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교육학석사학위논문

The perceived barriers to graduate
education at the University of Zambia

잠비아 대학원 교육에 관한 지각된 진학장벽

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이 유 진

**The perceived barriers to graduate education
at the University of Zambia**

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Abstract

Higher education is acknowledged as a major source for social development; however, it has been seriously neglected in Zambia for decades. The negligence came from the lower investment in higher education and gave rise to many other problems such as the absence of proper policy, low investment and poor infrastructure. By the end of 1990s, more people have started to recognize the importance of higher education in developing countries to fill the development gap. As a result, the situation in Africa country has been slowly changed.

This research questions whether the existing higher education system is able to produce graduate level students that meet the needs of the society and its members. It focuses on the barriers people face in pursuing postgraduate education at the University of Zambia (UNZA). The research is mainly based on the interview method targeting students and faculty at UNZA, and descriptive data analysis undertaken to supplement the interviews. Ultimately, this methodology benefited from these the people in different positions who have various insights: administrative personnel of institutions in higher education, applicants, parents who have children going to the university and also to the government officers.

The result indicates that institutional constraints are seen differently between students and faculty. Students focus on high tuition fee and expensive educational cost as a main barrier for them to enter graduate school. On the other hand, the faculty saw lack of financial resources as the main institutional problem. Secondly, it was found that curriculum in postgraduate program has the lack of practical values so that people would not see the higher education necessary because the education does not seem to be relevant to their community. Lastly, the quality of education itself is not proven to be good enough to appeal to the people. Consequently, the research found the three factors of institutional constraints, relevance to community and quality of education have consistently been constrained people to pursue graduate education. There has been no systematic approach to solving the problem as of yet.

Key Words: barriers to graduate education, University of Zambia, institutional constraints, financial barriers, relevance to community development.

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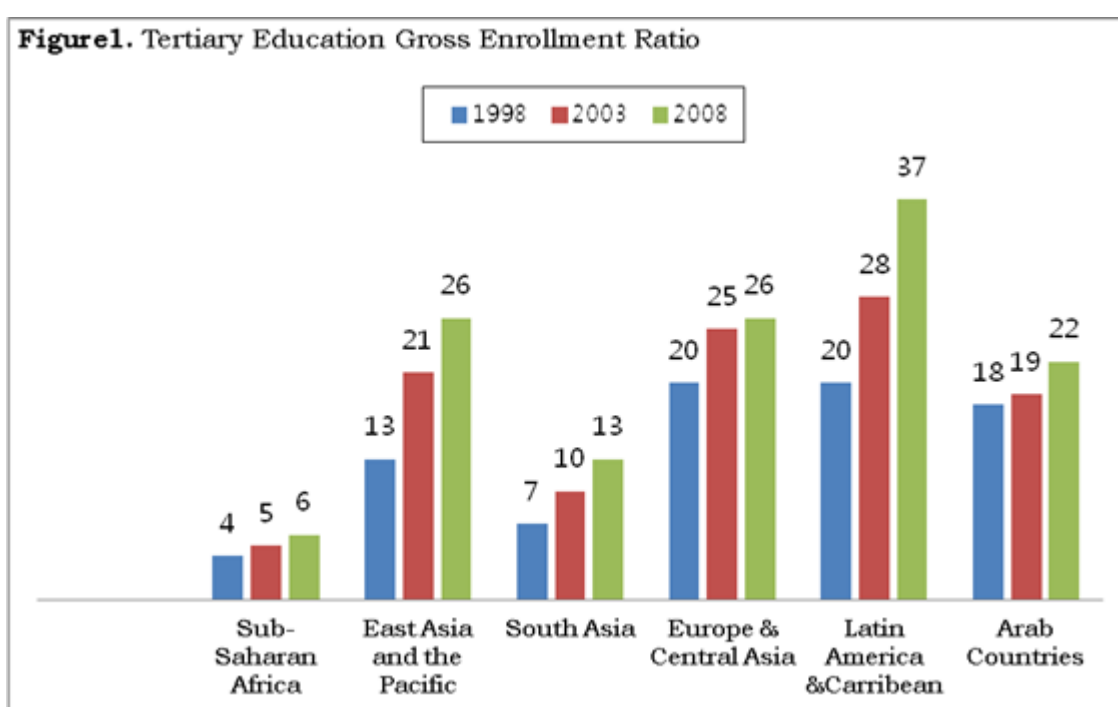
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1. Introduction

