

An Investigation into the Challenges Encountered by the University of Zambia in the Implementation of Extension Education -A Case of North Western Province.

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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 to people in their locality. This research therefore, was an undertaking to identify challenges encountered in the implementation of University Extension Education. It was guided by the following objectives; identify the challenges encountered in the implementation of Extension Education, find out whether or not the University of Zambia Extension Education programs are in tandem with the educational needs of the local society in North Western Province, and assess whether or not the University of Zambia Extension Studies in North Western Province conducted other outreach programs apart from evening classes. In terms the research design, the study employed a case study design as it allowed the researcher to bring out a case and study it in its natural setting. Questionnaire and interview guide were the instruments used to collect data from the respondents comprising 97 students and 1 officer administering the office of the Resident Lecturer. It emerged from the findings that there were many challenges that the University of Zambia encountered in the implementation of extension education, central of all was the lack of qualified part time tutors in addressing the educational needs of the community in which it operated. The study also established that most of the courses offered by the University Extension Studies in North Western Province did not answer to the educational needs of the people in the Province. In view of the findings the study recommended that the University of Zambia should ensure that the provincial office is adequately and appropriately staffed with qualified personnel and also make a deliberate effort to create a policy to involve the local

community in identifying, planning and implementation of the courses. This will ensure that the courses offered in the province are in direct response to the educational needs of the community.

INTRODUCTION

At independence, Northern Rhodesia, which now is known as Zambia, had to respond to the numerous challenges. One such challenge was that of creating a cohort of human resource capable of steering the nation to development. Government therefore, instituted a commission of inquiry, to find out the possibilities of setting up a national University. Chaired by the former Vice Chancellor of the University of London Sir John Lockwood, the Commission produced a report which culminated in the setting up of the University of Zambia. In the Report, apart from recommending that the country needed a national University which would train high level human resource, the commission also recommended that the University should be of service to the community and flexible in its programs:

'furthermore, the university should conceive its national responsibility to be more extensive and comprehensive than has sometimes been the case elsewhere. It should draw its inspirations from the environment in which its people live and function. It should be a vigorous and fruitful source of stimulus and encouragement to education and training of all kinds....As an independent institution, it can be as inclusive as it wishes and experiment as it wishes without hindrance in national desirable fields' (Lockwood Report, 1963:2).

On this premise, the University of Zambia was established to meet the human resource needs in the country. Furthermore, the Lockwood Commission recommended that the University of Zambia should be clear on the aims and objectives and draw its inspiration from the environment within which its people live and function. It made specific reference to the fact that the national institution should endeavour not to become an 'ivory tower'. This was to be achieved by means of extending its resources to society beyond its walls, reaching all the corners of the country by taking university knowledge and ways of thought to people's locality. The department, it was stated, would;

... maintain the University links with the community, and recognize that the University has a contribution to make to society as a whole and not only to the small group of graduates

and undergraduates on campus', and 'Diffuse University knowledge and university ways of thought throughout the nation, and recognize that it is possible to stimulate objective and coherent thinking among nature men and women of varying levels of formal education (First Extra Mural Annual Report, 1966: 6-7).

The above outlined principles were to be achieved by such methods as laid down by University Senate, as quoted by Alexander (1975:43): "Provision of study of a university nature to the general public by all means available and appropriate; weekly classes, residential courses, public lecturers, radio and television, correspondence and publications."

The University of Zambia therefore, established offices in all the provinces of the country to provide University Education 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.

1.1 Statement of the Problem

The University of Zambia Extension Studies faces a number of challenges in the implementation of University Extension Education. One such challenge is the high student dropout rate from the evening classes conducted by the Department of Adult Education and Extension Studies in all the provinces. This negatively affect the provision and realization of the aim conceived during the establishment of the Department of Extra Mural Studies which was the forerunner of the Department of Adult Education and Extension Studies.

1.2 Research objectives.

The objectives of the study were to;

identify the challenges encountered in the implementation of Extension Education;

(ii) find out whether or not University of Zambia Extension Education programs are in tandem with the educational needs of the local society in North Western Province; and

(i) assess whether or not University of Zambia Extension Studies in North Western Province conducted other outreach programs apart from evening classes .

