

Investigating The Drop Out Problem Amongst University Extension Studies Learners In Zambia

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ABSTRACT

The study sought to investigate the drop out problem amongst university extension studies learners in Zambia. The sample in the study consisted of part-time tutors on Copperbelt and Eastern provinces. The findings have been analyzed using descriptive statistics. Results obtained show factors contributing to the problem and possible solutions.

INTRODUCTION

Recommendations of the Lockwood Commission culminated in the birth of the University of Zambia in 1966. The Commission further recommended for the establishment of the Department of Extra Mural Studies in the University. Consequently, this department was created in the same year. (Alexander, 1975). Work started in May 1966 under the directorship of Professor Lalage Bown. The University Senate laid down two main principles for the department's policies and work. Firstly, the department was to maintain links with the community. This was in recognition that the University had a contribution to make to society as a whole and not only to a small group of undergraduates and graduates on campus. Secondly, it was to disseminate and impart University knowledge and University ways of thought throughout the nation. These were emphasised because development in Zambia would only be realised through "informed and thinking citizens." (Department of Extra-Mural Studies, 1971)

To realise the stated objectives the University of Zambia set up Extra Mural offices in provincial centers under the auspices of Resident Lecturers. Activities carried out through the offices of Resident Lecturers hinged on provision of education of a University nature at certificate level; research into topical issues affecting members of the public; participation in community service and conducting workshops. Targeted were school leavers, non - school leavers, special groups, graduates, non - graduates, employed and unemployed. Since inception of the department the cited have benefited through the knowledge and skills acquired; certification in the various

short courses done covering a broad section of fields; securing of jobs after training; the employed have become better performers thus efficient, leading to their being confirmed and others promoted on the job. (Alexander, 1975). In 1975, through the process of amalgamation, the department was a composite part of a wider configuration known as the Centre for Continuing Education. Other departments included Mass Communications, Adult Education and Correspondence Studies. This arrangement was, however, restructured in 1991 leading to hiving off department of Correspondence to form the Directorate of Distance Education while that of Mass Communications was moved into the School of Humanities and Social Sciences. The remaining two departments (i.e. Adult Education and Extension Studies) were amalgamated to constitute the present Department of Adult Education and Extension Studies. (Mtonga, Chakanika and Chuma, 1999).

Statement of the problem

The study sought to investigate the drop out problem among learners in university extension studies. Presently, the drop-out rates are 48% and 37% in Copperbelt and Eastern provinces respectively.

Purpose of the study

The purpose of the study was to understand the inside of the drop out problem amongst learners that enroll in the University Extension Studies in Zambia. Furthermore, the study assessed the rate of this problem amongst such students from the position of part - time tutors view or side.

Objectives of the study

Specifically, the research was objectified to:

- determine the educational qualification of part - time tutors;
- establish how long such part - time tutors had taught;
- establish the qualification (s) of students who enroll in these

extension studies programs;

- determine if course contents of these non - credit programs

met the professional needs of the students;

- establish if fees charged had an effect on student enrollment;
- to establish if fees charged had an effect in the students drop out rate;
- determine if less qualified part - time tutors would be the reason for

students to discontinue studies; and

- establish if absenteeism by part time tutors contributed to the drop out problem University extension studies students.

Hypotheses

H0 : There is no significant relationship between factors such as educational qualification of part-time tutors, course contents, fees charged and absenteeism by part-time tutors and the drop out problem amongst university extension studies learners in Zambia.

H1: There is significant relationship between factors such as educational qualification of part-time tutors, course contents, fees charged and absenteeism by part-time tutors and the drop out problem amongst university extension studies learners in Zambia.

Significance of the study

Although the university extension studies have been in existence for a long time in Zambia, they have been associated with a lot of serious problems. This study is an attempt at providing solutions to some of the problems experienced by University extension studies learners in Zambia. It will contribute to knowledge about the role of teacher quality, student quality, absenteeism of part - time tutors, course content covered, fees charged and employment and their contribution to the drop out problem among University extension studies learners in Zambia and the sub - region.

It is hoped that findings from this study will be taken advantage of by government and other stakeholders in formulating policy pertaining to University extension studies learners.

