

## **DEDICATION**

This study is dedicated to my wife; Yvonne Mweemba Nduna, whose encouragement to soldier on when times were hard proved all I needed. She was indeed there for me spiritually and emotionally.

## **COPYRIGHT DECLARATION**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted, in any form or any means; electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the author.

## **AUTHORS DECLARATION**

I, Mwenya Nduna do declare that this dissertation represents my own work and that it has neither in any part nor in whole, been presented as substance for award of any degree at this or any other University. Where other people's work has been used, acknowledgement has been made.

Signature of Author.....

Signature of the Supervisor.....

Date.....

## APPROVAL

The University of Zambia approves the dissertation of Mwenya Nduna as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education .

Signed -----

Date -----

Signed -----

Date-----

Signed -----

Date -----

Signed -----

Date -----

## **ACKNOWLEDGEMENTS**

I owe the success of this study to my supervisor, Wanga W. Chakanika, who invaluabley guided me like his own son. An accomplished Resident Lecturer, Administrator, Counsellor and Dean of the School of Education. He will remain my role model.

Iam also indebted to Dr. Sibalwa, D. (ZAOU), Dr. Mtonga, H.,Mr. Mwansa P.K., Mr.Moonga, A.H.L., Mr. Luchembe M. and Mr. Meki, R. for believing in me even though I did not deserve their trust.

My profound gratitude also to my sponsor the University of Zambia, for having provided the funds to carry out this research and sponsored my studies. Indeed there are many others who deserved to be given this scholarship in my time but was given to me. Thank you.

I also want to thank all the people who participated in the research as respondents in North Western Province, for their help and patience during the research undertaking.

Finally, my appreciation goes to all those who contributed to the successful completion of this study in one way or the other, especially Faith Chulu, secretary in the School of Agriculture, who typed most parts of this work.

## **ABSTRACT**

The Extra Mural Studies Department (now known as Extension Studies Section) was established in order to maintain the university links with the community as well as serve as a conduit through which university knowledge and university ways of thought can be transmitted.

The purpose of University Extension Education was to provide university knowledge to adults, both graduates and non-graduates, who could not go to university for full-time studies. This mode of studying was aimed at reaching as many citizens of the country as possible, in the fields relevant to their environment.

It was envisaged that University Education is instrumental to high level skills development, while on the other hand, Extension Education is more specific as it aims at training people in their locality. It offers vocational skills which are conceived as being directly related to the local environment within which it is being offered,

However, the University of Zambia Extension Studies faces a number of challenges in the implementation of University Extension Education, which consequently, affects the provision and realization of the aim of extension education. The implication of these challenges is that the motive and aim conceived in establishing University Extension Education will not be achieved. Secondly, the target population for whom these programs were meant for, the employed and unemployed adults as well as youths, will not be empowered with survival skills necessary to help them function in their own environment.

Therefore, the study sought to establish the challenges encountered by the University of Zambia in the implementation of University Extension Education in North Western Province.

Data was collected from the respondents using questionnaires and interview guide.

The findings revealed that there were many and varied challenges the University of Zambia encountered in the implementation of University Extension Education in North Western Province.

It emerged from the findings that, there were several challenges the University encountered in the implementation of University Extension Education, amongst which was the lack of qualified part-time tutors to teach courses for which real needs exist. The implication of this is that the University only mounted courses based on the availability of part-time tutors and not on the educational needs identified.

This does not represent a true reflection of Adult Education principles upon which University Extension Education is anchored.

The study recommended that there was need for the University to contextualize its educational programs in the province as opposed to providing standardized courses from one province to another. The community within which the University is operating should be given an opportunity to make an input regarding the programs to be offered.

