

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The University of Zambia was established in March 1966, two years after Zambia got its independence in 1964 (Alexander, 1975). This came following the Lockwood Report of 1963. In this Report, the Lockwood Commission stipulated that the institution must combine practical service to the nation at a critical time of its life, with the fulfillment of the historic purposes for the University as a seat of learning, a treasure-house of knowledge and a creative centre of research. The Commission also emphasized that the University should make provision for both the extension of its degree and diploma studies to people outside the University, and to offer non-formal, non-credit courses to the masses who missed out by not obtaining a high enough education. Thus, was born the Department of Extra-Mural Studies (Alexander, 1975). Extra-Mural Studies was one of the first Departments of the University of Zambia to be established. Subsequently, the Department became one of the components of the present day Department of Adult Education and Extension Studies in the School of Education.

In a broad sense, the aim of the University of Zambia, School of Education through the Department of Adult Education and Extension Studies, more specifically the Extension Studies Unit, is to reach out to the community and offer courses of a University nature to those who are unable to go to the University on full-time, part-time or parallel basis and want to further their learning. The different types of courses offered under Extension Studies in the provinces country-wide are intended to provide knowledge to participants' cultural and civic responsibilities. Some of the knowledge gained is used to serve the community, business and professional needs. According to Yoursif in Alexander (1975: 105-109), the objectives of these courses include: to provide education to participants who have never had the chance to attend education of a University nature; to give them qualifications they need to earn a decent living; to provide refresher courses aimed at helping those who had a full

time higher education to keep abreast with changes in technology; to provide courses aiming at balancing up education of those whose higher education, because of its specialized nature, has made them culturally speaking, top down sided human beings; to provide scope for the exercise of the participants' intellectual powers and enjoyment which this type of education can bring; and to provide education for leisure purposes.

However, for the above stated objectives to be achieved, the Resident Lecturer seems to encounter a number of challenges or problems. These challenges can be attributed to a lot of factors. First, the interpretation of the concept of extension studies itself. In his semantic analysis of the term extension, Freire (1973:95) is of the view that those carrying it out:

People... as beings ... go to another part of the world to normalize it, according to their way of viewing reality: to make it resemble their world. Thus in this field of association the term extension has a significant relationship to transmission, handing over, giving messianic, mechanical transfer, cultural invasion and manipulation. All these terms imply actions which transform the world....

He further argues that extension studies imply an act of taking, transferring, handing-over and depositing something in someone. Earlier, Freire (1970:6) remarks that the fundamental task of extension agents (Resident Lecturers) is to persuade the rural masses to accept our propaganda.

To the contrary, a study conducted by Chuma (1989), in Kasama and Mpika Districts of Northern Province, revealed that participants were involved to some extent in the planning and designing of their learning activities. To support Chuma's idea, Malamah-Thomas (1979) also observed that, the only way of transforming the development process in Africa is by putting the communities in the "drivers' seat", enabling them to critically analyze their situation and to take problem solving initiatives leading to community collective action. The idea here is that local communities can also identify pressing educational issues and find solutions to their problems. Therefore, all what the University extension education worker needs is to facilitate the process.

The purpose of this study therefore was to make an inquiry into the challenges faced by Resident Lecturers and Part-time Tutors in the provision of University Extension Studies Programs and their possible solutions.

1.2 STATEMENT OF THE PROBLEM

Despite putting in place measures to help Resident Lecturers in their quest to provide University Extension Education, this task is still challenging and problematic. For example, there are unequal participation rates between urban and rural communities. There are also unequal graduating rates between urban and rural participants and there are unequal participation rates as well as unequal graduating rates between and among provinces. This study, therefore, sought to establish the challenges and problems encountered by University of Zambia Resident Lecturer, students and Part-time Tutors in the implementation of the university policy on University extension education and their possible solutions.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to make an inquiry into the challenges faced by University of Zambia Resident Lecturers and Part-time Tutors in the implementation of the policy on University extension education programs and their possible solution.

1.4.0 MAIN OBJECTIVE

The main research objective was to identify the challenges faced by the University of Zambia Resident Lecturer and Part-time Tutors in the provision of University Extension Education.

1.4.1 OBJECTIVES OF THE STUDY

The objectives of the study where to:

- (i) establish how the University policy on extension education affects the operations of the Resident Lecturer and Part-time Tutors;
- (ii) determine whether or not the professional orientation of the Resident Lecturer had an effect on the selection and implementation of university extension programs;
- (iii) investigate the administrative challenges faced by Resident Lecturer and Part-time Tutors in the provision of extension education;
- (iv) find out the intra-personal challenges faced by Resident Lecturer and Part-time Tutors;
- (v) assess the extent of community response to University extension education; and
- (vi) suggest possible solutions to the challenges faced by the Resident Lecturer and part-time Tutors;

1.4.2 RESEARCH QUESTIONS

The research attempted to answer the following questions:

- (i) how does the University policy on extension education affect the operations of the Resident Lecturer?
- (ii) does professional orientation of the Resident Lecturer affect the selection and implementation of the University extension programs?
- (iii) what are some of the internal challenges faced by the Resident Lecturer and Part-time Tutors in the provision of extension education?
- (iv) what are the intra-personal challenges faced by Resident Lecturers?
- (v) how is the community response to University extension education programs?
- (vi) what are the possible solutions to the challenges faced by the Resident Lecturer and Part-time Tutors?

1.5 RATIONALE

The results of the study will help the University management to decide whether or not to maintain, modify or improve the University policy on university extension programs.

Further, the research results will add to the existing body of knowledge on University extension education.

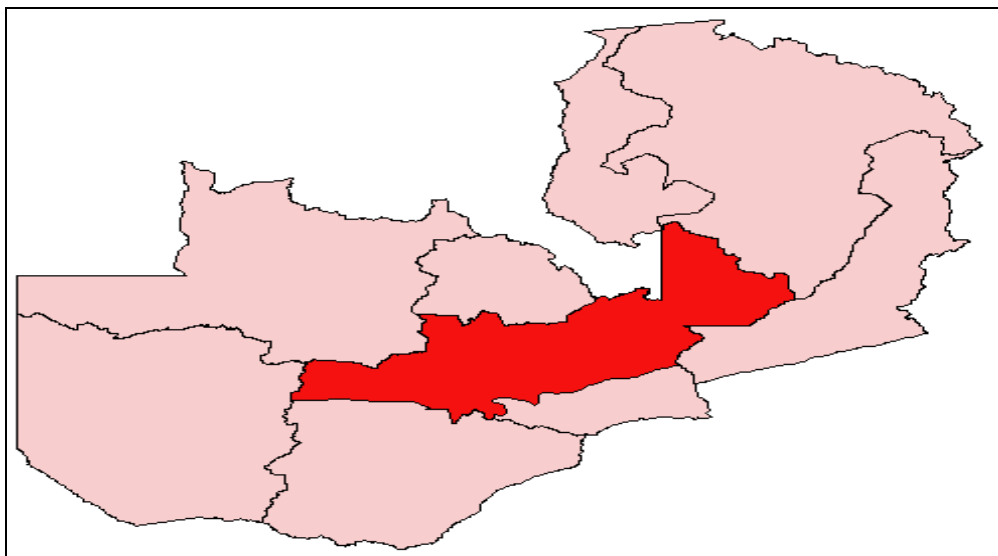
Further, the results of this study will help Resident Lecturers and Part-time Tutors to make informed decisions in respect of their activities with regards to University extension education.

1.6 DELIMITATION

The study was conducted in Central Province, which is one of the nine provinces of Zambia. It is geographically located in the central part of the country. The province covers an area of approximately 94,394 Square kilometers, tagged as the 4th largest after Northern, Western and North Western Provinces. The Provincial capital is Kabwe and the province is divided into 5 districts which are; Mkushi, Mumbwa, Chibombo, Kapiri Mposhi and Selenje (Central Statistics Office, 1995)

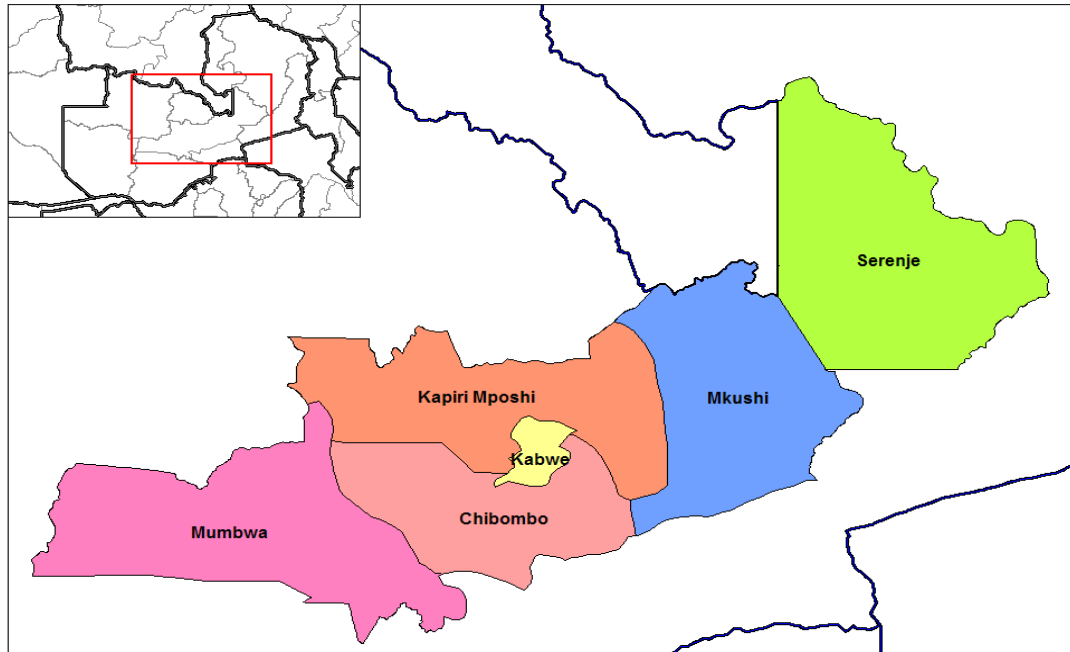
According to Central Statistics Office (Census, 2000), Central Province's total population is approximately 1,012,257 people with Chibombo District having the largest population of about 24.1 per cent of the province. The Province shares borders with all the 9 Provinces in Zambia including the Democratic Republic of Congo.

Map 1: Research Site-Map of Zambia showing Central Province



Source:(<http://www.go2africa.com/centralprovince/zambia>).

Map 2: Research Site-Map of Central Province showing all the districts



Source: (<http://www.go2africa.com/centralprovince/districts/zambia>)

1.7 LIMITATIONS

Limitations are, according to Meredith et al (2003), factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. The following were some of the foreseeable limitations of this study: some respondents returned unanswered questionnaires; while other respondents left some questions in the questionnaire unanswered; also as a self sponsored student, during the data collection process the researcher had no choice but adjourn research activities to look for money; Part-time Tutors were aware that they were being studied, thus, some respondents did not provide the real problems for fear of exposing the Office of the Resident Lecturer. Another limitation was that some respondents returned questionnaires unanswered and other questionnaires were not

answered fully. In spite of these limitations, effort was made so that as much as possible, valid and reliable data was gathered.

1.8 OPERATIONAL DEFINITION OF CONCEPTS

(a) Education

Education is a systematic, planned and organized inculcation of morally, physically and intellectually accepted experiences, skills, knowledge and competences from generation to generation (Mao, 1977).

(b) Constraint

Something that limits someone's freedom of action (Collins New School Dictionary, 2002)

(c) Extension

This concept shall mean the courses and programs offered by University Extension Studies Section in Provincial Centres in Zambia.

(d) Challenge

Something that limits someone's action and requires a lot more effort to resolve.

(e) Administrative Challenge

These are limitations that occur as a result of the administrative procedures within the institution.

(f) External Challenge

This is outside influence that limits someone's action and it requires more effort to resolve.

(h) University Extension

This is a way of delivering knowledge straight to the people, where they live and work. (Chakanika and Mtonga, 1984)

1.9 Organisation of the Dissertation

Chapter one gives a synopsis of the background to the topic under study, statement of the problem, purpose of the study, main research objective and objectives of the study, and research questions. Further, rationale of the study is explained for purposes of making the reader grasp the relevance of the topic under study.

Chapter two reviews literature related to University extension education in Zambia. It has attempted to give a general overview on the existing literature on the subject of University extension education in Britain and America.

The methods of data collection used in the study are discussed in chapter three. This discussion is divided into six sections subsumed under the following headings: the research design, target population, sample size, sampling procedure, data collection and data analysis.

Chapter four presents the research findings from Students, Part-time Tutors and the Resident Lecturer. Pie charts were appropriately used in data presentation. All the research questions have been addressed in this chapter.

Chapter five discusses the findings. These findings are discussed under the headings drawn from the objectives of the research.

Chapter six contains conclusion of the study and makes recommendations based on the findings of the study. This chapter ends with suggestions for further research. The subsequent pages consist of bibliography and appendices.

1.10 Summary of chapter one

This chapter focused on background information on University extension education in relation to challenges faced by the Resident Lecturer, Part-time Tutor and Students. The history of University extension education dates way back to 1966 when the University of Zambia was established (Lockwood Report, 1964).

The chapter also outlined the development of University extension education in Zambia from 1966 to the present day Department of Adult Education and Extension Studies.

The University of Zambia in all the provincial centres provides education to participants who are unable to attend University education on a full-time, distance or parallel bases.

The chapter also gives the statement of the research problem, objectives and research questions of the study, rationale of the study, limitations and definitions of terms have been discussed. In addition, in this chapter, a synoptic view of the dissertation has also been provided.