Limitation of the study

In the process of conducting research, researchers encountered a multiplicity of constraints, amongst which were, lack of funding, failure by some respondents to return the questionnaires to researchers and mobility due to lack of transport by researchers.

Definition of terms

CCE	-	Centre for Continuing Education
DEMS	-	Department of Extra – Mural Studies

- Drop Out – A student who ends studies prematurely or fails examinations
- Part – Time Tutor – is not a full time University worker. He is a specialized individual in subjects he teaches of professionalism who is either retired or working somewhere.
- UNZA – University of Zambia

THEORETICAL FRAMEWORK

Definition of 'drop - out'

The term 'Drop - out' is defined variously by various scholars and it is also dependent on the context in which it is used. For instance, Peters (1992:234), Kember (1989:196), Roberts (1984:50) and McCaul (1992:206) have defined the concept differently. Peters (1992:234) has "...argued that 'drop - out' cannot and even should not readily be compared across systems, since significant parameters differ." Roberts (1984:50) cites examples in the United States of America where a drop - out is addressed as "...wastage, failure, withdraw, student mortality..." However, in Zambian context, a "drop - out" is a student who ends studies prematurely and does not sit for examinations. He /She is also considered to be a "student who left high school before graduating" (McCaul, 1992:206). In this study, however, the 'drop - out' can be classified as Roberts (1984:51) has suggested: " The student who informs the institution that he/she no longer wishes to continue studying or the student who disappears or fails examinations".

The present drop - out rate

Drop - out rates in the learning institutions have been revealed in various studies and the results have almost been the same. (Jolly, 1969:62). Countries affected with this problem have found it to be a national liability as it deters economic development. This problem is being tackled at international fora in some instances. However, through the international organisations, help is being rendered to some drop - outs. For instance, Zambia is getting help from Canada, Germany and Australia. The help is in form of material support to run extension studies programmes and 'open secondary classes.'

Characteristics of drop outs

The over 20 year old students are seen as "...unique individuals able to make rational decisions on the relevance of skills and subject matter to their... career and life goals." (Kember, 1989:288 - 289). The juveniles are "...insufficiently prepared for the

courses they are not intellectually up to the requirements, they have over estimated themselves." (Peters, 1992:250). However, because of physiological problems, very old people drop - out (Peters, 1992:259). Some of the physiological problems are poor sight and less energy.

As Kember (1989: 280) and Durkheim (1961) point out, decisions to drop out are based several factors as perceived by individuals concerned. The factors range from their background, collective affiliation, moral value, social integration and academic background. For instance most of these students come from poor families where their families have not gone to school. So, they are not motivated by their parents to learn. (Peter, 1992:145). Added to the above is the fact that participants in university extension programmes lack many things that promote learning found in conventional schools. What the above submits is that inadequate characteristics inherent in individual participants have colluded with inappropriate home setting to make it difficult for most participants in university extension work to continue learning.

Reasons for dropping out

According to Peters (1992:238) dropping out from classes is an old thing. He reported that in 15th and 16th centuries, "... that the completion of even the first arts course leading to the Bachelor's degree, was not the rule but the exception. This is so because one quarter to one third of registered students left the university as Bachelors, hardly one twentieth to one sixteenth as Masters. The rest left as simple scholars, just as they had arrived."

There were various reasons that made them leave. As discussed above some were personal characteristics, environmental characteristics and school factors (Peters, 1992:241).

Peters (1992:240) says "... Preference for extension studies ... if this forum of studying is not to someone's liking, the student is easily discontented and unmotivated and corresponding in danger of dropping out." He further observes that students drop out because of lack of motivation, lack of interest, boredom, apathy, rejection of the teaching programme, the feeling of not receiving anything from the course, lack of purpose and uncertainty in the occupational orientation.

Drop - out rates

Gibson (1992:44) noted in the study that the situational barriers that non - completers perceived as having caused significantly more problems included; "finding enough time to study, balancing home responsibilities with studies, and balancing job

responsibilities with studies." They were similar to Bartels et al (1988:45) quoted in Peters (1992:244) findings.