2.0 METHODOLOGY

2.1 Research Design

A case study design was used. It allowed the researcher to bring to the fore a case, and allow an in-depth study of the case in its natural setting.

With data needing to converge at some point from multiple sources, the study thus, employed both qualitative and quantitative methods in order to allow the researcher triangulate the data that was collected.

Quantitative research is a formal, objective, systematic process in which numerical data is utilized to obtain information about the world (Burns, 1991: 140). Other scholars (see Isaac and Michael, 1971; Merriam and Simpson, 1984) agree with this definition while Merriam and Simpson (1984:224) simplify it by saying "quantitative data is one that can be coded and represented by statistical scores"

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 contexts within which these experiences occur (Chilisa and Preece, 2005).

2.2 Study population

Borg and Gall (1979) view population as all the members of a hypothetical set of people, event or objective to which we wish to generalize the results of our research.

In this study, the population comprised all the participants (236) in University Extension Studies in North Western Province.

2.3 Sample and Sampling procedure

According to Varkervisser et.al (1996), Sampling in quantitative and qualitative research refers to selecting a small group from a large population. On the other hand, Merriam and Simpson

(1984:54) define Sample as "*a strategically and systematically identified group of people, events that meet the criteria of representativeness for a particular study.* "

The research focused on two distinct but vital categories of respondents. Firstly, it focused on the current student participants in the university extension programs which are conducted in North Western Province. This category of respondents was important as it provided relevant information and their individual perspective on the challenges they encounter when participating in University Extension programs. A total sample of 97 students was picked to participate in the study.

The other target respondent was the Resident Lecturer. The Resident Lecturer administers extension programs in the province.

In this research, two sampling techniques were used in order to come up with elements for study.

These are; stratified and purposive sampling techniques. The study recognized the fact that population of the participants in university extension education in North Western Province was heterogeneous, (the population is composed of various groups (i.e.) the already employed and the unemployed). Thus, there was need to pick respondents from two categories, namely; the employed and the unemployed participants.

"Stratified sampling involves dividing the population into homogenous groups, each group containing subjects with similar characteristics in order to obtain a sample representative of the whole population, a random selection of subjects from group A and group B must be taken" (Cohen and Manion, 1994:87).

Ghosh (1992: 234-235) posits "...certain units are selected purposively for judgment by researchers. In this selection, the researchers try to make the selection as representatives."

Cohen and Manion (1994) support this definition and add; "researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality" (P89).

In this study the researcher purposely picked the officer who was found at the duty station (Office of the Resident Lecturer for North Western Province) who provided the study with the challenges of administering University Extension Education.

2.4 Research Instruments

In order to collect both qualitative and quantitative data, the study used two types of data collection instruments, these were, the questionnaire and interview guide.

2.5 Data Collection procedures

The officer found in the office of the Resident Lecturer for North Western Province provided data by means of an interview.

An Interview was used because it provided the researcher with an opportunity to learn about the past, present and the future. It also provided the researcher with an opportunity to cross examine the respondent in light of the information that was provided.

On the other hand data from the participants in university extension programs was collected by means of a self administered questionnaire.

2.6 Data Analysis

Ghosh (1992:261) posits that" *....after collection of research data, an analysis of the data and the interpretation of the results are necessary"*

Bell (1999) supports this view and further elaborates that after the data has been collected, the researcher must put the data on analysis to derive frequencies, means, standard deviation and other related data summaries.

In this study, quantitative data was presented, analyzed and interpreted using frequency distribution tables and percentages.

On the other hand, qualitative data was coded based on the themes that emerged.

3.0 PRESENTATION OF THE FINDINGS.

Table 1: Distribution of students by Educational level.

Response	Frequency	Percentage
Grade 7	0	0%
Grade 9	0	0%
Grade 12	97	100%
Total	97	100%

The study established that all the student participants in the University of Zambia Extension Education programs in North Western Province had reached Grade twelve (12) as their basic qualifications.

