lecturers were not able to give feedback on tests/assignments on time;
- (v) 19% of lecturer respondents were of the view that marking/grading of tests/assignments was not transparent;
- (vi) 20% of lecturers' respondents were not able to cover course content in semester system; and

(vii) 80% of lecturer participants preferred the semester system to the annual;

Regarding the Deans and administrators, the findings were that:

(i) 70% were of the view that they were not able to cope with the workload;

(ii) 60% were of the view that facilities such as lecture rooms were not adequate for the task at

Hand;

(iii) all the participants were of the view that funding did not match demands of semester system;

(iv) 70% of respondents were of the view that lecturers were not able to mark all

tests/assignments;

(v) 30% of respondents were of the view that lecturers fake grades;

(vi) all respondents were of the view that lecturers staffing levels were inadequate;

(vii) 70% of respondents were of the view that pay incentive was not an adequate motivator; and

(viii) 70% of respondents were of the view that tutorials were not conducted for classes;

The findings therefore show that there are serious challenges that confront the semester system at the University of Zambia. These challenges in effect compromise the quality of education offered at this institution.

CHAPTER FIVE

5.0. DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the findings of the challenges that the semester system imposes on the learning and teaching process at the University of Zambia.

5.2. Discussion of Findings - Students

5.2.1. Class Size

Going by the results that emerged from the study, it was evident that class size could be an obstacle to effective learning in the semester system given the fast pace that the semester system is known to have by its nature. The study established that the smallest class size was four, while the largest class size was 800 students. The smallest classes were largely from the natural sciences disciplines such as Engineering, Mining and Agricultural Sciences, while the large classes were mainly from the arts schools of Education and Humanities and Social Sciences (HSS).

In large classes, lecturers and students cannot adequately interact; neither can they ensure student participation in the learning/teaching process. In this situation, there is minimal student-lecturer contact, hence the learning process is compromised, a factor which negatively affects on the learning/teaching process (Ounyu and Ezati, <http://www.daad.de/de/download/alumni>).

In large classes, audibility is a problem. Lecturers in large classes have an enormous task of marking and reading through tests and assignments for students. This leaves the lecturers with less time for other assignments such as tutorials and research undertakings, especially in the semester system as administered at the University of Zambia, which has limited teaching time. The foregoing, therefore, exerts considerable pressure on lecturers, which in turn has negatively affected the performance of the lecturers. The study revealed that large classes put an overload on the teaching staff, thereby affecting their effectiveness.

It must be noted that the term system would not reduce the class sizes at UNZA, however considering that the semester system is fast paced compared to the term system, large class sizes

put more pressure on the lecturers in terms of whether they could be in a position to hold tutorials for their classes, be able to mark tests and assignments for the large classes on time. Therefore, in the fast paced semester system, class size has a bearing on the quality of teaching in the semester. What must be noted is that there are only 8 weeks for teaching in the semester system, therefore class size has a bearing on the quality of teaching.

5.2.2 Attendance of Lecturers for Classes

The study established that lecturers do not always attend classes. Out of the 200 respondents, 121 (i.e. 60.5%) said that lecturers did not always attend classes. Only 76 (i.e. 38%) said that lecturers were always in attendance. Considering that a semester only has about eight weeks for actual teaching, when you remove the time for other activities such as three weeks spent on registration, three weeks for conducting examinations at the end of the semester, one week mid-semester break, one week study period after classes end. Any skipping of classes by lecturers has a bearing on whether the course content is covered in a semester.

This explains why delivery of lectures are often in a rush. Lecturers most of the time seemed to be in a hurry when delivering lectures in an effort to cover the course content given the limited time in the semester system. Consequently, the quality of education that students got was compromised.

5.2.3 Making up for Lost Time when Lecturers Miss Classes

Out of the 200 student respondents, 106 (i.e. 53%) said that lecturers did not always recover lost time when they miss classes. 61 (i.e. 30.5%) said that lecturers always recovered lost class time, while 33 (i.e. 16.5%) said that lecturers rarely recovered lost teaching time.

The results confirm the concerns of many regarding the administration of the semester system at the University of Zambia. There are concerns that the teaching time is not adequate in the semester system. The findings showed that lecturers do not have enough time to cover the course content all the time.

This explains why lecturers are always in a hurry in the manner they conduct their lectures. The effect of this is that the depth of material taught is affected as time is not adequate to cover

everything that is supposed to be covered. This, in the final analysis, affects the quality of education delivered and ultimately, the credibility of graduates produced.

5.2.4 Lecturer Accessibility outside Class Hours

The study established that 147 (i.e. 73.5%) of participants said that lecturers were not always accessible outside class hours, only 25 (i.e. 12.5%) said that lecturers were always available outside class hours. This means that student-lecturer contact is very limited and had a bearing on the quality of education. Students need guidance from lecturers and when this is curtailed for whatever reason, the quality of teaching delivered is compromised. This problem is particularly true for arts disciplines where the class size can be as large as 600 or 800 students per class.

5.2.5 Adequacy of Coverage of Course Content in a Semester System

It was established that 112 (i.e. 56%) of the 200 student respondents said that course content was not always covered in a semester due to time constraints faced by lecturers, while 88 (i.e. 44%) said that the course content was always covered. This is a worrying prospect for a national institution like the University of Zambia. It is mainly due to the inadequate number of lecturers in the establishment in which several positions for lecturers remain vacant.

There were instances where students were not given the required one week study break at the end of the semester before the commencement of examinations. Students were made to continue learning throughout the week meant for study break. Apparently the lecturer was trying to catch up on the syllabus because he was not able to cover the syllabi during normal period. In such cases, students found themselves in situations where they sat for final examinations without having the benefit of a study break. Students continue to get new lecture materials up to a few days before the commencement of final examinations. Such students were obviously disadvantaged and their performance in the examinations was compromised for no fault of their own.

In order to address the issue of lecturer attendance in classes, Heads of departments in schools should take interest in the supervision of lecturers to ensure that they attend lectures at all times. They should ensure that there is punctuality, coverage of syllabus, that results are released on time, to name a few (Zafar *et.al.*, 2008).

5.2.6 Adequacy of Tests/Assignments in a Semester System

The study findings showed that 121 (i.e. 60.5%) respondents said that tests/assignments given to students in a semester were adequate, while 76 (i.e. 38%) said that tests/assignments were very adequate. The study shows that 98 per cent of the students felt that tests/assignments were either adequate or very adequate, which is good for the credibility and reputation of the University.

However, more needs to be done in this area. One student gave an instance when the entire continuous assessment for a class was based on a take-home test. Earlier during a semester, a class had a take home test. Later the class had a test in which most students performed badly, and by that time there was not enough time to conduct another test, the lecturer therefore used the results from the earlier take home test as continuous assessment for the entire semester.

Time constraints can be a serious problem in the semester system if not handled properly. This is usually made worse by lecturer work stoppages during salary negotiations by lecturers. This happens almost on a yearly basis.

5.2.7 Whether Feedback for Tests/Assignments was given

Findings showed that many of the respondents, 144 (i.e. 72%) said that feedback on tests/assignments was always given by teaching staff, 53 (i.e. 26.5%) felt that feedback was not always given, while 3 (i.e. 1.5%) felt that it was rarely given.