Some students indicated that they left the extension studies programmes because they wanted to be self - supporting. They lacked a number of things which were needed at UNZA extension studies programme. They could not get enough financial support from the parents and guardians. Peters (1992:255) supports such a reason for dropping out;

"... to satisfy his physiological, survival and safety needs he has in the first place to work. By going it alone he endangers the effective bonding with his family and friends. His striving for recognition and self - realisation is ambitious, but the needs below this have not been satisfied."

Some factors affect many students in Zambia just as in other developing countries. For instance, lack of proper accommodation, according to Kember (1989:200) in his study stopped 'Papua - New Guinea' student from studying. >From the same country the other student pointed out lack of library facilities. However, in many studies carried out, "pregnancy is often cited as a reason for dropping out of studies" (McCaul 1992:205). Tinto (1975:89) in Peters (1992:239) pointed out pregnancy, transfers, marriage, lack of proper care, lack of financial support, lack of interest, lack of lessons, text books, and improper teachers as factors which made students leave studies.

Female students according to Farmer et al (1990:128) findings "...attribute their failures more to lack of ability and less to lack of effort which is the attribution pattern associated with learned helplessness." As per Zambian tradition women are supposed to depend on men for their sustenance.

The girls in schools lack concentration and they hope for marriage. Hence more failures in schools, family and social domains... (Farmer et al, 1990:129). Smith (1987:18 - 21) in his study on drop - out problem found out that many students left because:

- they found the course too difficult;
- they were afraid of failing the final examination;
- the course was 'far too long - seemed like wasted time;
- of lack of support from other fellow students;
- of pregnancies;
- of illness.

Although Kember (1989:202) is referring to extrinsic motivation which is "...related to the rewards, a student might receive by obtaining for instance, a certificate,"

usually students at this level are not goal committed. However, as Paul (1990:98) has advised, students need to be motivated in order to acquire intrinsic and extrinsic motivation. "Motivation makes them want to learn, to know, to understand, to believe, to act, to change or even to gain a skill" (Mutava,1986:2).

Lack of textbooks such as atlases, dictionaries make students drop out from extension studies programme. This problem created a big problem for the Ugandan schools (Jolly, 1969:62 - 72). Jolly even mentioned other problems like "...lack of school facilities, wrong attitude by the students towards learning, excessive school fees, poor citing of the schools and neglect of planning in terms of flows of students." (Jolly, 1969:62 - 63). Kamfwa (1982:46) discovered that adults left the club because of "domestic responsibilities, illness in the family, field work, laziness and failing to pay subscription fees."

Thomas (1993:5) made a survey in Bhutan on students studying with the University of New England, Australia. He found out that Bhutan students dropped out from the programme because of demands of the work place, very heavy workloads and sudden and unexpected transfers. These same reasons mentioned by Thomas (1993) and Jolly (1969) were discovered by Garland (1993).

Garland highlighted poor teacher student relations, textbooks, other learning and teaching materials and equipment which caused students leave classes. Garland (1993:8) in her ethnographic research revealed: lack of prerequisite knowledge, decreased motivation, lack of time and lack of self - discipline as the reasons for withdrawal. Roberts (1984: 62) findings are quite similar to this study:

- non - receipt of subject materials
- inability to procure texts
- problems related to examinations
- problems in understanding subject content
- difficulties in receiving quick and meaningful feedback
- lack of motivation
- lack of physical resources

Sponder (1990) and Cuomo (1991) identified lack of parental care as a factor which made students drop - out. Smith (1987:17-24) found low motivation as the cause. Cuomo (1991) and Adiseshiah (1990) found poverty as the breeder of exodus. The rural students were more affected. They depended on subsistence farming. The little that they harvested was shared for food as well as for selling.

The major reason for not paying the fees was lack of moral and material support. (Fernandez, 1989). In some rural areas where they depend on farming (Adiseshiah, 1990, Cuomo, 1991), they had poor harvest from the fields.