The chapter which follows reviews literature relevant to the topic under study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews relevant literature on University extension education. The literature review covers the emergence of the concept of extension work/education in general, University extension education in Britain, University extension education in America and University extension education in Zambia, and the constraints/challenges faced by the Resident Lecturer.

2.2 DEFINITION AND ORIGIN OF EXTENSION WORK/EDUCATION

Historically, extension work is believed to have originated from the need to develop agriculture in United States of America and India. Through extension work, farmers acquired the skills and knowledge needed to use their land productively. This view is also shared by Bradfield (1966:11) who states:

...extension has been developed as the only logical, scientific and successful way of bringing knowledge to farmers to help them farm their lands more efficiently...,by developing the agricultural skills and knowledge of the farmers, enabling them to make more productive use of the country's natural resources....

Over the years, however, the application of the concept of extension work has come to include and incorporate all the activities of individuals and organizations engaged in the development of whole communities, particularly those in the rural areas. Consequently, its definition has also tended to be broad. In this regard, Savile (1965:4) defines extension as "...a process of education, its constant aim being to develop the knowledge, the will-power and the skills of the people to solve their problems, by their own efforts, instead of relying on the government to do it for them."

In the Same Vein, Bown and Olu-Tomori (1979) perceive extension as the development of the individual, Village leaders and the rural society as a whole as a continuous education

process. It is further argued that in extension work, the clientele are motivated through a properly organized approach to help themselves by applying science and technology in farming, house-making and Community living. In addition, extension education is said to involve a two-way channel of knowledge and experience in which field problems find their way into laboratories and the results are in turn taken back to the farmers and villagers (Savile, 1965).

It is then apparent that the success of any extension program is dependent on the active participation of the community which it is intended to benefit. In other words, for any extension program to succeed, it should be action-oriented, involving the community, often with an illiterate majority; for the purpose of changing their attitude and mental outlook to bring about improvement (development) even in their standard of living. Its primary aim is to help rural people develop themselves, their community and the nation as a whole (Oomen-Myin, 1981).

Similarly, Mukerji (1961: 5) also subscribes to the importance of community participation in the planning and execution of extension programs, stating that it is only by getting villagers involved in the process of improving themselves through their own efforts that we can develop their capacity and self-reliance, a co-operative way of life in them and cohesion in the community. Thus, it becomes essential that an extension program should not only have the sanction but the support and whole hearted participation of the millions of persons living in the hundreds of thousands of village communities who form the vast bulk of the population of the underdeveloped Countries. It is these learners or participants who have to formulate, accept and execute the program for their own improvement (Chakanika and Mtonga, 1995).

On the other hand, extension work has taken new dimensions over the years as it is not only concerned about farmers but also involves the development of individuals in rural and urban communities. Extension education was for people, mainly in rural areas, not merely to endure their condition of living, but also to take responsibility for their own development. In extension work, clientele is motivated by a properly organized approach

to help themselves by applying science and technology in farming, home-making and community living.

Originally, the first University believed to have initiated outreach programs was Glasgow in Scotland, around 1727, where a professor of Natural Philosophy gave lectures in experimental philosophy to the general public alongside his academic work (Kelly, 1970). In England, the idea was born in 1850 when Sewell tried to propose to the University of Oxford that even though it was seemingly impossible to enroll the masses that needed university education to the University, it was practically possible to take the University to their door step. However, his vision is believed not to have been implemented (Peers, 1972).

Generally, it is agreed that University extension education started with the work of James Stuart of Trinity College of Cambridge University. He operationalised the concept of 'peripatetic university', to provide lectures to the working class (Jepson, 1973). As Peers (1972: 51) explains:

...Stuart was invited in 1867 by the North of England Council for promoting the higher education of women to give a series of lectures to women in Manchester, Liverpool, Sheffield and Leeds. The objective of the Council was to improve the education of women ... especially those intending to be governesses and school mistresses. They had asked him to lecture on the theory and method of education....

Nevertheless, James Stuart did not only lecture to groups of women, he also lectured to groups of working men at a Mechanic Institute in Crew. In 1873, the University of Cambridge received petitions from towns where Stuart lectured, on the possibility of establishing and formalizing this outreach program of teaching these specialized topics to the community. The reason that gave rise to these petitions was that most of the community members had no opportunity to study at the University of Cambridge. Hence, the community members asked the University to send lecturers who were trained for the service of the nation. By so doing, it was believed that the University would then hold a position and have an influence on the nation and the people themselves (Peers, 1972).

This approach was adopted in 1876 when the London Society for the Extension of University Teaching was formed. This board consisted of representatives from Oxford, London and Cambridge Universities. The sole responsibility of this board was to initiate and co-ordinate University extension teaching.

2.3 UNIVERSITY EXTENSION EDUCATION IN BRITAIN

University Extension Education in Britain began as a movement in the 1840s with the objective to provide education to all classes in the community. The British kind of Extension Education was more liberal in nature and its goal was to bridge the gap created by the secondary and university education system. It was essentially provided for the emancipation, as well as a response to the needs and demands of the working class. In other words, University extension education in Britain arose as a response to the political, social, educational and economic challenges. As Jepson (1973:98), notes:

The purpose of University extension movement was to create Students...not merely from well born and wealthy classes, but from the whole population out of the raw material of masses...and the universal extension of intellectual franchise

Peers (1958) states that at genesis, University extension in Britain meant primarily the extension of facilities for full-time University Education. However, in later years, there was also an extension of facilities for part time university education. This was premised on the ideology that people should access university education near to their residences which implied maintaining the links with the communities.

Some of the notable proponents of British University extension include Sewell of Oxford University, Paton of London University and Stuart of Trinity College in Cambridge whose comprehensive plans on provision of University extension education had both theoretical and practical approaches (Kelly, 1970 and Peers, 1958).

Among other things, efforts in Britain for establishing university extension education came about because there was need to develop human resource who could manage the

growing industries. It was also aimed at reducing high levels of illiteracy especially in rural areas. Additionally, there was need to help farmers learn new farming methods and techniques.

Britain was undergoing a period of industrialization, therefore, there was need to train as many people as possible in order to work in the industries. There were also high levels of illiteracy among the poor, especially that society in Britain was divided into the upper and lower classes. The lower class in this case could not access education in its entirety as those in the upper class. Further, it was realized that crop production could be improved if farmers had appropriate agricultural education.

According to Peers (1958), University extension education in Britain meant any plan to make the teaching of the University available to larger numbers of students. Consequently, the establishment of University extension education was based on the following proposals:

- (i) that universities be opened up to non-collegiate students, by increasing the number of colleges within the Universities and by founding new colleges in other places;
- (ii) that there should be establishment of societies in non university towns to organize educational lectures delivered by University Lecturers who should be paid by government; and
- (iii) that two or three professors were to be sent to visit each town periodically. In smaller towns or districts local lecturers to extend the services to villages.

Consequently, the foundation of University Professorships and lectureships was established, societies in non university towns were established, local lecturers and visiting professors were also engaged. In addition, lectures on full time university education and evening classes were also conducted not only to university students but also local non university students. In practice, this meant the development of individuals, communities or rural societies as a whole. University extension education during this period stressed

the importance of spreading the provision of non-credit liberal type of University education to the adult population that could benefit from it.

In Britain, it was clear that what was contemplated was the provision of opportunities for normal university studies for those who had been denied them and occasional lecture courses given outside the University were to be only the beginning of the large plans. This meant extending university activities to all parts of the country upon realization of positive results of the experiments that were to be carried out.

Essentially, what was realized in Britain was that only a few people accessed university education, therefore, there was need to take university education to all parts of the country so that it could easily be accessed by those in non university areas. It was also realized that university education was mostly accessed by those from the upper class, while the intelligence of the lower classes was wasted because they had no opportunity of obtaining education beyond the standards of a national school.

The courses that were offered in the British extension education programs reflected the desire to appeal to these diverse interests. This was influenced by the industrial revolution hence courses like force and motion, physical geography, Astronomy among other science related courses were taught. Other courses included literature, political economy and English constitutional history (Peers, 1972).

Although University extension education seemed to have worked well in Britain, it faced a number of challenges. The most prominent ones were lack of sufficient funding and inability by students to pay for the courses which were provided, resulting in the increase in drop outs.

In short, University Extension Education in Britain was concerned with meeting new societal needs, maintenance of high university standards and cultivation of minds of people and training of future leaders in the society. This, however, was not without constraints.

2.4 University Extension Education in America

America borrowed heavily from the British and developed a divergent extension education system. The University in America has an expanded role in education. It puts emphasis on providing a variety of programs to meet all society's needs. In other words, the University is regarded as an intellectual departmental reservoir, offering courses in a variety of disciplines. It provides remedial, vocational, liberal and political education for all adults. This is done with a belief that University extension education should help and prepare people to fit and adjust to the ever changing society. As Laidlaw (1961: 38) observes:

....The University is concerned with the education of any citizen who needs and wants to learn anything which the University can teach him better and handily, than can another education institution. It will teach him what he needs to learn in any way that seems effective and feasible without regard to academic folkways or the mutterings of cultural magicians within the limits of its own resources, intellectual and materials. It will give this education to the man who needs it, if he needs it tonight in a rural school house two hundred miles north through the snow, the University is justified in sending it to him. If he needs it next month within the leisure of residence in his own college on the University campus, the University is equally justified in bringing him to the spot where the education can best be given to him....

However, it is important to note that each University in America might organize their extension education slightly different from others but the general philosophy that guides the operations of all extension education is the same.

The distinction between British extension education and American extension education lies in the type of clientele and the kind of courses they offer. The British model focuses towards leaders in society, who should be exposed to education of University nature. While the American University extension education focuses towards the needs of each individual in society. In other words, it is guided by what the learners' needs, for the purpose of preparing themselves to live effectively and efficiently hence the courses

range from academic courses to skills empowerment. Further more, the British extension education was born out of the reflection of the social and economic changes which were taking place then. It started with the desire to address intellectual poverty, to provide knowledge to classes excluded from it. Hence, viewed as a class movement.

2.5 UNIVERSITY EXTENSION EDUCATION IN ZAMBIA

The genesis and development of extension education in Zambia can be traced way before independence in 1964 and the subsequent establishment of the University of Zambia.

Genetically, the University of Zambia was established in March 1966, two years after independence, as a result of the 1952 Carr Saunders Commission and Sir John Lockwood Commission's Report of 1963. In that Report, the academic architect stipulated that the University must combine practical service to the nation at a critical time of its life, with the fulfillment of the historical purposes for the University as a seat of learning, a treasure-house of knowledge and a creative centre of research (Alexander, 1975). The Commission also emphasized that the University should make provision both for the extension of its degree and diploma studies to people outside the University, and to offer non-formal, non-credit courses to the masses who missed out by not obtaining a high enough education. Thus was born the department of Extra-Mural Studies (DEMS). In 1975, the Extra-Mural Studies Department changed its name to the Centre for Continuing Education. This followed the recommendation by the Vice-Chancellor's Working Party on University Extension established in October, 1973, whose function was to look at the services of the University extension with a view of improving its performance in order to meet national education priorities (Report of Vice-Chancellor's Working Party, 1974).

On 28th December 1993, the Senate of the University of Zambia decided to restructure again the Centre for Continuing Education (former DEMS). This involved moving the Department of Correspondence Studies and turning it into the then Directorate of Distance Education (DDE). Department of Mass Communication was attached to School of Humanities and Social Sciences. The Department of Adult Education was merged with

the Department of Extension Studies and Conferences to become Department of Adult Education and Extension Studies in the School of Education (Chuma, 1989).

In 2002, a short study was conducted by the Resident Lecturers to find out the students' felt needs concerning the courses. The study revealed that most of the students wanted the Centres to offer diploma programs. Then specialists were identified to design the syllabi for diploma programs. Workshops were held to discuss the syllabi and course contents. In 2005, diploma Extension Studies Programs started in all the provincial centers except Western Province which started in January 2006. In other words, these extension studies courses have proven very popular with the public because they meet the real employment needs of the learners. As Moonga (2008) notes, almost all the courses offered by University Extension Studies Unit are employment oriented.

2.5.1 PRINCIPLES OF UNIVERSITY EXTENSION PROGRAMS

In general, principles of extension work can be summarized as follows (Chakanika, 1989: 49):

- (a) extension work should be based on felt needs and enlightened desire of the people;
- (b) it should be according to the local conditions of the people;
- (c) it should start with the people and work in harmony with their problems;
- (d) that there ought to be a democratic procedure in the formulation and execution of programs;
- (e) programs should be started with the simplest problems of the people and should be designed as to give greater benefit to the people; and
- (f) extension work should be made in consultation with the people.

2.5.2 OBJECTIVES OF UNIVERSITY EXTENSION EDUCATION

In a broad sense, the aim of University Extension Studies Unit is to reach out to the community and offer courses of a university nature to those who are unable to attend University on Full-time, Part-time or parallel basis but want to further their learning. The different types of courses offered under Extension Studies are intended to provide knowledge to improve participants' cultural and civic responsibilities. Some of the knowledge gained is used to serve community, business and professional needs. According to Yoursif (1971), the objectives of these courses include the following:

- a) to provide education to participants who had never previously had the chance to attend education of a University nature, giving them qualifications they need to earn a decent living;
- b) to provide refresher courses aimed at helping those who had a full time higher education to keep abreast with changes in technology;
- c) to provide courses meant to balance education of those whose higher education, because of its specialized nature, has made them culturally top sided human beings;
- d) to provide scope for the exercise of the participants' intellectual powers and enjoyment which this type of education can bring; and
- e) to provide education for leisure.