Higher education is acknowledged as a major source for social development. In Zambia however, it had been seriously neglected since the colonial days. Currently, only about two percent of the populations in Zambia manage to enter college and university (University World News, 2009). Jacob Mwanza, the current Chancellor of the University of Zambia (UNZA), pointed out that there is a serious “lack of a clear higher education policy, pressure on university infrastructure and low levels of investment” (University World News, 2009). These factors are cited as the underlying causes for the low level of higher educational attainment in Zambia. A key study about several national universities in Africa also reached a similar conclusion, that policy, financing and failure to integrate higher education into a vision of the society’s future were key weaknesses in Africa’s leading universities to which Zambia is an integral part (Cloete et al., 2011).

Gross enrolment ratio in tertiary education in Sub-Saharan Africa is by far the lowest in the world. Although the ratio has

increased in the past 10 years, figure 1 show that the region has made little progress comparing to other regions. The recent enrolment ratio is still lower than the level of the next level of the next lowest region (South Asia) more than ten years ago.



Source: UNESCO, EdSTAT, 2011.

The low enrollment rate in poor countries is usually regarded as a result of donor disinterestedness in higher education. Several studies during the 1980s emphasized that the rates of return to investments in education in poor countries were substantially

higher for primary schools than for secondary or tertiary education (Psacharopoulos et al., 1986). The World Bank led other donors to focus loans and grants on primary education. The lower investment in higher education was an obvious outcome with 'public expenditure per tertiary student falling from USD 6,800 in 1980, to USD 1,200 in 2002, and recently averaged just USD 981 in 33 low-income SSA [Sub-Saharan Africa] countries' (World Bank 2009: xxvii)

The trend has been slowly changing. Higher education is now seen as a major key to successful development. Bloom, Canning and Chang review this evidence and refute the earlier World Bank findings. They argue that

Higher education may create greater tax revenue, increase savings and investment, and lead to a more entrepreneurial and civic society. It can also improve a nation's health, contribute to reduced population growth, improve technology, and strengthen governance (Bloom, Canning & Chang, 2006, p. 3).

Such conclusions led to major changes toward the end of the 1990s. The World Bank echoed similar ideas in its annual report entitled 'Knowledge for Development' (World Bank, 1999) which

talked about how developing countries might use knowledge to fill the developmental gap.

Similar waves of argument are sweeping across Africa and characterizing studies focusing on Africa. For example, the 2005 Commission for Africa report called upon the international community to provide \$500 million a year to strengthen the region's higher education institutions and up to \$3 billion over ten years to develop centers of excellence in science and technology (The Commission for Africa, 2005).

Although the Commission for Africa looked at the continent as a whole, Zambia quite recently began to take a closer look at the strategic role of its own universities. In October 2011, the Southern African Regional Universities Association (SARUA) held a Leadership Dialogue in partnership with the University of Zambia and the Copperbelt University in Lusaka. The Dialogue was entitled "Building Higher Education Scenarios, 2025: A Strategic Agenda for Development in SADC [Southern African Development Community]". The four priority areas were identified at the workshop:

- Supporting a stronger policy environment for regional

integration and networking of higher education institutions, their programs and curricula;

- Effectively harnessing regional human capability across borders;

- Making technology a central part of the future development of SADC higher education infrastructure, and consistently addressing cooperation in technological infrastructure development;

- Supporting innovative methods for regional and global collaboration and the financing of higher education in SADC
(SAURA, 2012. p.43)