On the aspect of whether feedback was given, the result favoured the University considering that 144 (i.e.72%) said that feedback of tests was always given back to them, compared to the 53 (i.e. 26.5%) that said that feedback was not always given back to them.

The findings show that the fast pace of the semester system has a negative impact on learning at UNZA. Results showed that feedback on tests and assignments was not always given on time at 72%, though 72% again said that feedback was always given on time. The findings show that the heavy lecture workload has a bearing on the quality of education delivery at UNZA.

5.2.8 Whether Feedback on Tests/Assignments was Timely

On the issue of whether or not the feedback was timely, the study established that 145 (i.e. 72.5%) respondents felt that feedback was not always timely, 40 (i.e. 20%) felt that the feedback was always timely, while the rest, 15 (i.e. 7.5%) were of the view that feedback was rarely timely.

The results above make interesting reading in that while 72 per cent said that feedback was always given, 72.5% were of the view that feedback was not timely. It means that the institution needs to scale up its performance on giving feedback time, as delayed feedback on tests may amount to no feedback at all if it is given after other subsequent tests have been written.

Instances were given by students, when feedback was given just after students had written their final examinations. This development defeats the whole purpose of giving tests to students. It is worth pointing out that marking and providing timely feedback to students is an important teaching strategy, such that when it is not adhered to, it is likely to cause desperation among learners.

Therefore, giving feedback after final examinations have been written is detrimental to the good performance of students in examinations. Of what use to a student is an assignment that is given back well after the final examination has been written? The above scenario increased the chances of students not performing well in their final examinations.

5.2.9 Consistency and Adequacy in Marking/Grading

The results from the study showed that 141 (i.e. 70.5%) of the participants said that marking and grading of tests and assignments were not always consistent, 51 (i.e. 25.5%) said that it was consistent, while 8 (i.e. 4%) said that it was rarely consistent.

The findings of the study do not reflect well on the institution's credibility. Students were of the view that some lecturers sometimes did not read student assignments, but based the grading either on guess work, or used past performance of a student as basis for grading. This perception is rife because lecturers do not always give a proper guide as to the basis for their marking. This perception is most common in the arts schools of Education and Humanities and Social Sciences,

where class sizes can be as large as 800 students per class and assignments are in the form of essays. Essay marking tends to be subjective and hard for students to contest the results.

There is need for authorities to realize that in the fast paced semester system, there is need to employ more lecturers to reduce the workload that lecturers have had to put up with in the past. Since the teaching time is short in the semester system, only increasing the number of lecturers will resolve this problem.

5.2.10 Transparency in Marking/Grading Process

The study established that 117 (i.e. 58.5%) respondents felt that marking and grading of assignments was not always transparent. 67 (i.e. 33.5%) felt that it was transparent, while 16 (i.e. 8%) felt that it was rarely transparent.

The findings showed that slightly over half of the respondents were of the view that the marking/grading process was not transparent. Consequently, students view the marking and grading system as being riddled with favoritism. There is therefore, need for lecturers to make the marking more transparent by trying to be more explicit in the way they mark and grade.

This can be achieved by explaining to the students the distribution of the marks in an assignment rather than a take it or leave it approach when dealing with students over marking and grading. This is more so in the arts classes where assignments are largely descriptive in nature.

5.2.11 Adequacy of Time to do Tests/Assignments

The findings showed that 122 (i.e. 61%) student participants felt that there was adequate time to write tests and assignments in the semester system. The remaining 88 (i.e. 39%) felt that the time was not adequate.

The ratio 61% to 39% however, showed that a considerable number of students feel that time for writing tests and assignments in the semester system is not adequate is due to the fact that the semester system is compressed by its nature. It has been said that in the semester system, once a student was left behind by a month or three weeks, it would be very difficult for such a student to recover.

The problem arises from the fact that lecturers are sometimes not able to cover the course content in time due to the compressed nature of the semester system as administered at the University of Zambia. Lecturers tend to give tests at almost the same time towards the end of the semester, such that students are made to write tests in various subjects almost at the same time. Students reported that sometimes, instead of having two tests as planned for continuous assessment, students are only given one test as continuous assessment due to time constraints.

Students also reported instances where tests were given a week before the end of a semester, making it impossible for students to get feedback before the commencement of final examinations. Students in such cases write final examinations without knowing their mistakes in the continuous assessment test.

Ounyu and Ezati (2006) found that in the semester system, sometimes even assessment techniques are affected. Lecturers prefer short answers that are easy to mark than the long essay type answers. Consequently, students miss out in learning how to write essays, skills which they may need later in their working life (<http://www.daad.de/de/download/alumni>).

The semester system encourages banking type of education. Due to time constraints, students are forced to cram their heads with material so that they can pass examinations without really understanding the concepts thoroughly in a two way interaction between learner and teacher. Freire (1989) asserts that lasting learning only occurs when there is problem posing by the teacher so that learners participate in finding solutions. In the fast paced semester system, there is no time for problem posing by the teacher, hence the semester system imposes banking type of education on learners.

All these bottlenecks have a bearing on the effectiveness of the teaching delivered, as well as the quality of graduates coming out of the system.

5.2.12 Adequacy of Library Facilities at the University of Zambia

In any academic environment, the quality of education is anchored on the availability of resource materials such as books and library facilities. Ogunsola (2004) says that the purpose of education is to pass on the body of knowledge to people so that they are ready to have a meaningful life. A library facility is an integral component of any university.

Findings showed that 176 (i.e. 88%) of the respondents were of the view that library facilities at the University of Zambia were not adequate given the large student population obtaining now, while 22 (i.e. 11%) felt that library facilities were adequate.

Considering that library facilities are an important pillar of university learning, the findings do not reflect well the image of the university. The importance of adequate library facilities is even more critical in a semester system. Semester systems are comparably fast paced than term system. Students in a semester system should be able to access resource materials faster because time is of the essence in a semester system.

It is also common to see students reading from the University grounds largely because the library space is not adequate. This has a bearing on the effectiveness and quality of learning. In a study at Makerere University, Ounyu and Ezati (2006) reported that library space was inadequate for the student population and that it negatively impacted on the learning process (<http://www.daad.de/de/download/alumni>).

In a semester system, which by its nature is fast paced compared to the term system, easy access to computers and reading facilities is very essential. Findings show that this was not the case at the University of Zambia. At peak periods such as in the evenings, the library is not able to accommodate the large number of students that require space for reading.

According to maturity theory by Argyris in Shirur (1997), a conducive learning environment is necessary for learning to be effective. He contends that learning needs the right climate with adequate resources and strategies so that learners are active participants in the learning process, and not passive recipients of materials. Library facilities are an important resource for the learning environment. These facilities are not adequate at the University of Zambia.

5.2.13 Amount of Student Workload during the Semester

With regard to the amount of workload during the semester system, student respondents findings showed that 105 (i.e. 52.5%) of the participants felt that the workload for students during the semester was normal, 56 (i.e. 28%) felt that the workload was too much, and 39 (i.e. 19.5%) felt that it was average.

The study showed that just over half of the respondents felt that the workload was normal. However, the fact that 28% of respondents were of the view that the workload was too much, should be a matter of concern to the University of Zambia. This problem actually emanates from the compressed nature of the learning period of approximately eight weeks in the semester that is used at the University of Zambia.