Table 2: Distribution of participants showing their employment status.

Response	Frequency	Percentage
Employed	50	52%
Not employed	47	48%
Total	97	100%

50 (52%) of the respondents were employed, while 47 (48%) were not in formal employment.

The results indicate that majority (i.e. 52%) student participants in the province were in formal employment.

Table 3: Distribution of participants based on their reason for participating in

University Extension Programs.

Response	Frequency	Percentage
Enable find a job	47	48%
Be better informed	3	3%
Improve qualifications	17	18%
Get promoted	27	28%
Others (specify) change career	3	3%
Total	97	100%

47 (48%) respondents indicated that the reason for participating in the University of Zambia Extension Education programs was to enable them find jobs, 3 (3%) said that they wanted to be better informed, 17 (18%) stated that they wanted to improve their qualifications, 27 (28%) outlined that the reason why they participated in the programs was that they wanted to gain promotion at their work place, while 3 (3%) said that they wanted to change their career by engaging in studies while they were working ..

The findings revealed that, majority participants in the province, especially those who were not employed, participated in order to make them acquire the qualifications to enable them find jobs. On the other hand, those who were in formal employment participated in order to secure promotion.

Table 4: Distribution of responses showing whether or not students were

currently pursuing the program they initially wanted to study in extension studies.

Student participants were asked to state whether or not the programs they were pursuing were the programs they initially wanted to pursue at the time when they were joining University Extension programs.

Response	Frequency	Percentage
YES	27	28%
NO	70	72%
Total	97	100%

Table 4 shows that 27 (28%) were currently pursuing programs which they initially wanted, while 70 (72%) were pursuing programs which they did not initially intend to study.

The findings of the study revealed that majority students (i.e. 70 =72%) were not pursuing the program which they originally intended to study, but had changed to fit in what University Extension Studies was offering.

Table 5: Distribution of students by Reason for changing program

Response	Frequency	Percentage
UNZA Extension studies did not have the course in the province	27	39%
Did not have lecturers in the program.	14	20%
Only few students enrolled for the same course.	17	24%
Followed what my friends were studying.	3	4%
Specialized lecturer stopped in the middle of the course	9	13%
Total	70	100%

The findings revealed that 27 (39%) of the respondents who had changed their program of study was due to the fact that University of Zambia Extension Studies in North Western Province did not have the program which they initially wanted to pursue, 14 (20%) said that the course could not commence because there were no lecturers in the course. 17 (24%) on the other hand, indicated that the course they enrolled for did not take off because there were few students (less than 10 in number) who enrolled for the same course, 3 (4%) stated that they changed programs because they followed what their friends were studying, while 9 (13%) said that the lecturers stopped in the middle of the course.

It came out from the findings that, there were several reasons why students in North Western Province switched programs of study; majority (i.e. 29 = 39%) indicated that they changed the programs because the institution did not run the course they initially wanted to study.

Table 6: Distribution of responses on the opinion whether University of Zambia

Extension Studies provided courses needed in the province.

Student participants were asked to state in their opinion whether or not University of Zambia Extension Studies in North Western Province was offering courses that were answering to the educational needs in North Western Province.

Table 6

Response	Frequency	Percentage
YES	31	32%
NO	66	68%
Total	97	100%

31 (32%) stated that the institution was responding to the educational needs of the province, while 66 (68%) indicated that it was not providing courses that were much needed.

The above views suggest that University of Zambia Extension Studies in the province is not offering courses that are responding to the educational needs in the province.

Table 7: Distribution of problems faced by students in University Extension Studies in order of priority.

Student participants were asked to state and prioritize the challenges they face when participating in university extension education. Below are the findings;

Table 7

Response	Frequency	Percentage
Lack of resource materials and library facilities	32	33%
Lack of resource persons which leads to some classes not taking off	15	15%
Changing of officers at the provincial office	10	10%
Classroom facilities at a Basic school feels degrading	16	17%
Time during which classes are conducted is not convenient	24	25%
Total	97	100%

32 (33 %) felt that the number one on the list of problems is the lack of resource materials and library facilities, 15 (15%) stated that the lack of resource personnel in some courses which lead to some classes not taking off was their number one on the list, 10 (10%) indicated that the changing of officers administering the university provincial office (office of the Resident Lecturer), 16 (17%) felt that the classroom facilities at basic schools are degrading, 24 (25%) indicated that time during which classes are held is not convenient.