In February 2011, the researcher arrived in Lusaka, Zambia. The trip was to explore the country, and then tried to understand its higher education system and the role it played in local development. Spending most of time at UNZA campus, the researcher exposed to people inside of the institution in order to slowly understand the real institutional life. Finally it was possible to establish a good rapport with some students and professors after taking some classes with them. Besides that, the main university library was investigated. After six months the researcher instituted sound relations with the library staff and other library users, learnt some communication phrases in the local language and the cultural context. Through this process, the

researcher found out that very few students were pursuing graduate level education after they finished undergraduate courses. As a Korean, the researcher began to wonder why few people were pursuing higher education beyond undergraduate. Would it mean that postgraduate education was not playing a profound role in Zambia? Or perhaps there were many challenges in pursuing this level of education that demoralized the majority? This was the beginning of the success in outlining this research. This research explores the barriers people face in pursuing higher education, that is, graduate level education, at the University of Zambia. It is of particular importance to various stakeholders including administrative personnel of institutions in higher education, applicants, parents who have children going to the university and also to the government officers.

1.1 Conceptual Framework

This thesis is being conducted in partial fulfillment of a master's degree in the field of Lifelong Learning. The conceptual framework draws linkages across fundamental notions of lifelong

learning, higher education and the needs of education within a
Zambian context.

Lifelong learning is about learning throughout one's entire
life. The concept came up naturally with the rapid transition to
knowledge-based society. Popescu (2011) defined such a society
as;

a society that enhances learning for all. It addresses
individual development, as well as social cohesion,
through promoting lifelong learning for all its members,
irrespective of age, gender, social status or work status.

Taking the views together, the concept of lifelong learning
reflects the social transition and the society which is designed to
meet society's new demands for learning (Halkett, 2010).

Looking back, the concept of Lifelong Education was once
narrowly defined as adult education. In 1996, Organization for
Economic Cooperation and Development (OECD) and United
Nation's Educational and Scientific and Cultural Organization
(UNESCO) built a common understanding that broadened the
entire concept and largely paved the way for the modern usage of
Lifelong Learning. They agreed that lifelong learning was both
formal and non-formal education and was about learning

throughout one's life (OECD, 1996; Tuijnman & Bostrom, 2002, p. 101). Ouane, writing in a recent UNESCO document on the topic, applied this view of lifelong learning to both developed and developing countries saying

current social and economic realities in both developed and developing countries, including the rise of ICTs [internet computer technologies], demand new, wider and more complex competences, such as the ability to think critically, be creative, cope with rapid change, nurture the environment, solve problems and act responsibly and ethically. It is only when equipped with these capacities that individuals will be able to grasp and deal with both the enormous potential available, and the rapid transformations which are currently taking place. As these capacities affect the whole dimension of the individual and the spectrum of society, educational provision enabling their acquisition must be available through all channels: formal, non-formal and informal (Ouane, 2011; p. 28).

In addition, lifelong learning is not limited to a specific level of education. Interestingly, more and more researchers recognize the importance of higher education in lifelong learning phase. Yanming (2011) referred that higher education functions as the 'basic education' of modern society because it builds the groundwork for lifelong learning. Specifically, his argument focused on the university level education as evidenced below

In the era of the learning-oriented society, the idea of lifelong learning should be introduced into the strategy of university development (Yanming, 2011. p.199).

According to Yanming, education is about the advancement of a society. All kinds of educational activities that occurred within a society could possibly be considered to contribute to social progress. Yanming (2011) stressed that higher education was a primary contribution to a learning society. In order for any form of education to be a contributor to lifelong learning however, it must actually contribute to the advancement of the society as a whole. In this view, Yanming focused on higher education characteristics of equality, good financing, and curriculum coordination (Yanming, 2011).

Considering the criteria that lifelong learning should contribute to the progress of the society as a whole, the education legacy of higher education in Africa remains suspect. Colonial systems of higher education were designed not only around a European model of education, but were designed to meet the needs of colonial powers which ruled at the time when the higher education systems were designed. Samoff and Bidemi

did an in depth review of colonial effects of education in Africa and concluded that:

Despite the subtle differences in philosophy and mission of the different colonial powers, the end results were the same. African institutions adhered to European university standards through the control of curriculum and teaching staff by colonial authorities or religious institutions acting in partnership with metropolitan universities. Rather than external support, this was a situation of external control of African higher education (Samoff & Bidemi, 2002. p 7).