The teaching period is actually shorter when there are strikes/ by students or lecturers. Strikes or go slows are a common feature at the University of Zambia in recent years and lecturers rarely make efforts to make up for the time lost during the strikes or go slows. This has an adverse impact of the learning/teaching process at the University of Zambia.

According to Towns and Coles (1971) in Shirur (1997), adult learners have other roles in life apart from learning, such that the fast pace of the semester system makes life very difficult for learners, thereby affecting their performance.

5.2.14 Availability of Leisure Time in a Semester

The study found out that 138 (i.e. 69%) respondents felt that the semester system of education still left them with enough leisure time, while 62 (i.e. 31%) felt that the semester system left them with less leisure time.

Going by the findings above, it is evident that quite a good proportion of students are able to find leisure time despite the nature of the semester system. It has been said that the semester system keeps everybody busy all year round. It has also been said that it leaves students with no time to enjoy life. It makes students cram information and gives them less time to build their personality. It is generally assumed that in a semester system, once a student is left behind, chances of recovery are very slim. One student lamented, 'in the past, I loved teachers, but in this stupid semester system, I hate all the teachers who make us busy all the time' (Great Answer Report www.isfaq.com/education/51230).

Zafar et al (2008) contends that the semester system puts emphasis on interactive learning and not banking type of education. However there is no interactive learning at UNZA at the moment due to teaching time constraints. There are only 8 weeks dedicated to teaching in the semester

system at UNZA, though students do not seem to realize that the short teaching time reduces their grades in the final analysis.

Shirur (1997) contends that learning is at the base of all human behaviour. It is through learning that human behaviour is initiated, directed, sustained and influenced. If students do not have time to socialise, then we may end up with gloomy looking and antisocial workers in the society.

5.2.15 Adequacy of Computer Facilities at University of Zambia

Respondents were asked to choose the answer that best describes their opinion on the subject above. Findings showed that 179 (i.e. 85%) of participants were of the view that computer and e-resources were not adequate at the University of Zambia, while 29 (i.e. 14.5%) felt that the facilities were adequate.

The findings do not give a good reflection on the University of Zambia as the oldest university in the land. In this time and era, information and communication technology (ICTs) are a very important component of almost every sphere of life. This is even more important in a learning institution such as the University of Zambia. In the fast paced semester system, e-resources are very important for students to be able to access data on the internet for their assignments. The fact that 85 per cent of the respondents said that computer facilities were not adequate paints a grim picture on the quality of education offered at the University of Zambia.

This brings in the issue of funding. The lack of these resources is most likely as a result of inadequate funding. In a semester system, funding is crucial, otherwise it becomes difficult to do things according to plan, things may not happen when they are required to happen and that can be very destabilizing. In order for the semester system to work well, the computer facilities need deliberate funding to enhance the learning process (Zafar *et. el.*, 2008).

Knowles *et. el.* (2005) says that adults are responsible for their learning. They need to be treated as self directed learners. Therefore, facilities such as computers are important for the students to develop their self-directed learning skills as opposed to the tutor using banking techniques as the only way of acquiring knowledge and skills. It should be recognised that e-resources are an important component in higher education learning.

5.2.16 Preference of Participants between Semester and Annual Systems

On the issue of student preferences between semester and annual system of education, the study established that 173 (i.e. 86.5%) of the respondents preferred the semester system to the annual system, while 27 (i.e. 13.5%) preferred the annual system.

Despite the bottlenecks that are associated with the semester system at the University of Zambia, students preferred the semester system to the annual system of education. This could be due to the fact that this is the system that they are used to currently and would rather continue with it. Some of the reasons that were given by the participants were that:

- (a) it is good because it lessens the workload;
- (b) the semester system is good but it is too compressed;
- (c) it is good because it allows students to remember topics;
- (d) it is good because it gives me more B.C. (Bursary allowance);
- (e) the semester system not good, there is too much work;
- (f) the semester system is not good, as it does not give enough time to assimilate work;
- (g) it is good because one has two examinations per year; and
- (h) it is good because it allows one to do research and assignments;

Some of the answers above showed that some respondents were not taking the questions seriously and thoughtfully. They did not appreciate the fact that the semester system as is administered at the moment had an adverse effect on the grades that they acquired in the final analysis, or whether they finished their program at all.

I do not agree with some of the views expressed above. For instance the statement that it is good because it lessens the workload does not hold. How can the fast paced semester system reduce the workload?. The semester system is the reason for the heavy workload.

5.2.16 Summary

The results from the study suggest that the semester system as it is implemented at the University of Zambia has got problems that need to be addressed if planned goals are to be realized. Some bottlenecks are due to funding constraints, while others are just due to administrative deficiencies.

The study revealed that UNZA lacks adequate lecturers, pay incentives for lecturers are not adequate, library facilities are not enough computer and e-resources are not enough. Other challenges were that teaching time is compressed, semester results not being released on time, and course content not being covered during the semester and lack of adequate tests and assignments during the semester to name a few.

The challenges revealed have negative impact on learning considering the fact that the semester system is fast paced and has compressed teaching time.

5.3 Discussion of Findings - Lecturers

5.3.1 Marking/Grading of Tests takes a lot of Time

Out of the ten respondents, the findings showed that 7 (i.e. 70%) felt that marking and grading of tests and assignments takes a lot of time, while 3 (i.e. 30%) were of the view that there was enough time for marking and grading of assignments in the semester system.

The findings were in line with those obtained from the survey on students, which showed that students felt that feedback on tests and assignments were not always given back to them. In the student survey, 144 (i.e. 72.0%) felt that lecturers did not always give feedback on tests and assignments, while 145 (i.e. 72.5%) felt that feedback was not always given on time.

The findings above are a result of the low staffing levels in most faculties at the institution. Lecturers have a heavy load on their hands as a result.

The justifications that were given by the respondents for taking long to mark scripts were the large class sizes that they had to deal with. It was reported that some classes could be as large as 800 students. This made it difficult for them to meet deadlines for marking scripts. The situation is made worse by the introduction of programmes like Distance Learning, and Parallel Programme in some schools.

5.3.2 Lecturers Finding Time for Students Outside Class Hours

The findings showed that 8 (i.e. 80%) of the participants said that they were able to find time to attend to students outside class hours; while 2 (i.e. 20%) said that they were not able to find time to attend to students outside class hours.

The findings were in contrast with the students responses. The survey on students showed that 147 (i.e. 73.5%) of respondents said that lecturers were not always accessible outside class hours. The findings, therefore, seem interesting in that while lecturers said that they were able to find time to attend to students outside class hours, students felt that the opposite was true. One wonders as to who was telling the truth here. Over the years, student enrolment has been increasing, while the number of lecturers has not had a corresponding increase, thereby increasing the workload on lecturers. This could be particularly true for arts classes where class sizes tend to be very large. I would, therefore, tend to side with the findings from the students on this issue. This could be particularly true for arts classes where class sizes tend to be very large, and could be the reason why in some departments tutorials have been done away with.

It is imperative that the importance of tutorials be emphasized to departments so that they can begin to comply with the requirement. Tutorials give students their only chance to have a two-way interaction with their lecturers. Interactive learning is an important part of effective learning and teaching practices, (Freire (1989). Skipping tutorials is another way of encouraging banking type of education which is not the best way to go in education in this time and era.