Drop - out rate statistics

It is widely reported that drop out rate is highest at the beginning of the programme. (Bartels et al, 1988:45). Sheath (1965:27 - 28) observed that "... in the first year of study the withdrawal rate varied around 33 percent between 1955 and 1964, while in the second or subsequent years the withdrawal rate fell to around 15% of students enrolled. Harter (1969:13) made similar investigations at SUNNY University in the United States of America where it was reported that "75 percent of all withdrawals had occurred before the students had completed a quarter of their studies. White (1971:95) quoted in Peters (1992:244) says, "... it is known from the Australian Universities that 30 to 40 percent of part - time students leave before taking examinations." In the term Universitat, Peters (1992:234) observed that 20 percent Economics students and 50 percent Mathematics students break off their courses as early as the first semester of the first year of teaching. However, the number reduced in the following years. It was only a small percent that dropped (Bartels et al, 1988:521) quoted in Peters (1992:234).

Pervin (1966:8) quoted in Peters (1992:238) cited the University of California's example where the acceptance was only of those students in upper 15 percent of each top class and still had 40 percent drop - outs. Even 15 percent of those granted 'Merit Awards' failed to get a Bachelor's degree.

Again Peters (1992:235) cites another example on drop - out rate in Germany. The rate in the 1960's was about 20 percent on average. At the beginning of 1980's, according to Peters, 19 percent on average dropped. "This drop out rate was described as surprisingly low, in an international comparison, extra ordinarily low." In the other example Peters (1992:243) says, " full - time and part - time students enrolled for the course and obtained the materials. Of these, 32.2 percent did not take up their studies, 22.1 percent abandoned them after the first attempts, 16.1 percent did not send sufficient assignments and therefore could not be admitted to the examinations, 12.4 percent did not appear at the examinations to which they had been admitted, and 4.7 percent failed the examination."

Barriers to extension studies programmes

There are quite a number of problems that hinder the progress of extension studies programme in Zambia. First of all what must be noted is that in order to produce large quantities of educated human resource in developing countries like Zambia, certain pre - requisites are required. For instance, "...a good communication system; a good home environment; language fluency;... and being geared to specific goals rather than long term goals" (Edstrom, 1966:21)

Preventing drop - out problem

Lack of theory

Many researchers have pointed out that lack of theory has made it very difficult to solve the drop - out problem. The evidence is shown below with what Garrison has said: "What is demanded, has been noted times in... Drop - out research (Anderson and Darkenwald, 1979; Boshier, 1973; Tinto, 1975) is a conceptual model or theory that has explanatory and predictive validity. Understanding the phenomena of drop - out in distance education can only be realised within such a framework which necessitates going beyond descriptive studies." (Garrison, 1987:95). Once the theory is found it would be easy to prevent the drop out problem. Kember (1989:196) agrees that "...the work on this subject has rarely been underpinned by any theoretical model because of the scarcity of theory building, formulations on this subject."

METHODOLOGY

Research design

The survey questionnaires were used on the part - time tutors, teaching in the Extension studies programs.

Source of information

The part - time tutors were the main population to whom the questionnaires were administered. These were the tutors who were engaged in teaching the learners. Although researchers had planned to cover many provinces of Zambia, only two provinces namely Eastern and Copperbelt were covered due to limited time and lack of funding.

Population

All the part - time tutors in the said two provinces were given a chance to complete a research questionnaire. We were able to reach 70 part - time tutors in total.
Research location

Male

Female

Total

%

Copperbelt

52

7
59
84
Eastern
07
04
11
16
Total
59
11
70
100

Table 1.0 Population of part - time tutors

Description of biographic data

Age
Male
Female
Total
%
Below 30
10
03
13
18
30 – 35
18
02
20
28
36 – 40
11
-
11
15
41 – 45
13
04
17
24
46 – 50

02
02
04
05
Above 50
05
-
07
10
Total
59 (84%)
11 (16%)
70
100

Table 2.0 Age and sex distribution of respondents

The information in the table shows that majority (84%) of part - time tutors were males and 16% were females.

Data collection

We used a semi - structured questionnaire in order to collect data from the part – time tutors. The questionnaire consisted of 23 questions. Some questions were closed - ended while others were open-ended. The first part of the questionnaire addressed general issues such as the tutor's bio data and their education qualifications. The second part of the questionnaire addressed issues that contributed to the discontinuing enrollment by the learners.