2.5.3 APPLICATION OF UNIVERSITY EXTENSION EDUCATION

The application of University Extension Education in Zambia is through the teaching and running of evening classes; organizing seminars/workshops; delivering public lectures; and organizing theatre for development (Okunga, 1979:9). Each of these is now considered in more detail.

(a) EVENING CLASSES

The Extension Studies Unit conducts non-credit courses. These courses are not only designed for and attended by persons participating in adult education activities, but are also meant to impart skills to help people with the ever-changing demands of life at work, and in the socio-political and economic spheres. Courses offered include commercial and technical courses like Basic Computer Studies.

For these courses, the Department uses local-high-level personnel. The majority of part-time tutors are taken from Government offices, private institutions and Non-Governmental organizations. These are usually University graduates or professionally qualified persons. They are normally expected to possess a minimum of a first degree or its equivalent.

(b) SEMINARS/WORKSHOPS

Under seminars and workshops, the outreach of the Department caters for a broader clientele. Several one-day sensitization workshops or meetings for potential group leaders, supervisors, school teachers, government officials too many to mention are conducted throughout the provinces in the country.

(c) PUBLIC LECTURES

Public lectures are conducted for a mixed target group to sensitize them on issues pertaining to national development. Presenters of these lectures are professionally qualified and are either drawn from amongst Lecturers or ordinary people who bear appropriate qualifications.

(d) THEATRE FOR DEVELOPMENT

Through Theatre for Development, the Department has achieved a considerable amount of success in reaching out to grass-roots level people. By use of drama, performing arts and puppetry the Department has been able to conscientise people about some of the problems of the society. This success can be attributed to the fact that popular theatre addresses itself to ordinary people in their language and idiom and deals with problems of direct relevance to their situation. In addition, popular theatre serves as a forum on

which people can discuss problems and see what can be done about them (Kidd and Selman, 1979 and Mwansa, 1985).

2.6 FACTORS ENCOURAGING LEARNER PARTICIPATION IN UNIVERSITY EXTENSION

EDUCATION

Historically, the content and nature of extension education is derived from the people it is intended for. The learners participate in extension education because they feel indebted to support programs which address their felt needs. In other words, people enrolled in adult education programs because they addressed their concerns. For example, one factor that accounts for learner participation in University extension education programs is the vocational factor, as most of the programs are vocational related. This is because for most of the companies, performance on the job is paramount. People want to improve their performance and be well informed about changes that are occurring, hence, their participation in University extension education programs (Cropley, 1977)

Other people participate in University extension education because they find these programs helpful and beneficial. Some people are dissatisfied and bored with their existing jobs and therefore with university qualifications, they hope to be suitable enough to search for a more suitable job.

However, some learners participate in University extension education programs because of personal development. Such learners are usually concerned with becoming more cultivated or better informed. In this category are women who tend to participate for personal development motives. This is so because when their children grow up and do not require a lot of parental attention, women have a lot of time to spare. Apparently, this explains women's predominance in adult education programs. On the other hand, most men and even women participate in adult education programs in the hope of self-enhancement before or after retirement. This is so because they may want to learn a

skill or cultivate new intellectual interests in order to occupy their leisure time rewardingly (Low, 1975 in Ngoma, 2008).

Others participate in educational activities for pleasure. These people find participating in extension education programs pleasurable and exciting. They feel learning is satisfying, mentally stimulating and pleasant. Other adult learners participate in learning activities because they would like to increase their self-esteem. A research conducted by Natukho, Amutabi and Otunga (2005) found out that adults participated in learning activities because of the skills and knowledge they hoped to gain. Taking part in an educational activity is central to their self-esteem because it may help them become better persons.

In sub-Saharan Africa Countries, many of the adults seek participation in adult education programs when they see a connection between the educational programs and improvement in their life. African adults also engage in learning because of major life crises which they face. These crises in Africa make adults participate in learning activities because they will help them deal with real-life crises. Such problems in African countries make huge demands on people's ability to acquire sufficient skills and knowledge (Houle, 1961).

Research found out that adults participate in learning activities for cognitive interest such as satisfying an inquiring mind and seeking knowledge for its own sake (Natukho, Amutabi and Otunga, 2005)

However, the execution of all these programs has not been without constraints.

2.7 CONSTRAINTS/CHALLENGES FACED BY RESIDENT LECTURERS

One of the principles of the concept of extension work emphasizes that extension programs should be based on the felt needs of the people. The application, however, is in contradiction with this principle. As Mwansa (1985) noted, Extension Workers are

often in a paid employment, and their latitude of operation is limited by the vested interests of their employers.

In the case of Resident Lecturers, their roles as extension workers are dictated to by the University policy, rather than the felt needs and local conditions of the people. Consequently, extension programs do not often start with the people and their nature. It can also be argued that since extension programs are dictated by University policy, democratic procedure in the execution and formulation of these programs is not feasible. Furthermore, the implementation of extension programs is often centered on the professional growth of the extension worker, and usually not to help people to help themselves. Therefore, the so-called success of extension programs is nothing but just a dramatization of the outcome of programs intended to enhance the prospects of promotion for the extension worker (Chakanika and Mtonga, 1995).

Okunga (1979:4) in his guide to Resident Lecturers has advised that:

...you will find when you get into your work that its demands are many, and clientele wide and heterogeneous....Your main job will be to choose such programs as you are able to execute effectively....You should remember all the time your area of operation in the whole wide field of adult (non-formal) education is concerned with University contribution...

Arising from the above quotation, we can deduce that the Resident Lecturer's job is in itself a constraint. This suggests that even with systematic planning of the Resident Lecturer's activities his functions would still remain unmanageable. On several occasions, Supervisors of Resident Lecturers have expressed concern over Resident Lecturers who find it difficult for one reason or the other to cope with the diversity of the Resident Lecturer's role.

The diversity of the Resident Lecturer's role is further complicated by the vastness of the geographical areas of operation. For instance, the North-Western Province Resident Lecturer is expected to cover a very wide area of 125,826 square kilometers, with as few as 583,350 people scattered all over the province. Similarly, the Luapula Province is

smaller; and it has approximately 775,353 people scattered all over the province (Zambia Basic School Active Learning Atlas, 2007).

As Mtonga and Chakanika (1995) contains, in North-Western Province, the constraints on the Resident Lecturer are of two types. The first is concerned with the vast size of the province which the Resident Lecturer is expected to cover in the execution of the University extension programs. As a result, it is very difficult for the Resident Lecturer to effectively run the programs in the province. Secondly, the population of the province is small compared to the size of the province, and scattered all over the province, making it difficult for the Resident Lecturer to execute extension courses to most of the people and places. This has presented the problem of planning and implementation of programs to cater for the diverse needs of the people.

The other factor that constrains University Extension Studies was the language of communication. Instruction in all University extension programs is in English. The University insists on having as prospective participants in its programs people who are able to speak and write in English. This is one of the major set-backs because the majority of Zambians are illiterate, so the University extension programmers' clientele consists of the elite of the society (Chakanika, 1995:53).

Similarly, the policy of University Extension Studies insists on entry qualification to its programs, that is "three credits or better". This in itself is discriminatory against those whose results are not good enough according to University standards.

In some instances, courses are not mounted because there are no qualified staff to meet the University's qualifying criteria for Part-time Tutors. On the other hand, courses mounted in the provinces by the department have assumed a varied characteristic mainly due to the Professional bias of the Resident Lecturers and their Part-time Tutors. This contradicts with adult education principles which place emphasis on the need-meeting and student-centered approach. Adult education activities should be derived from learners' needs rather than being determined by the institution or educator. The University, unfortunately, tends not to allow its clientele or learners to determine its own learning needs (Knowles, 1980, and Mtonga and Chakanika, 1995)

2.5 Summary of Chapter two

Chapter Two consists of literature review. It gives historical information about extension work/education. The concept of extension work is believed to have originated from the need to develop agriculture in United States of America and India. Through extension work, farmers acquired the skills and knowledge needed to use their land productively. Over the years, extension work has taken a different dimension to include and incorporate all the activities of individuals and organizations engaged in the development of whole communities, particularly those in the rural areas. The chapter looked at University extension education in Britain which began as a movement in the 1840s with the objective to provide education to all classes in the community. In addition, University extension education in America and Zambia were also covered in this chapter. The chapter further looked at the objectives of University extension education. One of the Objectives of extension work is to provide education to participants who had never previously had the chance to attend education of a University nature, giving them qualifications they need to earn a decent living.

The chapter also reviewed literature on factors that encouraged student participation in University extension education. In other words, people enrolled in extension education programs because they addressed their concerns. For example, one factor that accounts for student participation in University extension education programs is the vocational factor, as most of the programs are vocational related.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analyzed (Chilisa and Preece, 2005). In this chapter discussion will be centered on research design, target population, sample size and sampling procedure, data collection, and data analysis:

3.2 Research Design

The research design is the overall plan used to obtain answers to the questions that are raised and for handling some of the difficulties that are to be encountered during the research process. As some scholars have noted that; a research design is said to be a plan of any scientific research from the first to the last step, meaning that it is a program designed to guide the research in collecting, analyzing, interpreting observed facts and specifies which of the various types of research approach to be adopted (Moore and McCabe, 1989).

This study adopted a case study design. A case study is defined as “...a holistic research method that uses multiple sources of evidence to analyse or evaluate specific phenomenon or instance” (Anderson, 1998:152)

On the basis of this definition, the researcher chose a case study design as it would allow an in-depth study of the case in its natural setting. The study thus employed both qualitative and quantitative approaches in order to allow the researcher to triangulate the data that was collected.

Qualitative research is viewed as an investigation that involves studying people’s experiences as they occur in their natural setting, the meaning that they attach to the experiences, and the multiple context within which these experiences occur (Chilisa and Preece, 2005)

Mwansa (1985) defines qualitative approach as the type of inquiry in which the researcher carries out research about people's experiences in natural settings, using techniques like interviews mostly in words rather than statistics.

Quantitative approach is a formal, objective, systematic process in which numerical data are utilized to obtain information about the world (Burns 1991:140). While Merriam et al (1984: 224) simply say "...quantitative data is one that can be coded and represented by statistical scores."

3.3 Target Population

Borg and Gall (1979) view population as all the numbers of a hypothetical set of people, event or object to which we wish to generalize the results of our research. In this study, the target population refers to people that conformed to the eligibility criterion and were accessible to the researcher as a pool of subjects for the study which includes students, Part-time Tutors involved in teaching some courses in university extension education programs and the Resident Lecturer for Central Province.

3.4 Sample size and Sampling Procedure

A sample is part of the population from which information is to be gathered. A total of 116 respondents were selected for this study as the sample. The sample included 80 students, 35 Part-time Tutors and the Resident Lecturer.

In order to select the sample from the population, purposive and random sampling techniques were used. The part-time tutors were selected purposively because the researcher wanted respondents who are likely to reveal an in-depth and variety of information. Hence, those that have been involved in teaching courses in University extension education programs for a long period were selected.

In his perception, Saunders (2003) defines purposive sampling as a non-probability sampling technique in which the researcher's judgment about some appropriate

characteristics required of the sample members. In other words, purposive sampling enables the researcher to use his/her judgment to select cases that will best enable the researcher to answer the research questions and meet the objectives of the research.

3.5 Data Collection

Data collection refers to the process of finding information for the research problems. It may involve conducting an interview, administering a questionnaire or a focus group discussion or observing what's going on among the subject of the study. Data was collected towards the end of the second semester of the 2010 academic year. Before the data collection exercise began, the researcher sought permission from the Head of Department of Adult Education and Extension Studies and from the Resident Lecturer. The research participants were given a general idea of what the study was about (Kumar, 1999).

The instruments used in the study were questionnaires and an interview guide. Questionnaires are instruments of inquiry which contain systematically compiled and organized series of questions. Structured questionnaires were administered to part-time tutors and learners and the respondents were allowed to fill-in questionnaires at their own spare time without the influence of the researcher (Holloway and Wheelers, 1996).

On the other hand, interviews are a two-way method which allows an exchange of ideas and information. Interviews are unique in that they involve the collection of data through direct verbal interaction between the interviewee and interviewer. An interview was conducted with the Resident Lecturer. The interview was carried out using a semi-structured interview guide where the researcher had a one-to-one interview with the Resident Lecturer. The information was recorded using a tape recorder as well as note taking. The researcher also interacted with some students, Part-time Tutors and members of staff at the Office of the Resident Lecturer to observe the activities and how learning was conducted (Sidhu, 1984).

3.6 Data Analysis

Data analysis entails categorizing, summarizing, and ordering the data and describing them in meaningful terms. There are many analysis methods that can be used. Currently, research studies generally use either narrative or statistical strategies or both. However, the type of analysis method used is heavily dependant on the research design and the method by which the data were collected or measured (Moore and Mc Cabee, 1989).

Quantitative data collected was analyzed using tables of frequencies and percentages. While qualitative data was analyzed by processing the data into a form that allowed common themes or patterns to be established so that appropriate conclusion could be made.

3.7 Summary of Chapter three

This Chapter discussed the research methodology used in the study. A case study research design was used in this study because it involved asking the respondents for information using a questionnaire and an interview guide. Both qualitative and quantitative approaches were used in order to allow the researcher to triangulate the data that was collected. The combination of qualitative and quantitative approaches resulted in a more powerful design and gave a more complete picture than one approach alone would have.

A sample of 116 respondents was selected. The sample included 80 students, 35 Part-time tutors and 1 Resident Lecturer. Purposive sampling technique was used to select the sample. Questionnaires and an interview guide were the instruments used in the collection of data.

Quantitative data was analyzed using pie charts. While qualitative data was analyzed by processing the data into the form that allowed common themes and patterns to be established so that appropriate conclusions could be made.