Ajayi, Ade and Johnson (1996) noted that foreign aid perpetrated colonial effects into post-colonial Africa. White (1996) took a similar position and talked about how curriculum continued to be irrelevant for many decades in Africa:

even the well-read Africanist or sociologist is struck by how little has changed in the field of educational development in Africa since the turn of the twentieth century. Countries throughout Africa are still struggling to find a balance between curricula that are culturally relevant and that prepare students to participate in larger, global settings. And all over (or under) this problematic issue is the colonial legacy. How can any African country develop a 'modern' agenda for education without somehow referring back to a colonial educational system? This study obviously lays no claim to solutions (White, 1996. p. 24).

Although the colonial days are long over for African countries, the model of higher education continues to be followed and may still impact the ability of modern higher education systems to fully contribute to social progress as required by lifelong learning standards. Ajayi, Ade and Johnson (1996) said that problems in African higher education continue to be financial, academic and administrative in nature (Ajayi, Ade & Johnson, 1996).

The Norwegian government reviewed Zambia's Education Sector Plan and seems to identify areas of weakness that are aligned with those identified by Yanming. Some of the major challenges facing the universities are: lack of curriculum responsiveness and relevance to individual, community and national needs; and expansion of the facilities to increase equitable education for a greater number of students (Chileshe et al., 2007. p. 42).

Mihyo (2008) also pointed out various institutional problems in African institutions of higher education based on his case study of four countries, namely, Ghana, Nigeria, Rwanda and Zambia. Following this study, many media houses started to recognize the significance and complications of higher education in Africa.

It was clear that higher education systems in Africa have deep seated challenges that have a bearing on the quality of graduates it produces. The question at hand, then, was whether Zambia's existing higher education system, specifically, its national university (the University of Zambia – UNZA) was able to produce graduate levels students that meet the needs of the society and its members.

2. Research Question

The research examines the aspects of higher education in Zambia that connect lifelong learning goals with challenges identified by Yanming, Norwegian Government and the Zambian Education Sector Plan – curriculum, financing and perceived relevance of higher education in Zambia.

The main research question is;

What are the perceived barriers to graduate education participation at the University of Zambia?

Specifically, the study focused on graduate level (“post graduate” as it is known in Zambia) education at the national

university – the University of Zambia. In investigating this research question, three sub-questions were derived:

1. What institutional (financial/administrative) issues do faculty members face in graduate education?
2. Do students and faculty see higher education as relevant to community development?
3. What fundamental issues in learning does students/faculty face in higher education?

3. Purpose and Significance

The study showed that higher education in Zambia generally followed a colonial design which is not relevant to national growth or social progress. For that reason, graduates may find that their degrees have less meaningful for themselves and their society than they could have.

The study revealed that students and faculty perceive a problem between the reasons for pursuing higher education and the actual reality of education at the University of Zambia. It is hoped that this revelation will lead the way toward a more comprehensive study to examine how curriculum, planning and financing might be changed at the university.

Accordingly, the research can be adopted by people who are actually involved in teaching, who want to continue their education and who have children to continue with their educational careers and the professionals developing curriculum for higher education institutions.

The research can be adopted by people who are actually involved in teaching area, who want to continue their education and who have children to continue educational progress and the professionals developing curriculum for higher educational institutions. This kind of inquiry seemed to be the reason for the Centre for Higher Education Transformation study in African Education (Cloete et al., 2011) and might cause Zambia to make a similar study.

4. Methodology

This research took mixed methods approach aiming to investigate factors and obstacles to pursuing graduate education. Specifically, the research took the embedded design in which one data set brings a supportive role in a study based on the other data type (Creswell & Clark, 2007). Burke Johnson, Onwuegbuzie

and Turner mentioned that a broad interpretation and use of the word methods (in mixed methods) allows inclusion of issues and strategies surrounding methods of data collection like questionnaires, interviews and observations; methods of research such as experiments and ethnography; and related philosophical issues including ontology, epistemology and axiology (Johnson, Onwuegbuzie & Turner, 2007. p.118).