The researchers administered all questionnaires. Seldomly, the coordinators in the districts administered on behalf of the researchers.

Data analysis

Due to the kind of data obtained from the study, the researchers used both quantitative and qualitative methods of data analysis. Some methods such as frequencies and percentages were used to analyse and present statistical information. Qualitative and quantitative information gathered were presented in form of tables.

RESULTS

In this section, results are presented as follows:

Length of teaching in University

Researchers wanted to know for how long the part - time tutors had taught in the University extension studies programs. Table 3.0 below shows the picture.

Length

Male

Female

Total

%

Below 6 months

01

-

01

1

6 - 12 months

06

01

07

10

12 - 18 months

07

02

09

13

18 - 24 months

01

-

01

1

24 - 30 months

09

01

10

14

30 - 36 months

-

-

-

-

36 and above

06

-

06
09
No. Answer
33
03
36
51
Total
63
07
70
100

Table 3.0 Length of teaching in University's non - credit programs

Over half of the respondents did not give any answer. However, 13% of the part - time tutors had taught up to 18 months while 14% of the tutors had been teaching for 30 months.

Education qualification of part - time tutors

Researchers wished to know the education qualification of the part - time tutors appointed to teach in the University extension studies programs. Table 4.0 below has the information.

Qualification
Frequency
%
Certificate
25
36
Diploma
25
36
1 st Degree
14
20
Masters degree
02
03
No answer
04
05
Total
70

Courses taught

The researchers wanted to know the courses the part - time tutors taught. Some of the courses taught in the University extension studies are as follows:

- Public relations
- Data processing and computer use
- Human resource management
- Child psychology
- Project planning and management
- Guidance and counseling
- Law
- Accounting
- Sales and marketing
- General principles of law
- Secretarial course
- Sociology
- Social work
- Public administration
- Purchasing and supply
- Electrical engineering
- Mechanical engineering
- Finance and accounting
- Business administration
- Marketing and information technology

Qualification of the students

For the courses offered in the two provinces, researchers wanted to know the entry qualifications for the students being taught. Table 5.0 below shows the same.

Qualification

Frequency

%

Grade 7

-

-

Grade 9

02

03

Grade 12

57

81
GCE 'O' level
01
01
Working class with Diploma and certificate in their fields
04
06
No answer
06
09
Total
70
100

Table 5.0 Entry qualification for students

81% of students had the required entry qualification for admission in the programs offered in the University extension studies. No student had a grade 7 qualification.

Discontinuing enrolment

This second part of the questionnaire sought to establish from part - time tutors what made the students discontinue their studies. Many questions were asked which touched issues like the professional needs of the students, i.e. whether such programs met felt needs to the satisfaction of the students and performance of part - time tutors. The reasons given by the part - time tutors have been covered.

Course contents not meeting the needs of students

Table 6.0 below outlines the views of the part - time tutors on the same.

Response	
Frequency	
%	
Yes	
54	
77	
No	
12	
17	
No	answer
04	
06	
Total	

70
100

Table 6.0 Course contents of non - credit courses meeting professional needs of students

The table above indicates that 77% of the part - time tutors believed that the course contents in the University non - credit programs met the professional needs of the students. However,17% of part - time tutors responded negatively.

Course content contribution to drop out rate

Table 7.0 below brings out a clear picture of whether or not the course content contributes to the drop out rate of students in these programs.

Response	Frequency	%
Yes	12	17
No	55	79
No answer	03	04
Total	70	100

Table 7.0 Course content contribution to the drop out rate

Table 7.0 shows that 79% of the part – time tutors believe the course content did not contribute to the drop out rate of the students in these programmes. However 17% of the part - time tutors agreed that the course contents indeed did contribute to the drop out rate of the students.

Fees charged

The researchers also wanted to know whether the fees charged were high. Table 8.0 below indicates how the part - time tutors considered the fees.

Fees	Frequency	%
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High	13
Affordable	54
Low	02
No answer	01
Total	70

Table 8.0 Fees charged in University non - credit program

It will be noticed that the majority, 77%, stated that the fees charged were presently affordable. Only 19% of respondents believed the fees were high.