CHAPTER FOUR

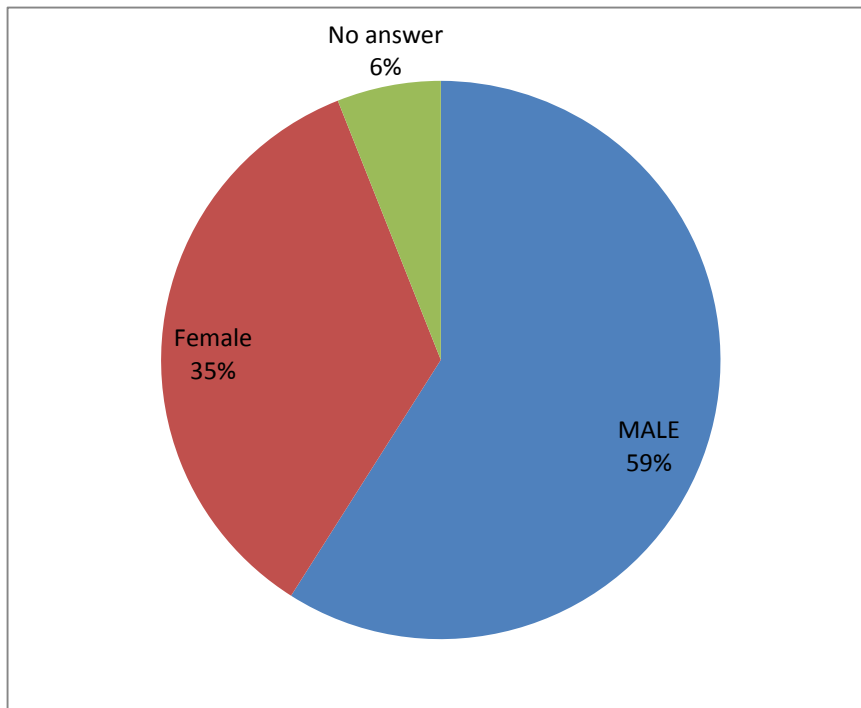
RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings which were in the following order: the first section consists of data obtained from students using questionnaires; the second section is the presentation of data obtained from part-time tutors using questionnaires while the third section is the presentation of data obtained from the Resident Lecturer using an interview guide.

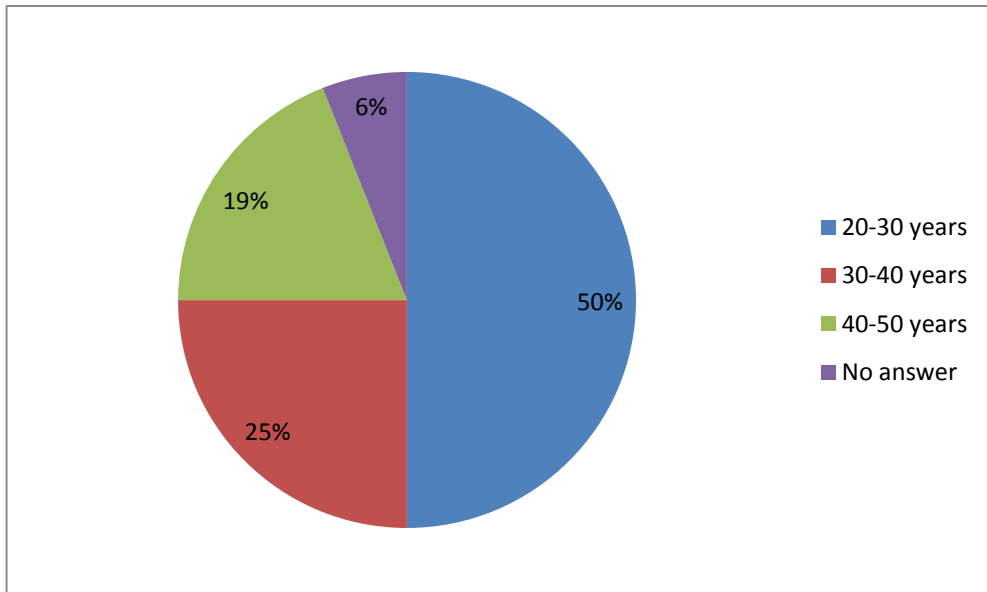
4.2 Findings from students

Figure4.2.1: The distribution of student respondents by Sex.



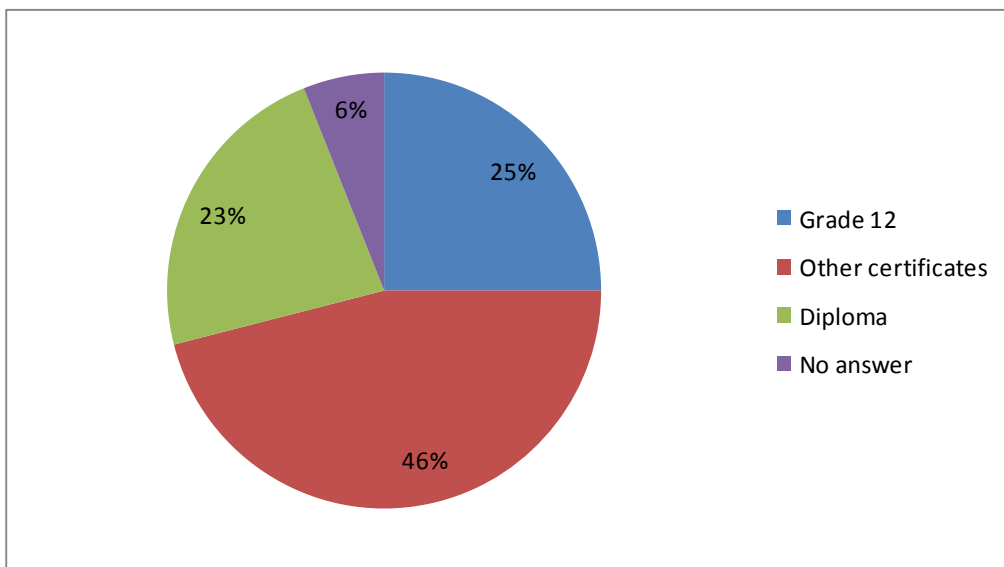
The figure shows that 47 (59%) student respondents were male, 28 (35%) were female, while 5 (6%) gave no answer.

Figure 4.2.2: The distribution of student respondents by age-group



The figure shows that 40 (50%) of the respondents were between 20 and 30 years, 20 (25%) were between 30 and 40 years, 15 (19%) were between 40 and 50 years while 5 (6%) did not answer.

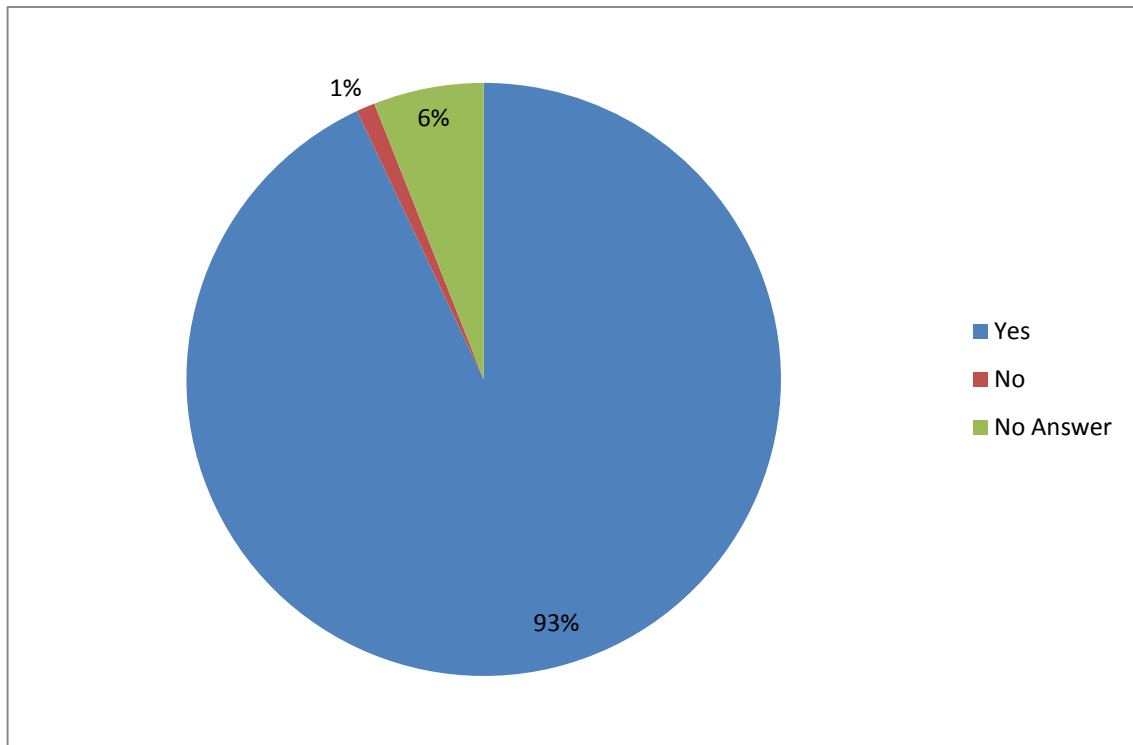
Figure 4.2.3: Distribution of student respondents by qualification.



The figure shows that 20 (25%) respondents were grade 12, 37 (46%) had other certificate, 18 (23%) were diploma holders, while 5(6%) did not give any response.

Figure4.2.4: distribution of student respondents by their satisfaction in the University Extension

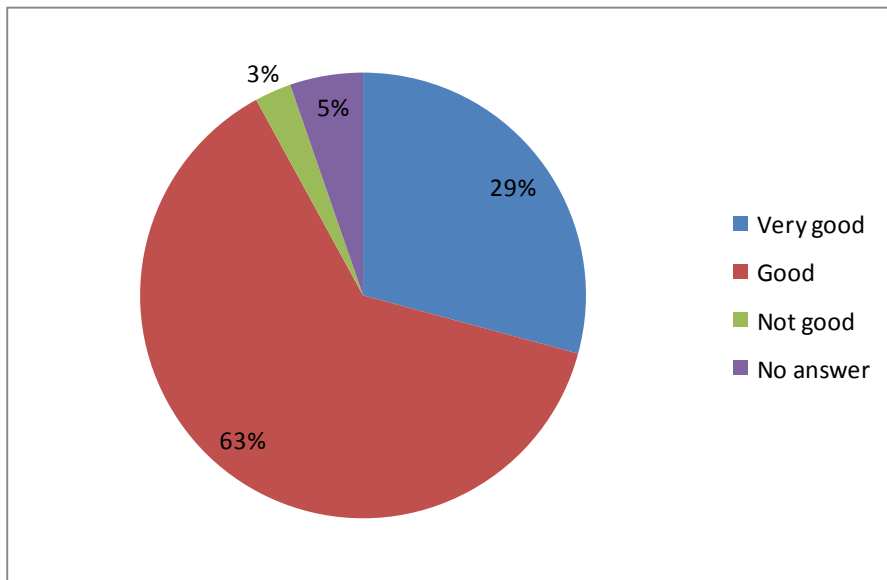
Programs



The figure shows that 74 (93%) respondents enjoyed their studies in the University Extension, 1 (1%) did not enjoy studies in the University extension programs, while 5(6%) gave no response.

Figure 4.2.5: the distribution of Student respondents by their attitude towards University

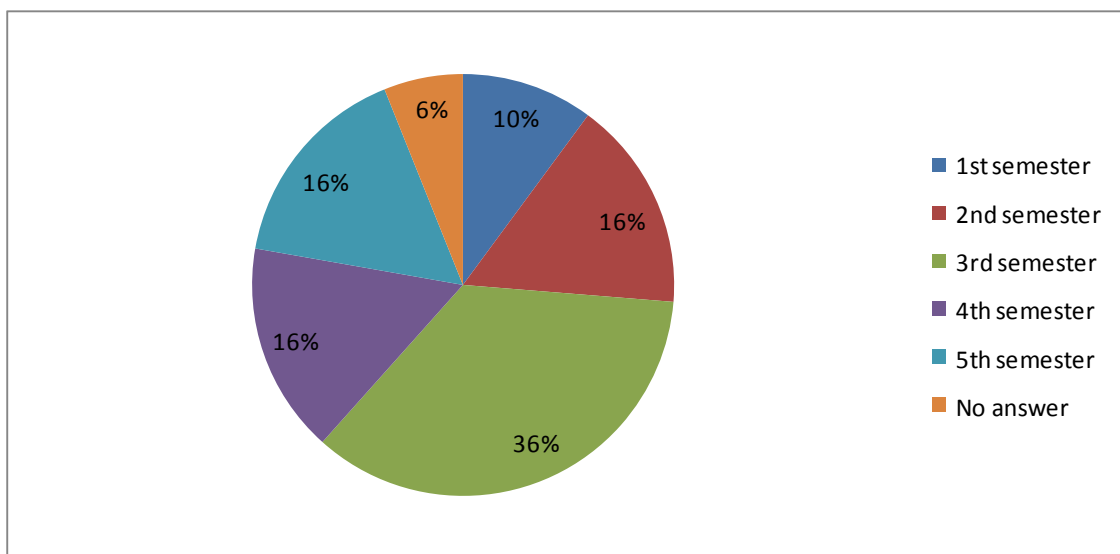
Extension Programs



The figure shows that 26 (33%) respondents felt that the attitude of students towards University Extension Programs was very good, 57 (71%) felt that it was good while 2 (3%) felt that it was not good at all

Figure 4.2.6: the distribution of student respondents by period they have been in the University