The above views from the respondents clearly indicate that there were a number of challenges learners faced in University Extension Education in North Western Province. Majority (33%) stated that the lack of library and resource materials was their number one on the list of challenges.

Table 8: Distribution of responses on how participants rate their treatment by their

tutors in class.

Learners in University Extension studies in North Western Province were asked to indicate their opinion on a rating scale the treatment they are given by the tutors in class.

Table 8

Response	Frequency	Percentage
Excellent	10	10%
Good	17	18%
Fair	23	24%
Bad	47	48%
Total	97	100%

10 (10%) said they were treated excellently, 17 (18%) said their treatment was good, 23 (24%), said it was fair, while 47(48%) indicated that their tutors treated them badly.

Results from the study indicate that, majority students in University Extension Studies in North Western province (i.e. 47 = 48%) felt that they were not treated well by their tutors in class.

3.2 Other Findings

3.2.1 Non- involvement of local people in identifying and initiating programs.

The respondent shared that there was no system in the province where the local people were involved in identifying and initiating programs to be offered. As such, the province had not involved the local people in such an undertaking. The process of identifying and initiating the program to be offered remained the preserve of the University.

3.2.2 Other programs of public demand.

The officer pointed out that even though there were a number of programs being offered by the University Extension Studies in the North Western Province, the general population still demanded programs which they felt could be more marketable in terms of finding a job in the mines. Courses that were being sought include; Electrical engineering, Mechanical

engineering and Refrigeration repair and maintenance (both at craft and technician levels). The respondent further explained that the majority who came to ask for these courses were those already employed in the mines.

The findings of the study revealed that the officer could not initiate and develop the programmes until it received the blessing of Senate of the University of Zambia which was the custodian of all curricula at the University of Zambia.

In addition, the respondent intimated "I am just a secretary, as such, I can only do what a secretary can possibly do"

2.2.3 Other outreach programs apart from evening classes.

The respondent stated that, the provincial office did not have any other outreach programs apart from evening classes. She stated that such activities required skill and energy in order to achieve positive results.

Secondly, the officer observed that it would take a long time for Head Office to approve such an undertaking considering the fact that the province did not have a Resident Lecturer.

3.2.4 Other Challenges

Lack of part-time tutors: The respondent said that it was a requirement that people who teach in the Diploma programs were qualified; they should be holders of a Bachelors Degree in a related field. However, in places such as rural towns, Degree holders were not easy to find, therefore, University Extension programs were not offered.

Lack of understanding of the work of University Extension Education: The respondent stated that some of the problems encountered in the province were as a result of lack of understanding of the role played by University Extension Studies.

The officer recounted a situation that occurred in Zambezi District where students were mobilized and classes commenced but were discouraged by the colleagues who had seen a letter which originated from the office of the Registrar at the University of Zambia. The letter stated that the programs offered under the Department of Adult Education and Extension Studies were not credit worthy. Subsequently, all the students withdrew and

claimed their tuition fees based on the letter. As it were, the University Extension Studies in Zambezi District did not have a centre and the officer stated that it had been difficult to win people's confidence and re-establish the centre.

Lack of Orientation for part-time lecturers: The respondent stated that there had been no orientation workshop for part-time lecturers. This owed to the fact that there was no Resident Lecturer to initiate and conduct such workshops or seminars. However, the respondent conceded that there was need for orientation workshop for part-time lecturers in order for them to understand the objective of the University Extension Education and general rules of teaching adults. Lack of Orientation for part-time tutors often lead to breakdown in dialogue during class meetings between part time tutors and student participants.

4.0 DISCUSSION OF THE FINDINGS

It is important to mention that the study set out with three objectives, which were; to identify the challenges in the implementation of University Extension Education in North Western Province, find out whether or not University of Zambia Extension studies in North Western Province conducts other outreach programmes apart from evening classes, and assess whether or not university extension provide courses which are needed in the province.