Interruption of studies by employment

Another factor which was considered in the study was the effect of employment on students who were workers. Researchers wanted to know from part - time tutors whether they believed that studies were interrupted by employment in some situation. Table 9.0 below shows the picture.

Response	Frequency
%	
Yes	52
No	15
No answer	03
Total	70
	100

Table 9.0 Studies interrupted by employment

74% of the respondents believed employment interrupted studies of the learners. 22% of the respondents did not believe that employment interrupted studies.

Less qualified part - time tutors contribute to students discontinuing studies

The researchers further went on finding out if less qualified part - time tutors could be the reason for students to discontinue their studies. The responses obtained are indicated in Table 10.0 below.

Response
Frequency
%
Yes
48
69
No
22
31
Total
70
100

Table 10.0 Less qualified part - time tutors cause students to discontinue their studies

69% of the respondents thought that less qualified part - time tutors could be the reason for students to discontinue their studies. 31% stated that less qualified part - time tutors did not cause students to discontinue studies.

#
Qualification
What to teach
1.
1 st degree.
Certificate I and II
2.
Masters degree.
Certificate I and II
3.
Diploma.
Certificate I and II
4.
Advanced Diploma.

Certificate I and II

5.

Certificate (Advanced).

Certificate I

6.

At least qualified to teach.

7.

All the above should be specialised in the same field of teaching. Should have a proper teaching experience.

Table 11.0 Required minimum qualification(s) for a part - time tutor

It was agreed that the required minimum qualification (s) for a part - time tutor should be as indicated in Table 11.0 above

Absenteeism by part - time tutors cause students to discontinue their studies

The researchers wanted to find out whether absenteeism by the part - time tutors could also cause students to discontinue their studies. The picture provided is illustrated in Table 12.0 below.

Response

Frequency

%

Yes

58

83

No

12

17

Total

70

100

Table 12.0 Absenteeism by part - time tutors cause students to discontinue studies

83% of the respondents thought absenteeism by the part - time tutors could cause students to discontinue their studies. 17% disagreed.

DISCUSSION

This section discusses several issues researched as follows: profile of participants, qualification of students, and factors that lead to discontinuing studies by students.

Profile of participants

84% of the part-time tutors were males while 16% were females. The study revealed that 24% were aged between 41- 45 years, 18% were aged below 30 years and 15% were aged between 36 - 40 years. The study findings revealed that the age groups 20 - 35 years and 41- 45 years were the most dominant, supplying the majority of the part-time tutors.

It would be noticed that 28% of the part-time tutors had teaching experience ranging from twelve months to thirty months. This is a reliable teaching experience for tutors teaching in the University non-credit programmes. 59% of the respondents qualified to teach in the extension studies programmes on the basis that they held a diploma, first degree and masters degree. Therefore, the input from them would make students to pass their examinations. This contradicts the thinking of Peters (1992) who stated that marriage, transfers, pregnancy, lack of financial support and improper teachers were some of the factors leading to students dropping out from school.

Meanwhile, 81% of the students have minimum qualification of grade 12 that was sufficient for the courses being taught. Kember (1989) and Durkheim (1961) argued that student academic background was a factor to the drop out problem. This doesn't seem to obtain in Zambia in view of the participants enrolled in our programmes have the relevant academic qualifications.

Course content

It was revealed that 77% of the respondents believed that the course content in the courses offered met professional needs of the students and what in the end satisfied them. As such, 79% of the respondents did not believe that the course content contributed to the drop out rate of students.

They pointed to other factors such as lack of equipment, lack of teaching and learning materials and the untrained part - time tutors as contributors to the drop out rate. Peter (1992) and Garland (1993) confirm this by stating that lack of textbooks and equipment and other materials, improper teachers, motivation, time and self discipline affect many students in Zambia.

Meanwhile 17% of part - time tutors believed that the course content contributed to

the drop out rate of students. Roberts (1984) agrees with this contention that students drop out from extension studies because of the difficult in understanding the subject matter. This may be attributed to enrolling under qualified students as well as some materials being highly pitched.