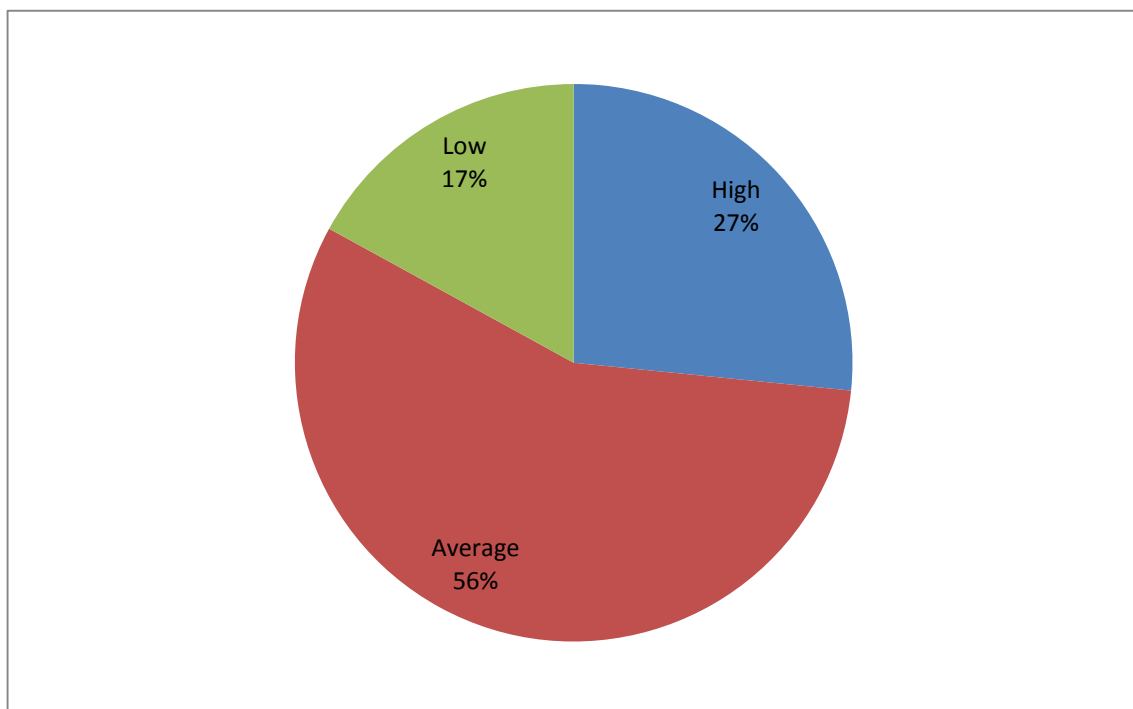
Extension Program



The figure shows that, 8 (10%) had been in the University Extension Program for 1 semester, while 13 (16%) had been in the Extension programs for 2 semesters, 28 (35%) had been in the extension programs for 3 semesters, 13 (16%) had been in extension for 4 semesters, 13 (16%) had been in the extension programs for 5 semesters, while 5(6%) gave no response.

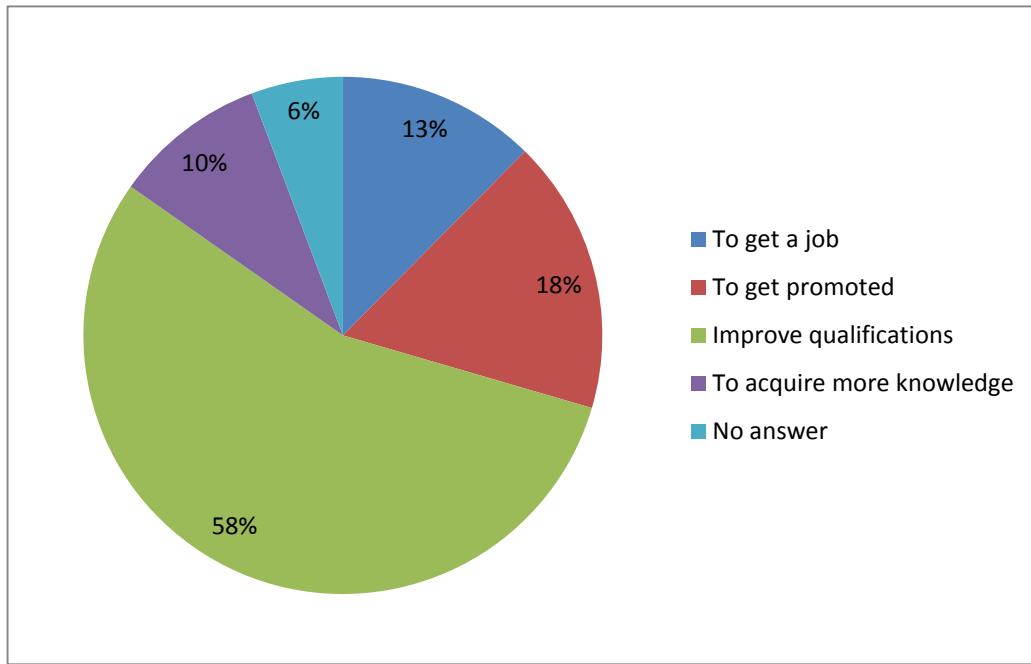
Figure 4.2.7: distribution of student respondents by their rate of participation in

University Extension Education



The figure shows that 20 (25%) respondents indicated that they participated frequently in the University Extension Education, 42 (53%) stated that participation rate was average, 13(16%) indicated that the participation rate was low, while 5(6%) did not give any response.

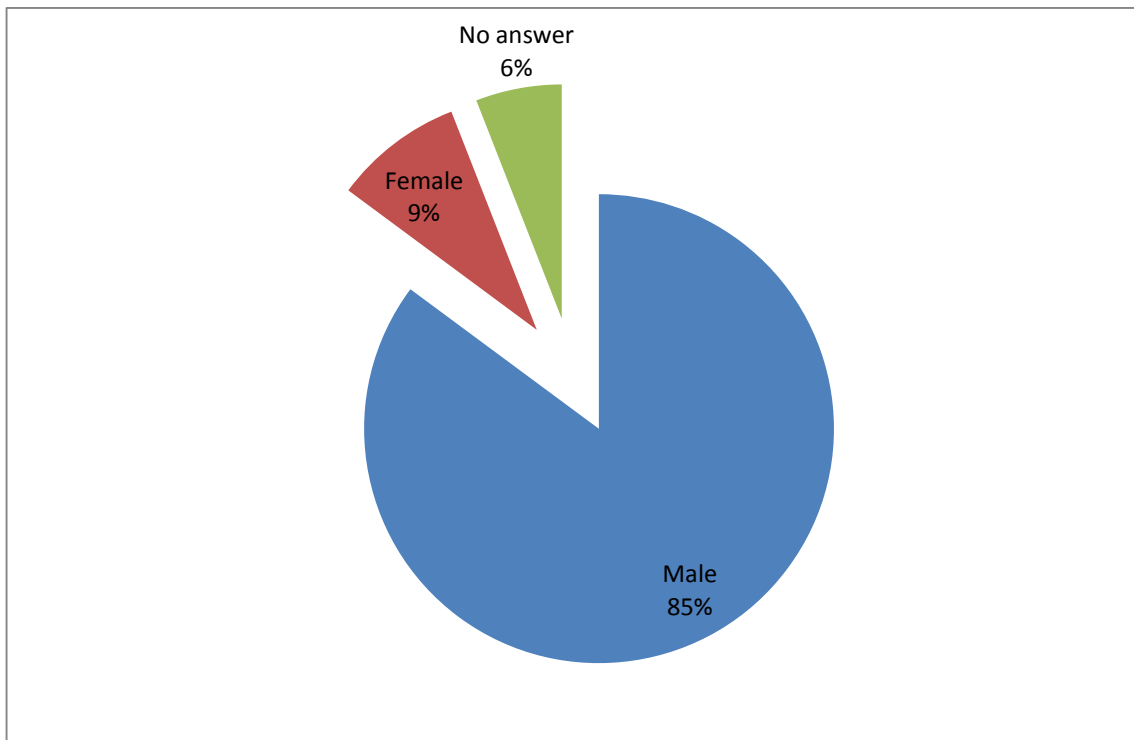
Figure4.2.8: distribution of student respondents by their main reason for participating in University Extension Education.



The figure shows that 10 (13%) respondents participated in University extension education because they wanted to get a job, 14(18%) respondents participated in University extension education because they wanted to get promoted, 43(54%) respondents participated in University extension education because they wanted to improve their qualifications, 8(10%) respondents participated in University extension education because they wanted to acquire more knowledge, while 5(6%) did not give any response.

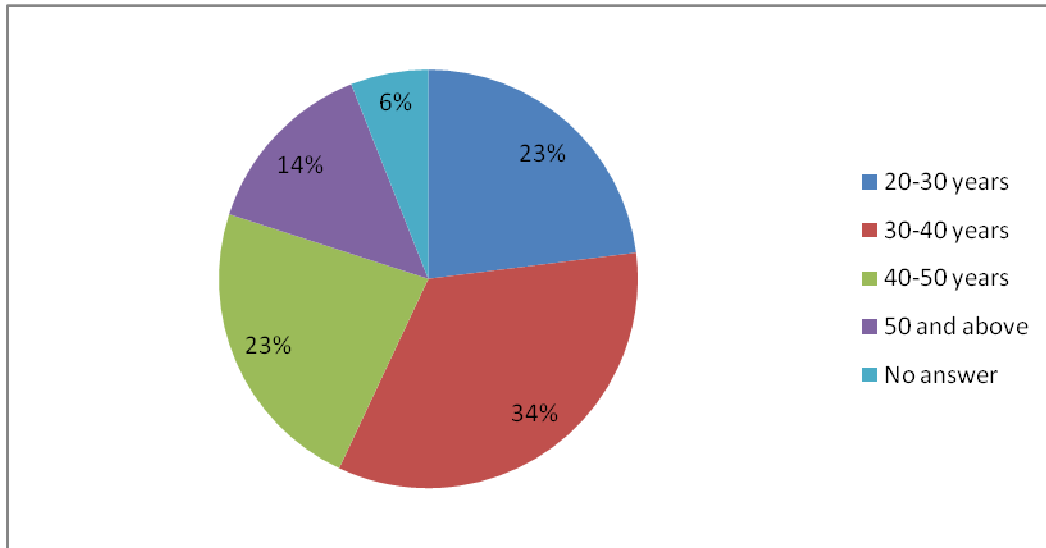
4.3 Findings from the Part-Time Tutors

Figure 4.3.1: Distribution of Part-Time Tutors by sex.



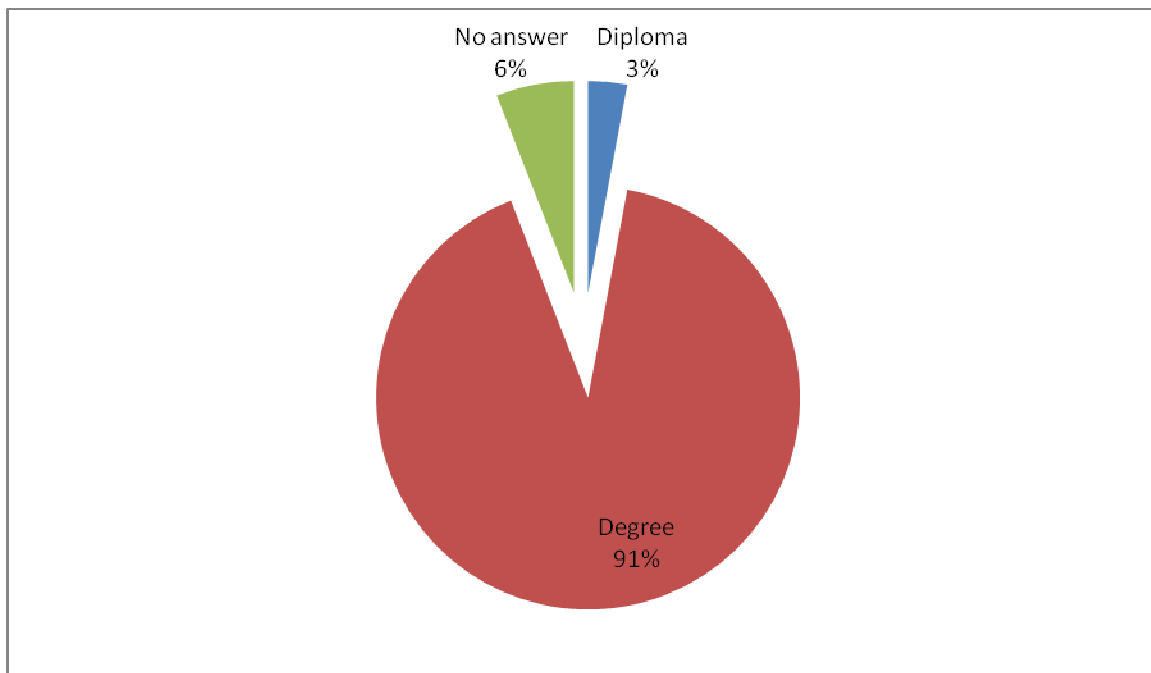
The figure shows that 30(86%) respondents were male, 3(9%) were female, while 2(6%) did not give any response.

Figure 4.3.2: Distribution of Part-time Tutors by age-group.