4.1 Lack of part time tutors

Both the officer administering the provincial office of the University of Zambia Extension Studies and the student participants in the evening classes identified that lack of part-time tutors was one of the major problems University Extension Education faces in North Western province.

This had affected the provision of certain types of courses. It is important to note that the university requirement for an individual to teach in evening classes is that one should be in possession of a bachelors' degree. Students enroll in the programs of their interest but there would be no person qualified enough in that area of specialization to teach. As such, classes fail to take off.

This is in conformity with the findings obtained by Okafor (1971), who observes that,

recruitment of Part-time tutors who are suitable to teach specialized courses is one of the impediments which render some classes not taking off.

Okafor (1971: 12) states: *"In big towns along the line of rail particularly in Lusaka and the Copperbelt towns, it is fairly easy to find someone who possesses a good honours degree. In some rural areas, however, there may not be anyone in the area who is qualified to teach a course for which real need exist."*

By and large, the lack of qualified part-time tutors to teach renders the University to mount courses which are not particularly of need in the province, but based on the availability of part-time tutors.

4.2 Lack of Orientation for part-time tutors

Often times, part-time tutors who are engaged to teach in the evening classes of the Extension Education are well qualified in their areas of specialization. What they lack, however, are the facilitation skills to conduct adult classes.

Okafor (1971:15) posits, *"a problem which is in many respects the result of the above situation (inexperienced tutors) is the breakdown of dialogue at class meetings. The emphasis ... is not so much on how much ground is covered but on how well"*

The office of the Resident Lecturer, it was revealed, has not been organizing orientation seminars to familiarize the part time tutors with the objective of the department of adult education and Extension studies. It is important in adult education to understand the dynamics associated with handling a class of adults. Some scholars like Knowles (1971), and Bown(1966,) believe that teaching a class of adults is different from teaching a class of children. Adults come to class with different motivations, but important to note also is the fact that, adults come into a learning experience with their status (i.e.) director of an organization, father, grandmother as well as many other roles they play in the community in which they live. Therefore, adults need to be treated differently from the way children are treated.

4.3 Responsiveness of the programs offered

The second objective was to determine whether or not the University of Zambia provided courses that responded to the educational needs of the province.

Table 4, 5 and 6, revealed that the University in North Western Province of Zambia was not providing courses that addressed the socio-economic needs of the province. Even though the University of Zambia Extension Studies was gaining ground in terms of the number of people participating in its programs, most student participants observed that they were pursuing courses which they did not originally intend to pursue. Table 5 shows that 72% of the students were pursuing programs which they did not intend to and 68% indicated that the university was not providing courses that were responding to the needs of the province.

However, Chakanika (1995) argues that Extension work should base its programs on the felt needs of the people. He further notes that often times the Resident tutor is faced with a challenge where, he/she has to balance between what the community in his constituency needs and what the University policy dictates.

4.4 Other outreach programs

The third objective was to assess whether or not University Extension Studies conduct other outreach programs in the province.

Results obtained from the officer administering the office revealed that the province does not conduct other outreach programs in the province. At inception, The University of Zambia Senate outlined the responsibilities of the Department of Extra Mural Studies (Extension Studies) regarding conferences and seminars as follows;

- a. the initiation of seminars, workshops, courses and conferences for which the main academic responsibility would be borne by the Extra Mural Department's own staff; and
- b. the arrangement of conferences in which academic responsibility would be shared by the internal staff of the University (Alexander, 1975 :27).

Alexander (1975) further observes that, many members of the public, including those in

senior positions of responsibility would not have the time to commit themselves to regular classes. On the other hand, in other places, population is sparsely populated, thus, to mount and run a course would be difficult especially when one considered the distances students were to cover to get to a point where classes are to be conducted. However, these groups of people can be given an alternative education program that would fit in their geographical and employment disposition.

Bown (1966:7) supports this view and adds; " ... one of the missions of the University must be to encourage even those most educated and in the highest positions in the land to realize that education is lifelong."