5.3.3 Availability of Tutorials for Students

The study showed that 6 (i.e. 60%) of the respondents said that they conducted tutorials for their students, 4 (i.e. 40%) said that they did not hold tutorials. The findings are not good for the image of the university. Tutorials are a very important component of university education. This is even more so at the University of Zambia in that some schools have large class sizes that make it hard to have student-lecturer contact in class during normal teaching.

Tutorials are the only avenue for students to consult their lecturers on issues that they can not grasp during lecture time. That is why tutorials are a necessary requisite for university education. It is the only time available for lecturer-student contact, where students could ask lecturers questions on matters that they did not comprehend.

Ounyu and Ezati (2006) in their paper on Makerere University, contend that the limited time in the semester system gives rise to a situation where students have less interaction with lecturers, do not hold tutorials and apparatus in the laboratories are not adequate, thereby compromising the learning and teaching process (<http://www.daad.de/de/download/alumni>).

5.3.4 Lecturers being Able to Give Feedback to Students on Time

The findings showed that 6 (i.e. 60%) said they were able to give feedback to students on time, while 4 (i.e. 40%) of the respondents said that they were not able to give feedback to students on time.

The findings did not give a good reflection of the university. There is need for the university to improve on this aspect. The findings were in line with those from the survey on students in this study that showed that 145 (i.e. 72.5%) of respondents were of the view that feedback on tests and assignments was not always given on time. One could, therefore, deduce from the findings that the University of Zambia needs to improve its performance on this matter. The solution lies in the university which should increase the lecturer staffing levels. Otherwise, this problem will continue to haunt the institution.

Some of the reasons that were advanced for the delays in giving feedback to students on time were that, sometimes tests/assignments were given at the same time, thereby putting pressure on lecturers' limited time. They contended that they had to teach, read and mark scripts at the same time, and that time was always a constraint on their part.

It seems the learning process in the semester system is teacher centred, rather than student centred. The student is a passive participant while the lecturer dishes out materials. I say so because delayed feedback amounts to less interaction between students and lecturers which is detrimental to the learning process as declared by Freire (1989).

5.3.5 Transparency in Marking of Tests and Assignments

In the study, 9 (i.e. 90%) of respondents said that there was transparency in the marking at the University of Zambia. Only a small number, 1 (i.e. 10%) were of the view that there was no transparency. This should be contrasted with the survey on students in this study that showed that 117 (i.e. 58.5%) felt that the marking of tests and assignments was not always transparent. Students therefore, seem to view the marking process at the University of Zambia with mistrust,

The issue of transparency seems to be an issue at the University of Zambia. The findings showed that lecturers did not explain the marking system to students when awarding marks. This means that students are left wondering about the basis for the awarding of grades at times.

5.3.6 Whether Lecturers are Able to cover Course Content in a Semester

The study established that 8 (i.e. 80%) of the respondents said they were able to cover the course content in a semester, while 2 (i.e. 20%) said that they were not able to cover the course content in the semester.

The findings above were in contrast with the findings in the student survey in this study, in which 112 (i.e. 56%) of the respondents said that the course content was not always covered at the University of Zambia. The issue of course content coverage is a pertinent one at the University of Zambia. The academic calendar is from time to time disrupted by strikes or go slows by lecturers and students over conditions of service and other issues. The work stoppages usually result in failure to cover the course syllabus to the detriment of the learning process. Reports were abounding where some topics had to be skipped for lack of time at the end of a semester just because there was a lecturer strike during the semester.

It could be argued as to whether the semester system is suited to developing countries such as Zambia. Most developing countries experience scarcity of financial resources, and therefore from time to time experience wage disputes with teaching staff in higher institutions of learning due to the fact that they are not able to pay adequate packages to teaching staff. Scarce monetary resources are the root cause of these problems in developing countries. The government as the employer should strive to improve funding to institutions like University of Zambia to improve the situation.

According to the Position Paper to UNZA Senate on Longer Vacation in the Academic Calendar by the University of Zambia Lecturers and Researchers Union (2011), the semester system has in fact only eight weeks for teaching after time spent on other activities such as registration of students, mid-semester break, study break at end of semester and final examination periods are subtracted.

Considering that the duration for a semester is about 14 to 15 weeks, 8 weeks teaching time out of the total 15 to 16 weeks available in a semester, should be a worrying issue for all those concerned. 8 weeks teaching time is not enough time to cover course content, especially when you have lecturer induced work stoppages as well to contend with. This shows the magnitude of the problem at the University of Zambia. The institution could be producing half-baked

graduates. Action is needed to rationalise practices at the institution. Why should registration of students take 3 weeks? In this computer age this should not be tolerated by management.

5.3.7 Preference between Semester and Annual System by Lecturer Participants

The study established that out of the ten respondents, 8 (i.e. 80%) preferred the semester system to the annual system, while 3 (i.e. 30%) preferred the annual system. The findings seem to be in tandem with the findings from the survey on students in this study, in which 173 (i.e. 86.5%) of participants preferred the semester system of education.

One wonders whether this preference for the semester system is borne out of the fact that it is superior to the annual system, or because people are scared of change. I put forward this question because despite the shortcomings associated with the semester system, student and lecturer respondents still preferred the semester system. The University of Zambia Lecturers' and Researchers Union (UNZALARU) in their Position Paper to UNZA Senate on A Longer Vacation in the Academic Calendar (2011) acknowledged the fact that most departments at the University of Zambia are poorly staffed. It is, therefore, interesting to note that the lecturers favour the semester system despite the challenges that presently affect the effective delivery of learning in the semester system.

5.3.8 Semester Results Released on Time

The findings showed that 6 (i.e. 60%) of the participants said that semester results were released on time at the University of Zambia, while 4 (i.e. 40%) said that results were not released on time.

The findings do not reflect well on the University of Zambia. It implies that the university does not always follow the calendar once it has been set. The delays in releasing results could be attributed to low lecturer staffing levels, an aspect that had been alluded to earlier, as well as work stoppages by lecturers each time there is a wage dispute. An example was the results for the academic calendar ending May 2012. ZNBC News of 22.06.2012 reported that the opening of the university was to be postponed until further notice. It is these industrial relations matters involving lecturers that often tend to affect the timely release of results now and again.

Industrial relations issues alluded to above coupled with the staff shortages in most departments at the University of Zambia contribute to the delays in releasing results.

5.4 Discussion of Findings - Deans of Schools

5.4.1 Challenges that the Semester System has brought to the University of Zambia

The study attempted to identify the challenges that the semester system has brought to the University of Zambia by discussing with participants using an interview guide. It was established that some of the challenges were:

Doubling of Activities in the Semester System

The respondents felt that activities were doubled to some extent by the introduction of the semester system in 1996. For instance, registration of students is done twice in a calendar year compared to once in a term system. The students have to be registered at the start of every semester, while in the term or annual system; students are registered once at the beginning of the calendar year.

Final examinations are held twice in a year, increasing the administrative costs associated with conducting examinations. Costs for conducting examinations have to be borne twice per academic year. The increase in the volume of activities did not only increase expenses, but it also reduced the vacation time for lecturers, as the vacation between academic years has been reduced to as short as three weeks. The three weeks is spent on marking final examinations, so lecturers do not have time to rest between semesters. The shortage of lecturers also meant that it was difficult for lecturers to undertake their normal annual leave when it falls due. This could be a source of stress for the lecturers and has the potential to affect the quality of education delivered.