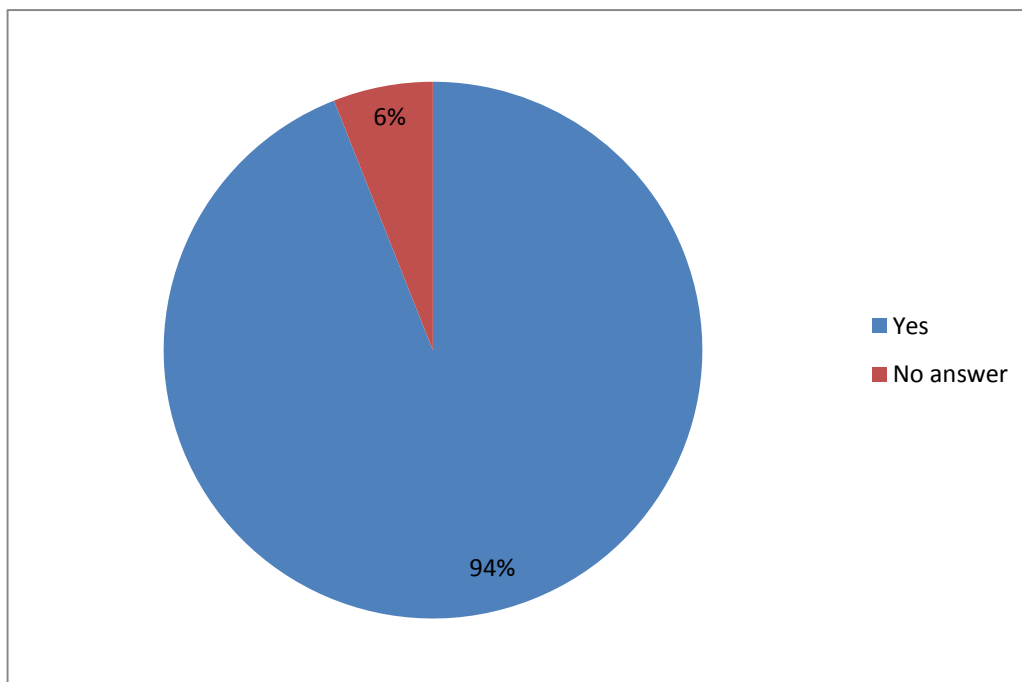
The Figure shows that 8 (23%) of the respondents were between 20 and 30 years, 12 (34%) were between 30 and 40 years, 8 (23%) were 40 and 50 years, while 5 (14%) were above 50 years, 2(6%) did not answer.

Figure 4.3.3: Distribution of Part- Time Tutors by qualification.



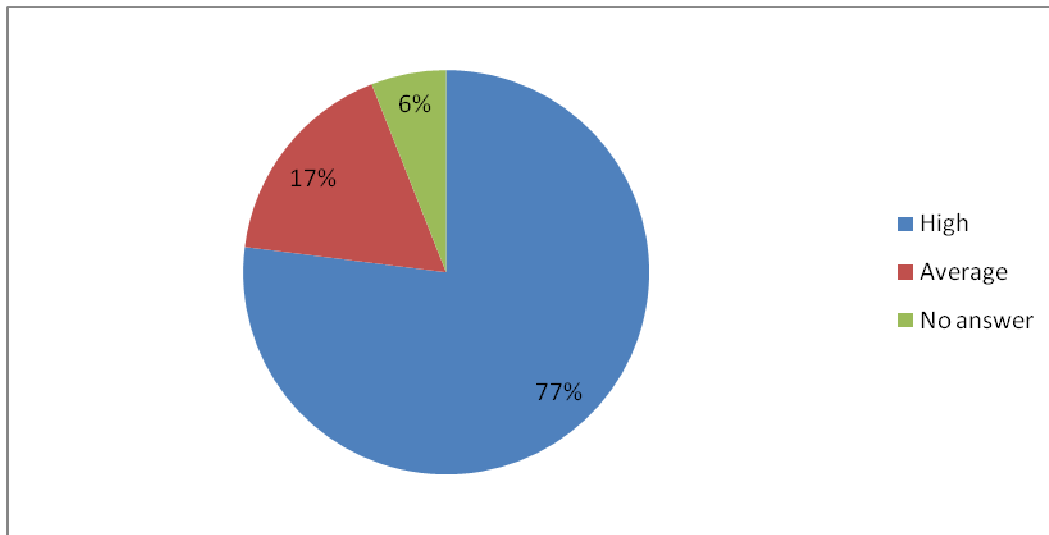
The figure shows that 1 (3%) respondents were diploma holders, 32 (92%) respondents were degree holders while 2 (6%) did not give any answer.

Figure 4.3.4 : Distribution of Part-time Tutors by their satisfaction working in the University extension programs.



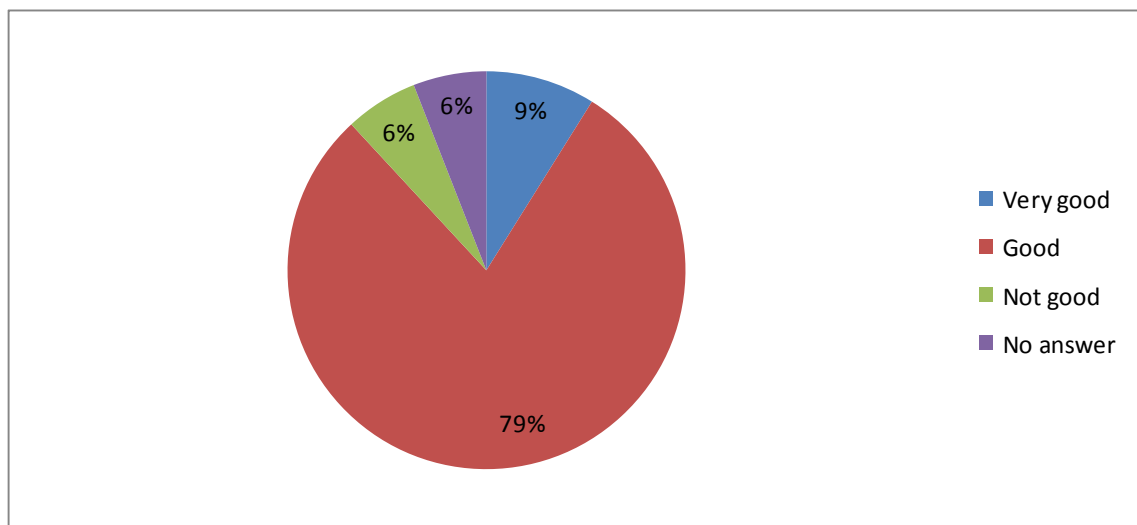
The figure shows that 33(94%) respondents enjoyed working as Part-time Tutors in the University extension programs, while 2(6%) did not give any response.

Figure4.3.5: Distribution of Part-time Tutors by their opinion on the learners' participation rate in University Extension Programs.



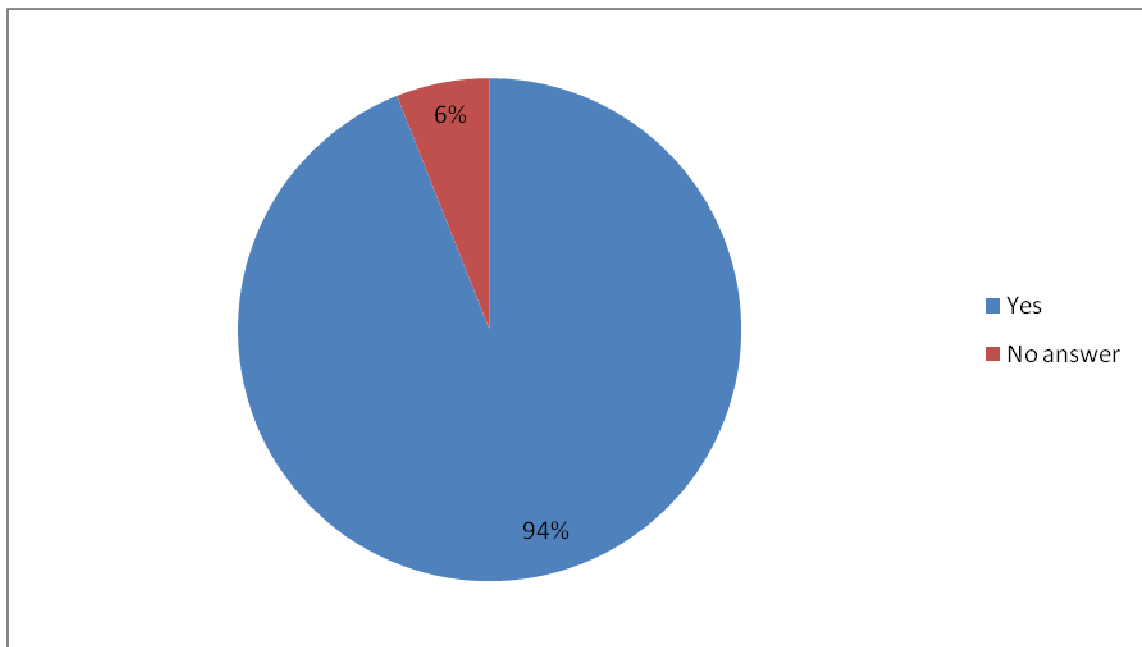
The figure shows that 27 (77%) respondents indicated that the participation rate in the University Extension Education was high, 6 (17%) observed that participation rate was average, while 2 (6%) of the respondents did not give any response.

Figure4.3.6: Distribution of Part-time Tutors by their opinion on the students' attitude towards University Extension Programs



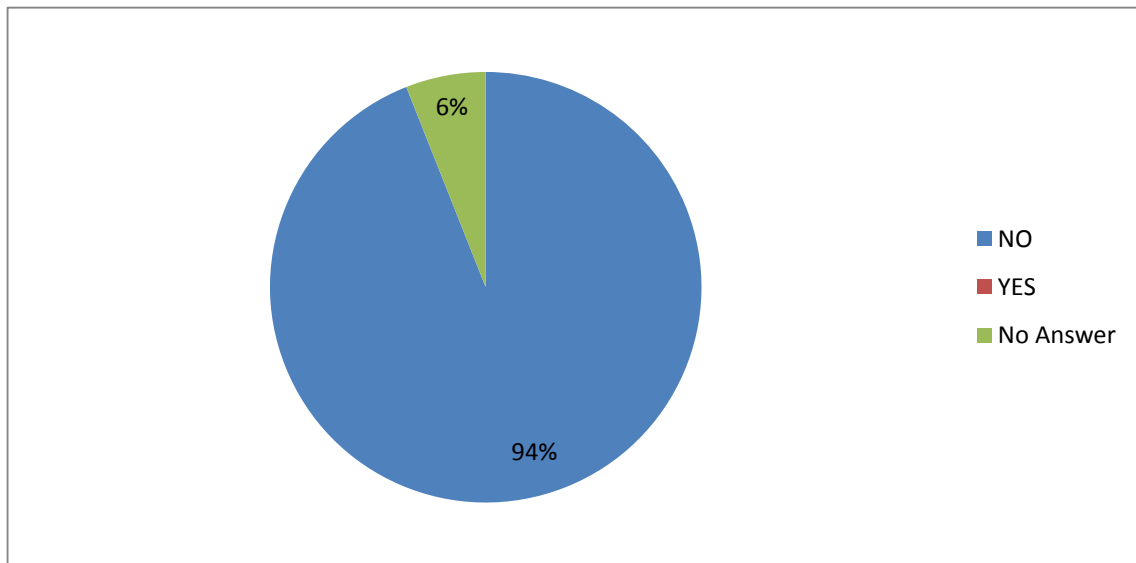
The figure shows that 3 (9%) respondents observed that the attitude of students was very good, while 28 (80%) felt that the attitude of students was good, 2 (6%) observed that students' attitude was not good and 2 (6%) did not give any response.

Figure4.3.7: Distribution of Part-time Tutors by their opinion on whether or not One's professional orientation affects their teaching.



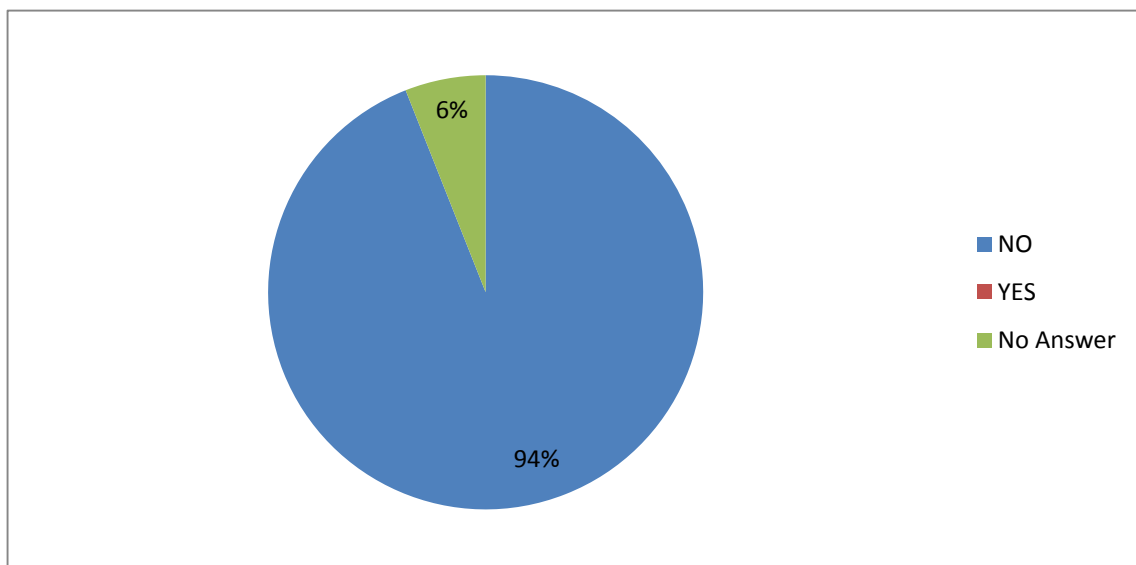
The figure above shows that almost all respondents agreed that ones' professional orientation affects their teaching, while 2(6%) did not provide any response.