The design was used to reinforce the result of the research by blending different types of data. Considering the geographical condition and the limitation of available data of the target country, the design was expected to be appropriate.

To begin with, the main research question of ‘What are the barriers to graduate education participation at the University of Zambia?’ was divided into three sub-questions in order to systematize whole process;

1. ‘Which institutional constraints do faculty and students face in graduate education currently?’
2. ‘Do students and faculty see graduate education as relevant to community development?’ and

3. 'What fundamental issues in learning do students and faculty face in graduate education?'

Those questions were examined with policy analysis approaches first and then data gathered from interviews of relative personnel were supplemented.

The first sub-question concerning institutional problems of higher education was examined by various quantitative data showing financial aspects of the higher education institution. There have been various problems in the institutions of higher education so it would not be possible to cover the entire spectrum at once. Therefore, this research tried to cover the financial part because it seemed to affect other problems.

Some of the data from the World Bank were used to see how much students need to pay in order to get in to the postgraduate program and their comparative position. For this, data on university tuition per students and cost of tuition per capita income were used.

After that, any elements regarding educational cost were studied such as accommodation cost and research execution cost.

In order to understand this, documents from the UNZA and the Ministry of Education were examined and then some of the latest media news showing the local situation was supplemented.

Many national media have reported serious problems that UNZA had and they were mentioned in many research. Considering the country's situation, it was not easy to get the whole data through web researching and the university hardly released any detailed information but I expected to find some distinguished data that could capture the financial problems that UNZA had.

Besides that, a number of bursaries are offered to the UNZA students, faculty salaries and any evidence of research support was investigated to see any legal financial aid to support students and faculty. There were many types of bursaries and financial supports from private sectors and the government. Data was collected through web researching and document reading taking mainly from the World Bank and the website of the University of Zambia.

The second question of 'Do students and faculty see higher education as relevant to community development?' was examined

by taking descriptive data analysis method to see whether programs in the postgraduate school reflect the social demand or not. In this case, documents from previous strategic plans and MOE's final reports that reviewing sector plan were examined.

The question would be helpful to see local people's perspectives on the postgraduate education. In order to get in-depth study, interview was undertaken. Interviewees were asked to describe their own views regarding community development and higher education.

It would have been helpful if there were record on degree-holders and their occupation, however the UNZA did not keep track of its graduates. Therefore, the research cannot explain the precise information about how well the school is responsive to the social demand but it emphasized more on the subjective aspect and that did studied well before.

The final sub-question was related to the quality of education. Not only the type of curriculum but the quality of learning also matter to people who were looking for further education. This part was examined by analyzing policy documents regarding quality of instructions and lecturers competence. If there was any clue

giving that the quality is no different to the other level of education, no one would want to choose the higher education. The research was done by looking for the latest Ministry of Education (MOE)'s statement and the UNZA's strategic plan. Besides that, any factors that could affect quality of education would be investigated such as staff competency and evaluation systems.

4.1 Qualitative Analysis

Quantitative research has traditionally provided a measurement direction in which data can be gathered from many individuals (Creswell, 2008). On the other hand, qualitative research yields precise information reported in the voices of participants and contextualized in the settings in which they provide experiences and the meanings of their experiences (Creswell, 2008). Mack and Woodsong (2005) mentioned that qualitative research can elicit meaningful and culturally salient responses to the participants by using open-ended questions. Considering condition and the physical limitation of the research, it was difficult to depend only on a qualitative approach. The purpose of this research was not just to gather fragmented

aspects about the culture, but to understand context of the problems on a local level, combining two methods together seemed to be appropriate. In this sense, the research was expected to be intensified by taking qualitative method since it could cover the limits coming from descriptive data analysis. Besides that it could broaden our perspectives on Zambia's higher education.