Increase in the Number of Courses in the Semester System

The respondents were of the view that the number of courses had increased with the introduction of the semester system. In the annual system, students took four courses per academic year, while in the semester system; students take eight courses per academic year. It was evident that

the increase in the number of courses had not been commensurate with the increase in the number of lecturers.

The number of lecturers had lagged behind the increase in courses, as well as the increase in the number of students enrolled every year. The semester system, therefore, increased the incidence of stress on the lecturers. The paper by UNZALARU on Longer Vacation in the Academic Calendar for Lecturers (2011) did acknowledge that most departments at the University of Zambia were understaffed, such that they depended on tutors and part time lecturers to lighten the burden. This had a bearing on the quality of education delivered in the final analysis.

Shortened teaching Period of Eight Weeks in a Semester

The 2011 Paper to the UNZA Senate on Longer Vacation Period for Lecturers reported that the period of study in the semester system as it is administered at the University of Zambia was actually only eight weeks in a semester. The eight (8) weeks were arrived at after taking into account other activities that students undergo from the time they arrive to the time of writing their final examinations, such as student registration which sometimes takes 3 weeks, one week mid-semester break, one week study period before the commencement of final examinations, and three weeks for final examinations.

This gives a total of sixteen weeks, which is approximately the duration of a semester. One, therefore, can imagine the devastating effect that work stoppages by lecturers have on the teaching time available in a semester. Lecturers' work stoppages have the potential to reduce the teaching time to as low as six weeks! This obviously has a telling effect on the quality of graduates produced by the university. This scenario fits very well into the old saying which says that "when two elephants fight, it's the grass that suffers". In this case it is the students that suffer the consequences.

Lecturers, therefore, must re-think the use of work stoppages as a means for collective bargaining every now and then. The trouble is that lecturers from time to time, resort to using students as 'human shields' in their industrial relations pursuits. This strategy by the lecturers should be minimised or done away with. This is one of the reasons why I do not view the semester system as being ideal for developing countries like Zambia. The frequent industrial

relations conflicts in developing countries are basically a source of instability for the semester system rendering it unsuitable for these countries.

Work in Semester System is Non-stop

The respondents also felt that work in a semester system is non-stop in that lecturers move from registration to teaching, examinations, marking, processing of results, back to registration again. However, it was felt that better management of the semester system could release more time for other activities. UNZALARU Paper on Long Vacation in Academic Calendar (2011) points out that there was no justification as to why registration of students at the beginning of a semester should take three weeks. It was felt that one week should be enough for registration.

The paper suggested that the mid-semester break could be done away with, while the examination period could be reduced to say one week or ten days, instead of the three weeks that is given to examinations currently. This would release more time to be used for teaching.

It was established that the respondents felt that with better management of time, more time could be found for teaching and other activities than what is obtaining at the moment.

5.4.2 Heavy Workload for Lecturers in the Semester System

Participants felt that there was heavy work overload caused by not only low staffing levels in most departments, but by additional programmes such as Distance Learning and the Parallel Stream. The University, apart from the normal programmes, runs other programmes such as the Distance and the Parallel which also require time from the same lecturers.

The results of the study confirmed what has been alluded to above. In the study, it was established that 7 (i.e. 70%) of the respondents were of the view that they could not cope with the workload, while 3 (i.e. 30%) said that they could cope with the workload. When lecturers have an overload, the quality of education delivered suffers inevitably. This is even more so in a semester system, which by nature, is fast paced (Dayton Daily News, <http://www.Daytondailynews.com/news/daytonnews/schools>).

5.4.3 Adequacy of Facilities such as Lecture Rooms

The study revealed that 6 (i.e. 60%) of the respondents felt that the facilities were not adequate, while 4 (i.e. 40%) felt that the facilities were adequate. The respondents brought out the fact that in some departments, classes actually sometimes clash. That is to say sometimes two classes turn up to use the same class at the same time. Sometimes, departments are forced to use classes belonging to other departments in order to get around the problem of class room shortages.

In a study done at Makerere University, Ounyu and Ezati (2006) reported that when the semester system was introduced, courses doubled and coupled with increased enrolment, class room space became a challenge to the extent that rooms that were made to accommodate fifty people, were taking 150 students, thereby affecting audibility of lectures during classes (<http://www.daad.de/download/alumni>). This is also true at the University of Zambia. In some lectures, students can hardly hear what the lecturer is saying due to distance between the lecturer and the student.

It was reported that in some faculties, they had to share class rooms from other departments and clashes in class rooms were a common feature. This situation is not conducive for learning in a semester system where teaching time is limited.

5.4.4 Shortage of Funding in the Semester System

It was established that 10 (i.e. 100%) of the respondents felt that funding did not match the demands of the semester system at the University of Zambia.

Funding is actually the mother of most challenges at the University of Zambia. The university has not been able to employ adequate lecturers due to funding constraints. The lack of adequate class room space, inadequate library facilities and computer facilities, all emanate from the lack of adequate funding for the university. Take for instance, the slow or inadequate feedback to students, late release of final examination results, inadequate coverage of course contents just to name a few, all are a result of lack of adequate funding from the government.

5.4.5 Whether Lecturers were Able to Mark Tests/Assignments on Time

It was established that 7 (i.e. 70%) of the participants were not able to mark tests and assignments on time, while 3 (i.e. 30%) said that they were able to do the task on time. This is

mainly due to the shortage of lecturers, as well as the poor management of time by the university administration.

It is indisputable that the University of Zambia has experienced low staffing levels in most departments for a long time. The low levels of funding by the government means that it will take a lot of political will to overcome the problem of low staffing levels. The problem of work overload for lecturers will, therefore, be with us for some time to come.

According to Vroom in Shirur (1997) in his expectancy theory of motivation, learning should be supported by practice, encouragement and feedback. Therefore, in situations in which feedback is withheld, the learning process is compromised. Feedback is an essential element of the learning process.

5.4.6 Whether Respondents were of the View that Lecturers did not Fake or Give Grades without Marking a Paper/Assignment

The study revealed that 6 (i.e. 60%) of the participants felt that lecturers did not fake grades or give grades without going through the work or assignment, while 3 (i.e. 30%) of the respondents felt that lecturers did fake grades at times. One participant did not give his opinion on the matter.

It was, therefore, established that just over half of the participants were of the opinion that marking or grading was credible at the University of Zambia. This is not good for the reputation of the oldest university in Zambia. There is need for the university to improve its image in the eyes of the general public. A recent article in the press ranked the University of Zambia at 38th in Africa in terms of the best universities in Africa. In the same article, the University of Cape Town was ranked 1st in Africa.

An article in the Post Newspaper of 24 June 2012 did not help the situation at all. The Report was on the deliberations of the Parliamentary Account Committee (PAC). The report said that the 2010 Auditor General's Report reported that the system at the University of Zambia was compromised and that some students were given fake grades by relatives or friends. Though it was reported that culprits were punished, the report collaborates with the findings of this study, that students view the grading and marking systems at the University of Zambia with mistrust.

It may be possible to detect fake grades when the system is tampered with as was the case in the report in question. However, it might be much more difficult to detect it when the 'fake' grade is given by a lecturer, as the lecturer is more or less the final authority. The issue here is that with the low staffing levels, lecturers may not be inclined or have the time to go through every paper, and could instead be resorting to other methods such as relying on past grades, or letting tutors do the marking for them, which is not good for the reputation of the university. According to Zafar (2008), the semester system should be open and transparent to remain credible.