Figure 4.3.8: Distribution of Part-time Tutors by their satisfaction regarding the mode of payment



The figure shows that 33 (94%) of the respondents said the mode of payment was not satisfactory, while 2(6%) gave no answer.

Figure 4.3.9: Distribution of Part-time Tutors' by their response regarding whether or not they were paid adequately for their service.



The figure shows that 33 (94%) respondents said they were not paid adequately for their service, while 2(6%) did not answer the question.

4.4 Findings from Part-time Tutors and Students

With reference to whether or not the University policy on extension education affects the operations of the Resident Lecturer, the respondents observed that the university policy of discontinuing a course or class whose number of students fell below 10, was both problematic as well as discriminatory.

The selection of programs/courses on offer are demand driven, people usually ask for the courses and if a minimum number of not less than 10 students registers for a particular course then that course can not commerce.

Regarding to whether or not the professional orientation of someone affects their operations, the respondents unanimously agreed that one's professional orientation has adverse effects on their execution of duty. Some respondents stated that:

- i). although teaching is a gift or art...,one can only teach effectively and efficiently in their field of specialization in which they have a better and proper understanding of the subject matter.
- ii). If one is not professionally qualified in a particular area of specialization, teaching becomes a challenge. Hence, it's important to teach a course in which one is professionally qualified

Regarding the constraints experienced in the University extension in Central province; almost all the respondents cited the lack of a library or reference materials both at the University of Zambia Office as well as the Council Library for both students and Part-time Tutors. One student respondent stated that:

"Learning here in Kabwe is very difficult. Whenever I have an assignment, I just relay on the Lecture notes only to do my work, there are no books at the University of Zambia Office and the

Council Library has only outdated materials; no books more especially in the courses that we are taking.”

Other challenges include: lack of computers for practices, inconsistencies in the semester calendar and delays in the release of results for continuous assessment, resulting into student writing the end of semester examinations without seeing their continuous assessment results, lesson interruptions due to power outages, and lack of close supervision of Part-time Tutors by the Resident Lecturer.

Regarding suggestions to improve University extension programs, the respondents suggested that latest teaching and learning materials should be provided for at all the centres. If possible, a library should be opened at the University of Zambia office for both students and part-time tutors to use for their research. It was also observed with great displeasure that payment for Part-time tutors were made very late, some times five months in the following semester. Some respondents suggested that it would help matters if payments would be made within or towards the end of each semester. Another suggestion was that a minimum increment of about hundred thousand kwacha (K 100,000.00) per hour should be given to Part-time Tutors.

Respondents also suggested that the University should acquire its own premises other than renting at Basic or Secondary Schools where the learning environment was far below the University standards particularly in terms of furniture.

4.5 Findings from the Resident Lecturer

Data from the Resident Lecturer was collected using a semi-structured interview guide. A one to one interview was conducted by the researcher with the Resident Lecturer. The advantage of a semi-structured interview guide is that the researcher can probe for further information by raising supplementary questions.

Generally, the University extension courses/programs on offer are demand driven. People usually come to ask for the courses and those that qualify are enrolled. When a minimum of not less than 10 students is reached then a class is commenced. In other words, the learners themselves select which courses they want to study. The introduction of diploma

programs has further increased the demand of people enrolling in the extension programs.

Regarding to whether or not the University policy of maintaining profitability in the programs, ensuring that at least 10 students enrolled in one course, the respondent observed that the policy of making University extension education self-supporting and profitable was disadvantaging some section of the community. This is so especially to returning students whose number often falls below 10, an aspect which leads to the discontinuation of the class. The above policy trend negates one of the bases upon which University extension education is founded. As Laidlaw (1961) submits, the University should be concerned with the education of any citizen who needs and wants to learn that which the University can teach better than any other education institution.

With regard to the recent transformation of non-credit courses to credit courses, the respondent intimated that it was not a disadvantage per say because the transformation had responded to the needs of the learners. This development has addressed the inferiority complex that had been attached to University extension studies' programs by some members of the University community as well as the general public. This was evidenced by the non recognition of University extension studies' qualifications by several Government departments, ministries and private institutions. To this effect, it took the Vice-Chancellor to write to relevant Government Units/departments and the general public informing them that University extension studies qualifications were as good as any other qualification offered by the University of Zambia.

Referring to the aspect of how the performance of Resident Lecturers was assessed, the respondent revealed that there was no formal evaluation in place to assess the performance of the Resident Lecturer. The University of Zambia Office in Kabwe, Central Province, was opened in February 2000 and is the most recent among all the nine (9) Provincial Offices in the country. The Office of the Resident Lecturer for Central Province since inception 12 years ago, had never been evaluated. The only form of assessment was the self-evaluation normally held during the Annual General Conference. In short, there is no mechanism in existence to assess the performance of the Resident Lecturer.

As to how the University community views extension education studies, the respondent lamented that University Extension Studies were supposed to be viewed as the “Eagle’s eye” of the University but unfortunately the majority viewed extension studies as a fundraising venture and were rated as academically low. It is yet to be seen how extension studies will be perceived now that they are no longer *non-credit courses/programs* but *credit courses/programs* like any other programs of the University of Zambia.

As to whether or not the professional orientation of the Resident Lecturer affects the effective implementation of University extension programs; the respondent was of the view that to some extent it does because one can only preach what she/he knows.

In terms of whether or not the span of control of the University affects the operations of the Resident Lecturer, the respondent acknowledged that it does because decisions are made by management. Therefore, depending on the quality of the policies and decisions, the Resident Lecturer is either affected negatively or positively.

With regard to other challenges faced by the Resident Lecturer, the 2008 and 2009 Annual Report revealed that from the time Central Province Office of the Resident Lecturer was opened, it had no non-movable property which had been bought for the University. The practice of paying for rentals for Office accommodation, classroom accommodation, and residential accommodation significantly reduces the range of activities, effectiveness and efficiency of the office’s operations. The owners of the premises from where the office was renting also had their own philosophies and programs which sometimes clashed with those of the office. In the event of such clashes, University extension programs were disadvantaged. In addition, the cost of renting had been draining the office of the much needed financial resources, thereby hindering other activities from taking off.

In reference to the role of the Resident Lecturer in the University extension Studies, the respondent pointed out the following:

- i. he/she is an academic head of the University in the province;

- ii. he/she is a supervisor of both academic and support staff which include part-time tutors and other staff of the University of Zambia in the province;
- iii. he/she is a consultant to full-time, part-time, parallel and distance education students, staff of the University and the general public in the province; and
- iv. he/she is the representative of the University of Zambia in the province.

In terms of external challenges faced by the Resident Lecturer in the execution of University extension programs, the respondent pointed out two major constraints:

- i). failure by the community to embrace extension studies programs as evidenced by the low enrollment levels in all the district centers largely because of the time classes are held (evening classes). Hence, they are perceived as 'Night School' therefore they are not well appreciated.
- ii). poverty levels among the people in the community also prevent or hinder most of the eligible learners from participating in extension studies. For instance, in Kabwe, which houses the Provincial capital of Central Province of Zambia, most of the people are small scale farmers with very few formal employment opportunities. This is largely due to the closure of most industries, especially the mines.

As to whether or not the intra personal attributes of the Resident Lecturer affects his/her operations, the respondent acknowledged that the personal character of the Resident Lecturer had an impact on his operations. This was largely because the Resident Lecturer was a bridge between the University and the community in which he/she operates. He/she was the link between the community and the University. Therefore, the behaviour and character of the Resident Lecturer did affect his/her operations.

With regard to the external challenges in the extension studies, the 2009 Annual Report reveals that despite continued effort to run programs in all districts, it has been difficult to

sustain programs in some of the districts such as Kapiri mposhi and Serenje. This could be attributed to factors which include: high poverty levels caused by the closure of mines and other industries, lack of qualified staff to teach some courses, and the negative perception attached to University extension education programs.

4.6 Achievements

The respondent observed that since the Office of the Resident Lecturer was established in February, 2000, several achievements were recorded as following:

- i. the Office had managed to organize classes in all the districts (i.e Kabwe, Kapiri-mposhi, Mumbwa, Mkushi, and Selenje) although some districts are yet to embrace the concept of University extension while in other districts it was difficult to sustain these programs;
- ii. witnessed an increase in enrollment of students each year;
- iii. 11 diploma programs have been running since 2005;
- iv. the establishment of the office and equipping it to acceptable standards; and
- v. the office had been organizing workshops to review extension programs several times than any other Provincial Office.

4.7 Summary of chapter four

This chapter presented data collected from the respondents.

The results of the study indicated that there were a lot of constraints faced by the Resident Lecturer, Part-time Tutors and students in the University extension education in Central Province. The challenges included lack of a library and reference materials. This was one of the most frequently cited constraint by both Part-time Tutors and students who were involved in this study.

However, the above notwithstanding, a number of achievements were realized as discussed above.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

The aim of this chapter is to discuss the findings of the study. The study aimed at exposing the challenges faced by University of Zambia Resident Lecturer, Part-time Tutors and students in the University extension programmes and suggests possible solutions. It should be pointed out, however, that not every finding presented in the previous chapter has been discussed. This is so because the chapter seeks to bring out only salient findings.

5.1 Discussions

According to this study, the internal challenges faced by Resident Lecturer and Part-time Tutors in the University extension studies include the following:

The University policy states that there should be at least 10 students in a class in order to maintain profitability. This policy trend negates one of the bases upon which University extension education is founded. Laidlaw (1961) states that the University should be concerned with the education of any citizen who needs and wants to learn that which the University can teach better than any other education institution.

This policy trend is discriminatory and disadvantages learners. This has resulted in delays in completion; instead of students finishing within the stipulated time, sometimes they are told to wait or drop some courses where there was less than the minimum number of students required per class to run the course.

The other challenge was on the payment for Part-time Tutors. The findings explicitly revealed that 33 representing 94 per cent of the Part-time Tutors (respondents) were not paid adequately for their service. Similarly, they said they were not happy with the mode of payment. The respondents submitted that the payment should be made towards the end of each semester or immediately the semester ends.

On the mode of payment, respondents suggested that it would help if the payments for Part-time Tutors could be segmented so as to pay them monthly. Additionally, a minimum increment of about hundred thousand kwacha (K 100,000.00) per hour was proposed. The mode of payment and the amounts paid were very demotivating. This explains why there was low morale among the Part-time Tutors. The question that remains then is, how do you expect Part-time Tutors to put in their best if they are not well remunerated and sometimes paid four to five months into the following semester? This issue if not addressed with the seriousness it deserves has the potential to compromise the quality and efficiency of University extension education.

According to the findings, the transformation of non credit programs into credit programs has responded positively to the demands of people. Arising from this transformation, entry qualifications have been upgraded from merely possessing three passes to at least five credits at GCE 'O' Levels. This move turns University extension education studies into a privilege for the few with good Grade 12 results, leaving out the very people for whom University extension education was meant for. Jepson (1973) espouses the concept by stating that the original purpose of University extension movement was to create students, and to create them out of a new class. This, in other words, means to create students not merely from the well born and wealthy classes but also from the disadvantaged in the community.

Chiwaura (1981) also states that originally the focus in terms of the target people for extension work was the disadvantaged adults, who include, among others, the poverty stricken, illiterates, and other disadvantaged individuals in society.

Therefore, this transformation poses a challenge to the Resident Lecturer in that those who did not do well at Grade 9 or Grade 12 are left out as they do not meet the required entry qualifications.

The other finding in this study was the lack of a library or reference materials for both students and Part-time Tutors. This clearly demonstrated how difficult the learning process was because University education demands a lot of research on the part of the Part-time Tutors and students themselves. The scenario was that students mainly

depended on the lecture notes to do their academic work. This situation has compromised the quality of University extension education.

It was also discovered that centres did not have adequate teaching and learning aids, thereby making the whole process of learning and teaching difficult. Therefore, the absence of the teaching and learning materials has created a serious lacuna in the delivery of University extension programs.

The study revealed that external challenges in the University extension education included the following:

- Failure by the public to embrace University extension education studies largely due to the negative perception held against it. The public equates University extension programs (evening classes) to Night School. This perception has resulted into less appreciation of the programs in the province. As stated in the 2009 Annual Report, despite continued efforts to run programs in some districts; it was difficult to sustain them in some of the districts such as Kapiri-Mposhi and Serenje. This could be attributed to factors which include: high poverty levels caused by the closure of mines and other industries, lack of qualified staff to teach some courses, and the negative perception attached to University extension education programs.
- Competition with emerging institutions of learning in the province and lack of qualified staff to teach certain courses in some districts. This scenario had resulted into low participation rates or low enrollments in University extension programs. For example, in the January-June 2008 semester, there were 287 registered students (140-male students and 147 female students) in Kabwe district. In Mkushi district, there were 63 registered students, among whom 50 were male students and with only 13 female students. In Serenje district, there were 11 registered students, six male and five female students respectively. In the July-December 2008 semester, there were 207 registered students (87 males and 120 females) in Kabwe district, and in Mkushi district, there were 26 registered students, 20 were males and six were females. In summary, there were 361 registered students in the first semester (January-June,

2008), and there were 232 registered students in the second semester (July-December, 2008).

- In the first semester (January-June, 2009) there were 81 registered students in Kabwe district, four registered students in Kapiri-Mposhi district, 28 registered students in Mkushi, and 41 registered students in Mumbwa district. In short, there were 154 registered students in the first semester (January-June, 2009). In the second semester (July- December, 2009) there were 122 registered students in Kabwe district, 28 registered students in Mkushi district, and 45 registered students in Mumbwa district. In summary, there were 154 students in the first semester (January-June, 2009). There were 195 registered students in the second semester (July-December, 2009). From the above enrollment figures, we can explicitly state that enrolment is very low compared to the eligible population in the province.