# Table of Contents

Dedication .....	i
Copyright Declaration.....	ii
Author’s Declaration.....	iii
Approval .....	iv
Acknowledgement .....	v
Abstract .....	vi
Table of Contents .....	viii
List of Tables .....	xi
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1.0 Introduction.....</b>	<b>1</b>
1.1 Background of the problem.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	5
1.3 General objectives .....	5
1.5 Specific Objectives.....	5
1.6 Research questions.....	6
1.7 Significance of the Study.....	6
1.8 Limitations of the Study.....	7
1.9 Operational definition of terms.....	7
1.10 Organisation of the study.....	8
1.11 Summary of chapter.....	9



<b>CHAPTER TWO.....</b>	<b>10</b>
<b>2.0 LITERATURE REVIEW.....</b>	<b>10</b>
2.1 Introduction.....	10
2.2 North Western Province.....	10
2.2.1 Agriculture.....	11
2.2.2 Forests.....	11
2.2.3 Mining.....	12
2.2.4 Tourism.....	12
2.3 Origin of University Extension Education.....	12
2.4 The British Model of University Extension Education.....	14
2.5 The American Model of University Extension Education....	16
2.6 University Extension Education in Zambia.....	18
2.7 The Concept of University Extension Education.....	21
2.8 Challenges in the Implementation of Extension Education...	24
2.9 Summary of the Chapter.....	26
<b>CHAPTER THREE.....</b>	<b>28</b>
<b>3.0 METHODOLOGY.....</b>	<b>28</b>
3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Study Population.....	29
3.4 Sample and sampling procedure.....	29
3.5 Research instruments .....	31
3.6 Data collection procedures.....	31
3.7 Data analysis.....	32
3.8 Summary of the chapter.....	32
<b>CHAPTER FOUR.....</b>	<b>33</b>
<b>4.0 PRESENTATION OF FINDINGS.....</b>	<b>33</b>
4.1 Introduction.....	33
4.2 Findings from the students.....	33
4.3 Findings from the officer administering the office.....	49
4.4 Summary of the Chapter.....	56

<b>CHAPTER FIVE.....</b>	<b>58</b>
<b>5.0 DISCUSSION OF THE FINDINGS.....</b>	<b>58</b>
5.1 Introduction.....	58
5.2 Challenges encountered in the implementation of University Extension Education in North Western Province.....	58
5.3 Responsiveness of the programs offered.....	64
5.4 Other outreach programs .....	65
5.5 Summary of the chapter.....	69
<b>CHAPTER SIX.....</b>	<b>71</b>
<b>6.0 CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>71</b>
6.1 Introduction.....	71
6.2 Conclusions.....	71
6.3 Recommendations.....	75
6.4 Summary of the Chapter.....	76
<b>Bibliography.....</b>	<b>78</b>
<b>Appendices</b>	
Appendix A .....	82
Appendix B .....	87
Appendix C .....	89
Appendix D .....	90

<b>List of Tables</b>	<b>Page</b>
Table 1: Distribution of Students by sex.....	33
Table 2: Distribution of students by age group.....	34
Table 3: Distribution of students by educational level.....	34
Table 4: Distribution of students by period they left school.....	35
Table 5: Employment status of student participants.....	35
Table 6: Professional qualifications of student participants.....	36
Table 7: Distribution of participants by Program they are pursuing.....	36
Table 8: Distribution of participants by duration which they have been studying under the extension studies.....	37
Table 9: Reasons for participating in University Extension Education.....	38
Table 10: Distribution of students showing whether they were pursuing the program they initially wanted to study.....	39
Table 11: Distribution of students showing reasons for changing the program	40
Table 12: distribution of students showing their opinion whether University of Zambia Extension Studies was offering courses that were answering To the needs of the province.....	41
Table 13: Students opinion on which programs University Extension Education should focus in North Western Province.....	42
Table 14: Problems encountered by the students in order of priority.....	43
Table 15: Opinion of whether the changing of officers at the provincial office affected the students.....	44
Table 16: Ways in which students got affected by the changes at the provincial office.....	45
Table 17: Ways in which classrooms pose as a challenge.....	46
Table 18: How students rate their treatment by their tutors.....	47
Table 19: Rate of satisfaction of student's participation.....	48