5.4.7 Whether Staffing Levels for Lecturers were Adequate

The study found that all the participants (10) 100% said that the staffing levels for lecturers were not adequate. The responses on the matter were actually unanimous.

The findings of the study were not surprising, as it is a well known fact that the institution does not have enough lecturers for the establishment. The institution has resorted to engaging part-time lecturers to ease the pressure on the lecturers. Even the engagement of part-time lecturers is actually a half measure as it was constrained by lack of funds and low allowances for part-time lecturers. Zafar *et. al.*, (2000) cited low pay as one challenge that keeps the lecturing profession unattractive in developing countries. Zafar contends that a civil service pay structure is a recipe for lecturer shortages, as well lecturers pay stoppages. When the number of courses increases in relation to the number of lecturers, quality of education suffers (Dayton Daily News, <http://www.daytondailynews.com/news/daytonnews/schools>).

5.4.8 Whether the Pay Incentive is Able to Motivate Lecturers

The study established that 3 (i.e. 30%) said that the pay incentive was adequate to motivate lecturers, while 7 (i.e. 70%) said that the pay package was not enough to motivate lecturers.

The findings of the study showed that most respondents were of the view that the pay package was not unattractive at the University of Zambia. This explained the reason why the university experiences frequent strikes by the teaching staff. The strikes are an indication that the pay package was still not attractive enough to bring about industrial harmony at the University of Zambia. The problem is that negotiations for pay adjustments are done annually, such that every

year, there is a likelihood of a work stoppage by lecturers as long as their expectations are not met.

The university administration should change the negotiation cycle in future. For instance, the negotiations could be changed to once every two years. Such an arrangement would bring some stability to the university, in that pay negotiations would be held every two years rather than every year as is the case at the moment. This would bring some stability as there would be no pay negotiations for at least two years. Some unions have adopted this model in the past in order to bring stability to institutional administration and management.

5.4.9 Whether Tutorials are Held

The study found out that 3 (i.e. 30%) of the respondents said that tutorial sessions were held for classes, while 7 (i.e.70%) said that tutorials were not conducted.

It was, therefore, established that most of the respondents were of the view that tutorials were not held for classes. This scenario does not auger well for the institution considering that tutorials are an important component of university education.

The absence of tutorials has a negative impact on the quality of education delivered and ultimately the quality of graduates produced. It is no wonder the recent report by the 2012 World University Ranking ranked the University of Zambia as the 38th in Africa in terms of education offered. This was in a publication which ranked the top 100 universities and colleges in Africa (www.4icn.org/topafrica/).

According to Shirur (1997), the reflective learning theory of Grundy (1982) put greater emphasis on reflective processes in learning. Grundy says that reflection occurs in group settings and leads to more reflective learning. Reflection is considered as an intellectual activity which leads to emotional involvement in which people engage themselves to explore their experiences. In situations where you have no tutorials, this learning environment is absent and hampers the learning process for learners.

5.5 Summary

This chapter discussed the findings that arose from the study that was carried out at the University of Zambia in Lusaka, on the challenges that the semester system has imposed on the learning process at the institution. The study also sought to find out whether the semester system has had a negative impact on the quality of education at the University of Zambia, as well as whether or not the semester system is an effective system of learning at the University of Zambia.

The findings of the study showed that there were a number of challenges that the University of Zambia was experiencing as a result of the implementation of the semester system. Although some of the challenges existed even before the semester system, it seems the challenges became more acute after the implementation of the semester system.

Some of these challenges that were identified from the study were the fact that funding to the university did not match the demands of the semester system, such that the university experienced low lecturer staffing levels in most departments.

In the semester system, there are two final examinations in an academic year, such that students take eight courses in an academic year. The increase in the number of courses taken per academic year, coupled with the low lecturer staffing levels have created a situation in which lecturers experience work overload, thereby compromising on the quality of education delivered.

The study revealed that lecturers do not always attend classes due to pressure of work as they have to attend to other issues such as marking and research. The study also revealed that lecturers were not always able to cover the course content in a semester due to time constraints. Lecturers were not always accessible outside class hours and were not always able to give feedback on tests/assignments to students on time. The study revealed that there was no consistency in marking tests and assignments and that tutorials were not always conducted for classes because lecturers were too busy to find time for tutorials. Marking and grading has not always been transparent. The library and computer facilities were not adequate at the University of Zambia.

It was also revealed that the current levels of pay incentive were not adequate to motivate lecturers. It also revealed that due to poor funding from government, the institution could not engage part-time lecturers to alleviate the shortage of teaching staff. Funding from the government did not match the demands of the semester system.

The research study revealed that the effective teaching time was only eight weeks when one takes out time spent on other activities like student registration, mid-semester break and examination period. The study also showed that there was a shortage of class rooms for some departments, such that some departments had to share class rooms with other departments, or some schools had to share class rooms with other schools.

It was evident from the results that most challenges arise from the increase in the volume of activities in the semester system, as well as the lack of adequate funding to the institution. The effect of all these challenges was that the effectiveness and quality of teaching was compromised.

Surprisingly, despite the numerous challenges outlined in the study, both students and lecturers preferred the semester system to the annual system. The semester system is viewed as a system that allows a teacher be a facilitator. However, the semester system as implemented at the University of Zambia shows the opposite. It is more in line with banking type of education. Students are made to cram materials within a short time. There is no time for the students to assimilate materials and reflect on their learning. The next chapter presents the conclusion of the study and recommendations.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations of the study based on the findings and discussion on the challenges and solutions that the semester system imposes on the learning process at the University of Zambia.

6.2 Conclusion

The study revealed a number of challenges that the University of Zambia experiences due to the circumstances that surround the administration of the semester system at the institution.

The semester system is one of the most widely used educational systems in the world in recent years. However, the survey on the challenges faced by the University of Zambia revealed that the semester system has its own drawbacks. This is because Zambia, like any developing country has scarce resources.

The findings revealed that some of the challenges that affect the implementation of the semester system were that lecturers did not always attend classes. This is evidenced by the fact that 121 (i.e. 60.5%) student respondents felt that lecturers did not always turn up for classes. The establishment does not have adequate lecturers. The inadequacy of lecturers brought its own problems such as being unable to mark tests and assignments on time. The low staffing levels of teaching staff have exerted a heavy workload on lecturers. Most departments did not conduct tutorials for students. In the final analysis, this has a bearing on the quality of education delivered. In some departments, apart from regular duties, lecturers had to attend to distance learners' work, or parallel programmes work, as cited by the UNZALARU Position Paper on Longer Vacation in the Academic Calendar to the UNZA Senate (2011).

The study also established that lecturers were not always available to students outside class hours. This situation coupled with the fact that some departments do not conduct tutorials, meant that student-lecturer contact time was minimal. This had a negative bearing on the quality of learning offered at the institution. Some students at the University of Zambia are unable to

access the guidance from lecturers that they badly need for the learning environment to be complete. According to Freire in Shirur (1997), teacher learner interaction is very important for meaningful and long lasting learning to take place. The study revealed that teacher learner contact is minimal at the University of Zambia. The situation is reported to be worse in classes that are very large such as those in the social sciences.