The study also established that poverty levels in the province were a contributing factor to low participation rates in University extension education. This could be attributed to the fact that Central province has suffered a lot of liquidations and closure of industries and companies like Mulungushi Textiles and Mines. This resulted into massive job loses, which in turn had sky rocketed the poverty levels among people in the province. Consequently, most of the people resorted to small scale farming.

Subsistence farming, therefore, was one of the most common economic activities in the province. People were unable to raise enough income for buying food and payment of their education. Unlike students who enroll directly at the University of Zambia who are offered government sponsorship, extension education students do not have access to government sponsorship. Hence, there is need to help them by providing them with social welfare funds through the Ministry of Community Development and Social Welfare just like other students at the university are assisted.

The study, on one hand, showed that 93 per cent of the respondents enjoyed their studies. They stated that the tuition fees were affordable and the time was flexible, especially for those in employment. On the other hand, 7 per cent of the student respondents who were mostly unemployed clearly stated that they struggled to raise

tuition fees for their education. This figure represents the majority who were unable to enroll in the University extension on account of factors such as unemployment and poverty in general.

The findings regarding whether or not the intra personal character of the Resident Lecturer affected his/her operations, revealed that the personal character of the Resident Lecturer had a great impact on his/her operations. He/she was also the link between the community and the University. Therefore, the behaviour and character of the Resident Lecturer had an effect on his/her operations. This finding was consistent with Freire's view (1970: 6) to the effect that the fundamental task of extension agents (Resident Lecturers) was to persuade the rural masses to accept the agent's propaganda. Thus, it can be concluded that if the character of the Resident Lecturer is questionable, people especially rural masses, would have difficulties to accept or participate in University extension studies programs.

5.2 Summary of Discussion

This research, like Mwansa's (1981) study, established that the diverse nature of the Resident Lecturer's role was compounded by the vastness of the geographical area of operations. For instance, in North-Western province, the Resident Lecturer was expected to cover a very wide area (125 826 square kilometers), with a few people scattered all over the province. Similarly, Central Province covers an area of approximately 94,394 Square Kilometers with the total population of 1,012,257 people scattered all over the province. (Census, 2000)

It was also found out that over the past few years, the majority viewed University extension education as a fundraising venture and inferior compared to other University programs. This perception cast a dark cloud on the University extension education.

This study, like other studies conducted by Chakanika and Mtonga (1995) and Mwansa (1981) in University extension education, confirms the fact that the Resident Lecturer and Part-time Tutors encounter a number of constraints. Among these constraints is the lack

of office and classroom premises and lack of a library. This has to some extent contributed to the questionable quality of University extension studies education by certain government departments, ministries and private organisations.

The study further revealed that there was massive failure by the intended beneficiaries to embrace University extension education. This was confirmed by the low enrollment or participation levels compared to the population in the province. However, specific to this study, it was found out that there was a close relationship between student participation rates and poverty levels among prospective participants.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises two sections: conclusion and recommendations. The conclusion addresses the most significant issues which the study unveiled while the recommendations are based on the critical findings of the study.

6.1 Conclusion

The study sought to determine the challenges faced by Resident Lecturer and Part-time Tutors in the provision of University extension education. This study was unique from other studies done in the past as they looked at the challenges in University extension education in general. The study was unique in the sense that the researcher focused on identifying constraints faced by Resident Lecturer, Part-time Tutors and students in University extension education in Central Province specifically.

With reference to the internal challenges faced by the Resident Lecturer in Central province, it was discovered that there are numerous constraints, prominent among them was the massive failure by the public or intended beneficiaries of the programs to embrace University extension education due partially to high poverty levels. This has resulted into some districts not having any program. Another big challenge faced is lack of own premises for office and classroom accommodation as there has been no property acquired since the Office of the Resident Lecturer was opened in the province.

Other external challenges are competition from emerging institutions of learning and under staffing of the provincial office.

It was also revealed that the low enrollment levels experienced in many districts could be attributed to factors which included; high poverty levels caused by the closure of mines

and other industries, and the negative perception attached to University extension education programs.

Finally, the study unveiled vital information needed by University management to address issues pertaining to University extension education. In this regard, this study will serve as a baseline resource whose findings on the constraints can be used to improve, modify or maintain University extension education throughout the country.

All in all, however, the study was significantly critical as it brought out issues on the constraints faced by the Resident Lecturer, Part-time Tutors and students in the University extension education in Central Province which if left unattended to could impact negatively on the linkage between the community and the University of Zambia.

It is up to the University management through the School of Education, Department of Adult Education and Extension Studies to build the future of University extension education or otherwise.

6.2 Recommendations

Based on the findings of this study on University extension education in Zambia, the following recommendations were made:

- i. from this study, it has been clearly established that there is no monitoring and evaluation of the Resident Lecturer's activities/performance by management apart from 'audit' of accounts. Continuous evaluation of University extension education is needed so as to enhance the operations of the Resident Lecturer and to keep abreast with the developments in the province if the University is to remain valuable to society;
- ii. since most of the respondents indicated that there were no books for the students and Part-time tutors to use in their studies and research, the Department of Adult Education and Extension Studies or University Main Library management should ensure that the library section at the office of the Resident Lecturer is restocked

with reference and recommended books in the courses that are being offered in the Province. All University extension education Centres in the districts should have reference and recommended books. This in turn will improve the learning and quality of education being provided under University extension Section;

- iii. in view of the massive failure by the intended beneficiaries to embrace extension education, the Resident Lecturer should apply himself strongly towards reaching out to society with a view to making University extension programs known to the public;
- iv. since most of the Part-time Tutors expressed displeasure with the mode and amount of their remuneration, it is recommended, that payments for Part-time Tutors be processed on a monthly basis. This measure will reduce the Tax reductions incurred by Part-time Tutors while maintaining the operation costs on the part of the University Management. It will in turn motivate Part-time Tutors and attract qualified staff to participate in the delivery of University extension education;
- v. since most of the intended beneficiaries were unable to access University extension education mainly due to high poverty levels caused by the closure of the mines and other industries, and the negative perception attached to University extension education programs, the government through the Ministry of Community Development and Social Welfare should introduce "Loan scheme" for students under University extension education programs. This measure will encourage the disadvantaged individuals to enroll in University extension education programs and increase accessibility;
- vi. a computer laboratory must be established at the Office of the Resident Lecturer for students and Part-time tutors to use for their practicals; and
- vii. the Resident Lecturer should mount a sensitisation campaign in all the districts in order for people to improve their Grade 12 results to meet the new entry qualification into the University extension education.

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APPENDIX A

RESEARCH BUDGET-LINE

DESCRIPTION	UNIT	QUANTITY	RATE/UNIT COST(ZMK)	ESTIMATED COST (ZMK)
A. TRANSPORT				
1. From Lusaka to Kasama and back.	2 trips	1 person		520,000
B. STATIONERY				
1. Paper	Realm	2	60,000	
2. Pen	one	8	8,000	
3. Pencil	one	2	1,000	
4. Calculator	one	1	150,000	
5. Correction fluid	set	1	5,000	
6. Stapler	one	1	25,000	
7. Staples	packet	1	5,000	
8. Note book	copy	1	10,000	
C. SECRETARIAL SERVICE				
1. Printing Research Proposal	page	0	50,000	
2. Printing Questionnaire	page	0	10,000	
3. Printing Interview guide	page	0	500	
4. Printing Research Report	page	0	200,000	
5. Photocopying	Copy			100,000
D. Lunch allowance for the Researcher.	Day	7		120,000
SUB-TOTAL				1,264,500
8% contingency of consumables (A+B+C)				91,560
GRAND TOTAL				1,356,060.00

APPENDIX B
THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR RESIDENT LECTURER

INTRODUCTION

I am a student at the University of Zambia reading for a Masters of Education (Adult Education). I am carrying out a research study on the challenges faced by Resident Lecturers and Part-time Tutors in the provision of University Extension Education as part of my academic requirement. Kindly, assist me by answering the questionnaire **freely** and **honestly**. Be assured that your responses shall be confidentially handled by the researcher. Hence, feel free to express yourself.

1. How are the University Extension courses on offer selected?
2. In your opinion, does the University policy on extension education affect your operations?
3. Should extension education provision be self-supporting and profit making?
4. In your opinion, what is the disadvantage of transforming non credit programs to credit programs?
5. How is the achievement of the Resident Lecturers measured?
6. In your opinion, how does the University community view extension education studies?
7. Do you think professional orientation of someone can affect the effective implementation of University extension programs?
8. Does the span of control of the University affect your operations?
9. What external challenges do you face in the execution of University extension programs?
10. Does the intra personal attributes of Resident Lecturer affects their operations?
11. What are some of the internal challenges you face in the execution of your duties as Resident Lecturer?
12. What is the role of the Resident Lecturer in the University Extension Programs?
13. What should be done in order to overcome these challenges?

- END -

We have come to the end of our interview. I wish to thank you very much for participating in this interview.

The University of Zambia
School of Education
Dept. of Adult Education
and Extension Studies
P.O. Box 32379
LUSAKA.

APPENDIX C

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR PART-TIME TUTORS

INTRODUCTION

I am a student at the University of Zambia studying for a Masters of Education (Adult Education). I am carrying out a research study on the challenges faced by Resident Lecturers and Part-time Tutors in the provision of University Extension Education as part of my academic requirement. Kindly, assist me by answering the questionnaire **freely** and **honestly**. Be assured that your responses shall be confidentially handled by the researcher. Hence, feel free to express yourself.

INSTRUCTIONS

1. Please don't write your name on the questionnaire.
2. Kindly answer all the questions by ticking your options [v] or write your detailed response in the space provided.
3. Where space provided is not sufficient, you can write overleaf. But do not forget to indicate the question number against your answer.

1. Sex/Gender:
 - a. Male
 - b. Female
2. Indicate your age group below
 - a. 20 – 30 years
 - b. 30 -40 years
 - c. 40 – 50 years
 - d. More than 47 years
3. Highest professional qualification attained?
 - a. Diploma
 - b. Degree
 - c. Masters Degree
 - d. Doctorate
4. Do you enjoy your work as part-time tutor of the University Extension Study?
 - a. Yes
 - b. No

What ever your response, explain why?

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.....
5. How long have you been teaching in the University Extension Programs?

.....

.....

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.....
6. How is the participation of learners in University Extension programs?
 - a. High
 - b. Low
7. Do you think one’s professional orientation affect his/her teaching as a part-time tutor?
 - a. Yes
 - b. No

Whatever your response, explain why?.....

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8. What motivates you to be teaching in University Extension programs?

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9. Do you feel you are paid adequately for the service you render to the University as part-time tutor?

a. Yes []

b. No []

If "No" how much would you rather be paid?

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10. What are some of the intra personal challenges that you encounter in you teaching in University Extension programs?

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11. In your opinion, how can these intra personal challenges be resolved?

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12. Are you satisfied with the way or mode of payment for part-time tutors?

a. Yes []

b. No []

Whatever your response, explain why?

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END

We have come to the end of our interview. I wish to thank you very much for participating in this interview.

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LUSAKA.

APPENDIX D

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR STUDENTS

INTRODUCTION

I am a student at the University of Zambia studying for a Masters of Education (Adult Education). I am carrying out a research study on the challenges faced by Resident Lecturers and Part-time Tutors in the provision of University Extension Education as part of my academic requirement. Kindly, assist me by answering the questionnaire **freely** and **honestly**. Be assured that your responses shall be confidentially handled by the researcher. Hence, feel free to express yourself.

INSTRUCTIONS

1. Please don't write your name on the questionnaire.
2. Kindly answer all the questions by ticking your options [v] or write your detailed response in the space provided.
3. Where space provided is not sufficient, you can write overleaf. But do not forget to indicate the question number against your answer.

1. Sex/Gender:
 - a. Male
 - b. Female
2. Indicate your age group below
 - a. 20 – 30 years
 - b. 30 -40 years
 - c. 40 – 50 years
 - d. More than 47 years
3. Highest professional qualification attained?
 - a. Grade 12
 - b. Other Certificates
 - c. Diploma
 - d. Degree
4. Do you enjoy your studies as a student in the University Extension Programs?
 - c. Yes
 - d. No

What ever your response, explain why?

.....

.....
5. How long have you been doing the course/Programs?
 - a. 1st Semester
 - b. 2nd Semester
 - c. 3rd Semester
 - d. 4th Semester
 - e. 5th Semester
6. How is the participation rate of you students in University Extension programs?
 - a. High
 - b. Low
 - c. Average
7. What motivates you to be teaching in University Extension programs?
 - a. To get a job
 - b. To get promoted
 - c. Improve your qualifications
 - d. Make friends

8. Do you know someone who also wanted to enroll but failed because they do not have 5 'O' Level?

c. Yes []

d. No []

If your response is "Yes" to question 8, what do you think should done?

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9. Are you satisfied with the way or mode of payment for part-time tutors?

c. Yes []

d. No []

Whatever your response, explain why?

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10. What are some of the problems or challenges that you encounter as a student University Extension courses/programs?

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11. In your opinion, how can these problems or challenges be resolved?

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12. How is the attitude of students towards University Extension?

d. Very good

e. Good

f. Not good

Explain your answer?

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13. From your experience what are some of the challenges/problems you face as a student?

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14. What suggestion can you make to improve University Extension Programs?

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END

We have come to the end of our interview. I wish to thank you very much for participating in this interview.

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