These outreach programs (workshops, seminars conferences and public lectures) can cover themes which are concerned with development. Chakanika (1995 :5) states; " ... *the themes covered ... include sexually transmitted diseases, causes and remedies of diabetes, the relationship between population growth and economic development, the significance of child spacing and topics related to political and socio-economic issues.* "

Most importantly, seminars and workshops provide a platform on which the university itself would identify the needs of a particular community and chart a way through which the need can be met.

5.0 CONCLUSION

The findings revealed that there were a lot of challenges University of Zambia faced in the implementation of Extension Education, one of the paramount challenges that was encountered

was the lack of qualified part-time tutors to teach courses for which real needs exist. The implication of this was that the University only mounted courses based on the availability of part-time tutors. This is in conformity with the findings of Okafor (1975) where he states that in rural areas, however, there may not be anyone in the area who may be qualified enough to teach courses for which real need exists.

In many instances, students were compelled to change their courses because the institution did not provide courses based on the needs of the community. As a consequence, the University

Extension Education in the province was not offering courses that were fully answering to the educational needs of the province. The study therefore, concluded that the University of Zambia,

like any other educational institution, acts like a laboratory where experts identify and diagnose the educational problems and prescribe educational solutions to a community. This does not represent a true reflection of Adult Education principles upon which University Extension Education is anchored.

It also emerged from the findings that often times, there was breakdown in dialogue between part time tutors and student participants. The study therefore, concluded that this situation was as a result of the lack of orientation for part-time tutors on the facilitation skills in a class of adults. The results of the study also pointed to the position that the province rarely undertook other programs of outreach such as workshops, seminars and conferences into the community owing to the fact that the office in the Province was understaffed. The province concentrated more on providing evening classes. The province for a long time had been run by a secretary. This situation meant that there was nobody skilled enough and had the understanding of extension education.

5.1 Recommendations

In view of the findings of the study, the following recommendations have been made

- (i) The University of Zambia should create a deliberate policy to involve the local community in identifying, planning and implementation of the courses. This will ensure that the courses that are being mounted in the province are in direct response to the community's educational needs.
- (ii) Ensure that all the part time tutors hired to teach in University Extension classes are oriented in the principles and practices of adult education in order to avoid breakdown of dialogue between part time tutors and the student participants.
- (iii) Extension education should adopt a flexible style in its operations.

- (iv) The university should ensure that the provincial office is adequately and appropriately staffed with individuals who are qualified, in order for the unit to function effectively and achieve its aims and objectives; that of providing education to all the people, however remote they may be.

SUMMARY

The study concluded that there were many and varied challenges encountered in the implementation of extension education provided by the University of Zambia. These challenges impacted negatively on the implementation of University Extension Education. Such challenges include; lack of part-time tutors to teach courses for which real need exists, thus, students were compelled to change their courses. It was also discovered that University of Zambia Extension Studies needed to do more in order to answer to the educational needs of North Western Province. This could be done by engaging the community in identifying courses which would satisfy the province in terms of its educational needs.

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Pathways to alcohol abuse by school going adolescents: A case study of Chibombo District of Zambia.

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ABSTRACT

This article explores adolescents' experiences of alcohol use and abuse in two boarding High Schools of Chibombo District of Zambia. A cross-sectional study design with an emphasis on qualitative approach was done on school pupils in Chibombo district. The study group comprised of 162 pupils both males and females aged between 16 and 20 years and two teachers in charge of school guidance and counseling. The present study employed three data collection strategies: Focus group discussions with 48 pupils, in-depth interviews with two teachers and a survey questionnaire with 92 pupils. The results revealed that factors that induce pupils to engage in alcohol abuse include easy access to cheap alcohol and peer pressure. It was further found out that personal factors such as negative emotional state, pupil's expectations about the function of alcohol are the main causes of alcohol abuse among pupils. In addition to punitive measure against pupils who abuse alcohol, assessment and psychotherapy or counseling of pupils who engage the abuse can go a long in addressing the problem.

Keywords: alcohol use, alcohol abuse, binges drinking.