Fees charged

A majority, 71%, of the respondents believed that the fees charged currently were affordable. To the contrary, 19% felt that tuition fee was on the high side. Although a minority views it falls in line with the contention from Jolly (1969) that lack of school facilities and excessive school fees charged impact negatively on extension studies programs. Similarly, Kamfwa (1982) mentions, though vaguely, that failing to pay subscription fees contributes to the drop out problem.

Employment

There was a belief by a majority of 74% that employment disturbed studies of the learners. Kamfwa (1982) who asserted that adult learners left the club because of fieldwork supports this contention. There is also a possibility of exhaustion after a long day's work. This is further supported by Thomas (1993) that Bhutan students succumbed to demands of the work place and very heavy workloads.

Absenteeism by part - time tutors

The research revealed that 83% of the respondents believed absenteeism by the part - time tutors could cause students to discontinue their studies. This is supported by Tinto (1975) who made reference to improper teachers being a factor to the drop out rate. The teachers would be improper in terms of being under qualified hence facing the problem of delivery as well as lack of commitment to teaching.

CONCLUSION

An outline of important features obtained from the study's findings is made as follows:

- Part - time tutor belonged to ages ranging from below 30 to 45 years as shown by the minimal difference in percentages in the age groups covered in

the research. Out of these, 59% of them held the right qualifications to teach in extension studies programmes. However, only 27% had teaching experience ranging from one to 2 1/2 years. Therefore teacher qualification was not a major cause of the drop out problem among extension students in Zambia.

- Although 79% of part - time tutors believed that course content did not contribute to drop out problem, 17% were convinced that it did due to difficult in understanding the course material.
- Though outwitted by a majority of 77% of the part - time tutors, 19% felt that the monies charged as fees were unaffordable resulting in some students dropping out from the programme.
- It was generally believed by 74% of the part - time tutors that activities at workplaces such as heavy work loads contributed to some working students, often exhausted, dropping out from the programmes because of exhaustion.
- A majority, 83%, were convinced that absenteeism by the part - time tutors would lead to the drop out problem.

From the study findings, it is clear that there are various reasons that contribute to the drop out problems amongst University extension studies learners in Zambia. We are of a belief that such problems should be sorted out as soon as possible in order to have many people register in the programs offered so that they could have necessary knowledge needed in their daily life. It is through such knowledge that they can be citizens contributing fully to the development of Zambia.

RECOMMENDATIONS

- University extension studies should continue enrolling grade 12 school leavers.
- Part - time tutors proving to be truants should not be recruited as staff in the programmes.
- Maintain course content currently in use obtained from the University of Zambia undergraduate courses and colleges through out the country.
- Students should be encouraged to settle fees in installments if they failed to pay at once.
- University resident tutors should find time to meet registered students and encourage part - time tutors to talk to their students on the importance of their programmes.
- University should hold presentation ceremonies in districts or cluster groups in order to encourage more to register in these courses.
- University should introduce visits to organizations to gain practical knowledge in some programmes.
- Classes should start after 17:00 hours.
- Pay part - time tutors promptly.
- Coordinators should be encouraged to submit monthly reports about the performance of their tutors.
- Tutors should sign for the period taught (i.e. attendance register for tutors).

- Letters of appointment must contain an agreement in form of contract so that whoever breaches any of the conditions can be held responsible.
- Provide adequate teaching materials to motivate both teachers and students.
- University should sensitize the communities on importance of education.
- University should provide course outline in advance.
- Lighting should be improved in some classes in some centers.
- University part - time tutors should provide reference books.
- Enroll highly qualified tutors to teach.
- Increase sessions per six months in order for students to cover a wide scope of skills.
- Remove center fees that scare away students.
- At registration, request for original certificates of the students qualification to ascertain their suitability in the course.
- Students should be kept busy by giving them tests and assignments.
- Upgrade certificate programs to diploma programs. The certificate programs have been running since 1966.
- The Resident Lecturers should monitor lectures offered by part - time tutors.
- The allowances for part - time tutors should be increased; this will be a motivation to tutors.
- Pay part - time tutors earlier than six months period as per the present arrangement.

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