The issue of coverage of course content within a semester also emerged in the study. It was established that coverage of course content was not always possible in the semester system at the University of Zambia. This was largely attributed to the compressed nature of the semester system. The situation is made worse by the frequent work stoppages by lecturers at the institution. At times, work stoppages by lecturers take away as much as three weeks from the teaching time in a semester, thereby making it difficult for lecturers to cover the syllabus. In the study 112 (i.e. 56%) of student respondents were of the view that course content was not always covered, while 8 (i.e. 80%) of lecturer respondents felt that they were able to cover the course content.

Then there was the issue of lack of transparency in the marking process. It was established that learners were not confident that the marking process was transparent enough. A hundred and seventeen of the 200 student were of the view that the marking was not transparent, while 141 of the students were of the view that there was no consistency in the marking process.

Other challenges that emerged from the study were that of feedback on tests and assignments. Student respondents felt that feedback on tests and assignments was not always given to students. Eighty-eight per cent of the students felt that library facilities at the University of Zambia were not adequate to cater for the student population in the fast paced semester system. The lack of adequate computer facilities also arose from the study. These were some of the challenges that emerged from the study.

On one hand, despite the numerous challenges that emerged from the study, it was revealed that most of the respondents amongst students and lecturers preferred the semester system to the annual system.

In a fast paced education system such as that of the semester system, easy access to information is very important. Therefore, the drawbacks associated with the semester system at the University of Zambia have an adverse impact on the learning process.

6.3 Recommendations

In view of the findings of the study, the following recommendations are suggested:

- i) increase the budget to the University of Zambia so that it matches the increased activities and responsibilities that go with the semester system. The government needs to increase the share that goes to education in the national budget to accommodate this expenditure;
- ii) employ more academic staff such as lecturers, tutors, part time lecturers and part-time tutors to alleviate the academic staff shortage, which is affecting the effective delivery of learning to students in the semester system. This is one of the major challenges that stand in the way of the successful implementation of the semester system. The number of teaching staff is not adequate for the many courses that were introduced in the semester system. The situation was worsened by the increased number of student enrolments over the past years with no corresponding increase in teaching staff numbers.

Another way of mitigating the academic staff shortage is for the University to introduce teaching assistants appointments for postgraduate students and Staff Development Fellows with provisions for either full or partial tuition waivers in lieu of teaching duties performed. In this way, the staff teaching load for the few available staff would be reduced somehow (Response by the School of Natural Sciences on the UNZALARU Position Paper on the Review of the Semester System, 2012). However, for this to happen adequate funding has to be available. In the past, lack of funding was given as the reason for not following this path;

- iii) improve the conditions of service for part-time tutors and teaching assistants. Candidates are not motivated to take up these positions because of poor conditions of service attached to the positions. The University should not take it as though they are doing a favour to these people when they engage them, but recognise that these people are there to provide a vital service just like the lecturers. At the moment, the poor conditions of service drive away these people even when they are engaged. The

emoluments should be enough to persuade these people to stay in these positions. This matter requires serious consideration by the University administration so that they can reduce the lecturers' workload (Response by School of Natural Sciences to the UNZALARU Position Paper on the Review of the Semester System, 2012);

- iv) scale up the training of lecturers by the University of Zambia to increase the lecturer manpower levels. Deliberate efforts should be made to encourage the recruitment of middle-aged candidates as lecturers. Young candidates tend to leave for greener pastures in the corporate world as soon as they get the qualifications or experience they require, thereby making lecturer shortages endemic at the institution. The University of Zambia has been training academic staff for a long time now, yet the institution still faces low staffing levels in academic staff. The University should learn from their past mistakes. They have failed to retain young academic staff that they train because young lecturers are easily lured away by more money offered elsewhere as they are still in the process of choosing career paths. Young candidates do not consider job security as a priority;
- v) improve library facilities such as space, as well as resource facilities. This could be achieved by encouraging schools to have their own mini-libraries as well, so as to decongest the main library, or entice the corporate world to sponsor some libraries or adopt them. The fast paced semester system requires adequate library facilities for students to facilitate learning in an appropriate environment;
- vi) a way should be found to minimise work stoppages by teaching staff by ensuring that there is industrial harmony between lecturers and administration. One way would be to make salary agreements last for two years or three years, instead of one year as is the case currently. One year salary agreements lead to work stoppages occurring almost on a yearly basis due to the holding of yearly salary negotiations that sometimes drag on for long periods, thereby bringing in the element of work stoppages by teaching staff. The yearly salary negotiations are not good for the semester system, which is generally fast paced;
- vii) registration of students should be reduced to one week to free up time for teaching. The current three weeks in the semester system is too much. With proper planning, this can be done in a week. The mid-semester break could also be done away with to free time for teaching. The final examination time needs to be reviewed. The three weeks that are

there could be reduced to two weeks to free up time for teaching. We should not be producing graduates like a 'fast food' outlet, who are not 'well done'; and

viii) external examiners should be involved in the examinations process to enhance transparency and minimise lecturer monopoly and bias in marking and grading.

6.4 Summary

The study established that there were many challenges that the University of Zambia was facing as a result of the way and the circumstances surrounding the implementation of the semester system. The challenges include, low academic staff manpower levels in schools, thereby putting an enormous workload on the few teaching staff available. It emerged also that as a result of the large workload for lecturers, they did not always turn up for classes. Lecturers did not make up for lost time when they missed classes for one reason or another. Lecturers were not always accessible to students outside class hours and that course content is not always covered in the semester system.

Other issues that emerged from the study were that feedback on tests and assignments was not always given and that marking and grading was not always consistent and transparent. Library facilities were not adequate considering the student population and that computer and e-resources were not adequate at the University of Zambia.

The study also revealed that the semester system was favoured by most student and lecturer participants. It is interesting to note that both participants chose the semester system as their preferred mode of education despite the many challenges that the institution is grappling with. The researcher was satisfied that both students and lecturers understood the characteristics of the annual (term) considering that it is the system that is being followed in Zambian education system from primary to secondary level.

The study has revealed that the semester system at the University of Zambia should be re-evaluated and strategies taken to improve its effectiveness as an educational system that delivers quality education to the population.

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Appendix A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR STUDENTS AND LECTURERS AT THE UNIVERSITY OF ZAMBIA

INTRODUCTION TO RESPONDENTS

My name is Joan M. Mwenya Kasanda a post graduate student in the University of Zambia (UNZA) Great East Road Campus. I am undertaking a research as part fulfillment of the requirements for the award of a Master of Adult Education in the School of Education.

The purpose of the study is to establish challenges that the semester system poses on the learning process at the University of Zambia. You have been selected to be one of the respondents in this study and therefore, I would be obliged if you could answer the questions in this questionnaire as truthfully as you can. Kindly provide me with the information required and you can be assured that the information you will give will be strictly confidential.

INSTRUCTIONS

1. Do not write your name anywhere on the questionnaire.
2. Kindly answer all the following questions truthfully.
3. Tick or circle the answer that reflects your view point, opinion, position, or knowledge.

4. In case where pre-determined answers are not given, please write the answer that is closer to your view point or opinion in the spaces provided.
5. Please note that the researcher will collect the completed questionnaire from you.
6. Please note that you have been randomly picked to take part in this study, and your involvement will be highly appreciated.

Appendix B

QUESTIONNAIRE FOR STUDENTS AT THE UNIVERSITY OF ZAMBIA

1. Gender:

a) Male []

b) Female []

2. Age Group:

a) below 18 year []

b) 18-24 years

c) 25-30 years []

d) Over 35 year []

3. Year of study:

a) 1 year []

b) 2 years []

c) 3years []

d) 4 years []

e) 5 years []

f) 6 years

4. Programme being followed:
5. What is the highest average class size in your courses?
6. Are your lecturers always present for classes?
- a) Always []
 - b) Not always []
 - c) Rarely []
7. Do lecturers make up for lost time when they miss classes?
- a) Always []
 - b) Not always []
 - c) Rarely []
8. Are your lecturers accessible outside class hours?
- a) Always []
 - b) Not always []
 - c) Rarely []
9. Is the course content adequately covered during the semester?
- a) Yes []
 - b) No []

- c) Always []
- d) Not always []
10. Do you get adequate tests/assignments in your courses during the semester?
- a) Very adequate []
- b) Adequate []
- c) Not adequate []
11. Do you get feedback in form of marked or graded assignments from your lecturers in your courses?
- a) Always []
- b) Not Always []
- c) Rarely []
12. Are the graded assignments/tests given back to you on time?
- a) Always []
- b) Not always []
- c) Rarely []
13. Is the grading/marking satisfactory and consistent?
- a) Always []
- b) Not always []

- c) Rarely []
14. Is the marking/grading process transparent?
- a) Always []
- b) Not always []
- c) Rarely []
15. Do you have adequate time to do assignments/tests?
- a) Yes []
- b) No []
16. Are library facilities adequate for your requirements?
- a) Very adequate []
- b) Adequate []
- c) Not adequate []
17. Is the work load too much for you during the semester given the time?
- a) Too much []
- b) Normal []
- c) Average []
18. Do you find time for leisure during the semester?

a) Yes []

b) No []

19. Are computer facilities, E-resources adequate for your requirements?

a) Very adequate []

b) Adequate []

c) Not adequate []

20 Is the semester system of education a good system?

a) Yes []

b) No []

. Please elaborate on answer to question 20

.....

END OF QUESTIONNAIRE

Thank you very much for your cooperation. My contact address is given below.

Joan M. Mwenya Kasanda (Mrs)

The University of Zambia

TDAU

P.O. Box 32379, **LUSAKA**

Appendix C

QUESTIONNAIRE FOR LECTURERS AT THE UNIVERSITY OF ZAMBIA

1. Gender:
 - a) Male []
 - b) Female []

2. How long have you been teaching at the University?
 - a) 1-5 years []
 - b) 6-10 years []
 - c) 11-15 years []
 - d) over 20 years []

3. What programme do you teach?

4. What is the average class size that you teach?

5. Does marking/grading tests take a lot of your time?
 - a) Yes []
 - b) No []

6. Elaborate on question 5 answer

7. Do you have time for students outside office hours?
 - a) Yes []

- b) No []
8. How much time roughly?
9. Do your classes have tutorials?
- a) Yes []
- b) No []
10. If tutorials not conducted give reasons.....
.....
11. Do you give feedback to your students on tests/assignments on time?
- a) Yes []
- b) No []
12. If not why is feedback delayed?.....
13. Is marking/grading system transparent in your opinion?
- a) Yes []
- b) No []
14. If answer to 12 is no, elaborate
15. Are you able to the cover course content in a semester?
- a) Yes []

b) No []

16. If answer to question 16 is no explain why?
.....

17. If you were to choose between annual (term) system and semester which one would you choose?.....

18. Are Semester results released on time? Yes
No

19. If no to 16 explain why?
.....

20. How would you rate the salary incentive at UNZA?

a) Very adequate []

b) Adequate []

c) Not adequate []

This is the end of the questionnaire. Thank you very much for your cooperation. My contact address is below.

Joan M. Mwenya Kasanda (Mrs)

The University of Zambia

TDAU

P.O. Box 32379, **LUSAKA**

Appendix D

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR DEANS

1. What challenges has the semester system brought in general?
2. As a school, how have you responded to the challenges?
3. Have you been pro-active in responding to these challenges?
4. The semester system doubled the number of courses per year, how have you coped with this situation?
5. Have facilities in the University such as lecture rooms adequate for the task at hand?
6. Has funding matched the demands of semester system?
7. Are lecturers able to mark all tests/assignments on time?
8. Are you confident that lecturers do not fake grades, give grades without going through a paper/assignment.?
9. Do you have enough lecturers in you department?
10. Is the pay and incentive structure able to motivate lecturers?
11. Are tutorials part of your policy, and do you have tutorials for your classes?

APPENDIX E

TIME-FRAME

| ACTIVITY | MONTH | | | | | | | | | | | |
|---|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Submission of research topic and reading through literature | ✓ | | | | | | | | | | | |
| Research proposal writing | | ✓ | | | | | | | | | | |
| Submission of first draft of the research proposal | | | ✓ | | | | | | | | | |
| Final proposal writing and submission of final copy | | | | ✓ | ✓ | | | | | | | |
| Getting ready for field work | | | | | | ✓ | | | | | | |
| Data collection | | | | | | | ✓ | ✓ | | | | |
| Data interpretation and analysis | | | | | | | | | ✓ | | | |
| Report writing and submission of first draft | | | | | | | | | | ✓ | | |
| Final report writing | | | | | | | | | | | ✓ | |
| Typing binding and submission of final research report | | | | | | | | | | | | ✓ |

APPENDIX F

RESEARCH BUDGET

| No | ITEM | DESCRIPTION | QUANTITY | UNIT COST K | TOTAL COST |
|-----------|-------------------------|-------------------------------|-----------------|------------------------|---------------------|
| 1 | Stationary | A4 reams of paper | 1 | 30 000.00 | 30 000.00 |
| | | Pens | 4 | 1 500.00 | 6 000.00 |
| | | Pencils | 2 | 1 000.00 | 2 000.00 |
| | | Packets of staple | 1 | 4 000.00 | 8 000.00 |
| | | Note book | 1 | 15 000.00 | 30 000.00 |
| | | Flash disk | 1 | 150 000.00 | 150 000.00 |
| | | Sub-total | | | |
| 2 | Logistics | Transport | 3 Months | 150 000.00 | 450 000.00 |
| | | Lunch | | 100 000.00 | 300 000.00 |
| | | Sub-total | | | 700 000.00 |
| 3 | Secretarial Services | Typing ,proposal, | 28 pages | 300.00 | 100 000.00 |
| | | Photo copying proposal | 28 pages | 300.00 | 50 000.00 |
| | | Photo copying questionnaires | 250 pages | 300.00 | 75 000.00 |
| | | Photo copying interview guide | 30 pages | 300.00 | 9 000.00 |
| | | Binding proposal | 2 | 10 000.00 | 20 000.00 |
| | | Photo copying research report | 50 pages | 300.00 | 30 000.00 |
| | | Binding reports | 2 | 80 000.00 | 240 000.00 |
| | | Internet services | Several | | 150 000.00 |
| | | Sub-total | | | 674 000.00 |
| 4 | Contingency | Contingency | | | 200 000.00 |
| | | Grand total | | | 1 612 000.00 |