In order to study 3 sub-questions, interviews were conducted and the comprehensive procedure is going to be described later. The open questions that were asked are; 'do you find it hard to get higher education, if so can you describe it regarding finance related problems?'; 'do you believe that higher education would contribute to your community development, if so, how?' and 'what do you think is the main constraint to delivery of quality instruction of higher education?'. The first question aimed to know the barriers to higher education in finance wise and it supported findings from quantitative approach because it involved individual profound views on finance matters and the second one brought comprehensive perspectives so that captured total awareness of higher education. Lastly the question reinforced the research by pointing out some other obstacles on pursuing higher education.

Throughout the whole process, the researcher expected to find some interesting factors curbing further education activities.

Generally, the interviews were undertaken on the campus at the UNZA and current lecturers and students were targeted. The university was chosen because it is one of major higher education institution in Zambia. The students and faculty at UNZA were regarded as the most direct observers and participants of higher education sponsored by the country.

This research was started by conducting interviews with 6 students and 7 faculty members at UNZA for 2 months from July to August 2012. Interview was done in the campus, without time limit. The interview title was about the learning life at UNZA, and it was not just narrowly asked about barriers of learning but it was more about the comprehensive learning life in the university. For this reason, the interviews took from 1 to 2 hours flexibly and they were recorded on the recorder.

The interviewees were chosen randomly concerning the reliability of the result but they were chosen by considering their field of studies. Students are majoring in various fields: philosophy, economics, literature and languages, public administration and

lifelong learning. Faculty members were from different colleges: literature and languages, development studies, engineering, social studies, development studies, and education.

Table 1. Interviewee's information

	Faculty (Major)	No.	Student (Major)	No.
1	Literature and Language	2	Economics	1
2	Engineering	1	Social Studies	1
3	Geography	1	Literature and Language	1
4	Development studies	1	Public administration	1
5	Education	1	Lifelong Learning	1
6	Social studies	1	Linguistics and African language	1
	Total	7	Total	6

Appointments with students were made beforehand and carefully scheduled concerning their time limit. Interviews with lecturers were designed more carefully for their ease. Most of the student interviews were done in the UNZA campus but they were flexibly arranged according to the interviewee's condition. Considering the whole process of this research, each interview was done with one person at a time in some quiet places such as school cafeteria in order to record the interview clearly.

Lecturers usually stayed in their own office during the day, so it would not easy to interrupt their private time. In this case, the

researcher asked for a favor to make an appointment through their secretaries from each department. The interview schedule was arranged a week or two earlier after discussing directly with the interviewees, or through the secretary.

In order to get more realistic result, making the interviewees feel comfortable was very important so there was no time limit for each interviews. With the interviewee's permission, the interview was recorded and I also took notes to keep detailed data.

The whole process was started after informing the interviewee about the entire concept of the research. Each interviewee was asked to sign a consent agreement. The agreement guaranteed confidentiality of the personal information and has guarantees about the misuse of the data during and after the research process. A copy of the agreement was given to both the interviewee and I kept a signed copy.

Questions in the interview were largely open-ended. The interviewees were asked to answer as they pleased. This allowed for follow up questions on issues of interest to the study particularly specific information on three areas: finance wise

aspect, perspectives on higher education regarding community development and from quality education. The whole process was recorded through a digital recorder. During the interview, the interviewer made notes about the responses as a general guide and to remember particular responses.

Through the interviews, 22 recorded files were collected. Firstly, the researcher listened to the files over and over again and summarized the responses and then tries to categorize them into 3 categories: institutional constraints, relevance wise problems and matters that originated from the quality of learning. Some statements clearly describing the situation were transcribed.

Secondly, descriptive data analysis methods were taken in order to find data and some policy statements that are relevant to the three categories. Some media materials also investigated because they show the most recent information.

Lastly, findings from the interviews and descriptive data analysis were arranged regarding categories. The findings were blended in accordance with contextual necessity.

4.2 Data Analysis

The research targets graduate education in Zambia. Considering geographical limitation, the research could not be done with mono-research method. Besides that, the availability of recent data describing Zambia's current state was not enough to precede this research. For that reason, the research took mixed-methods approach, specifically it took the Embedded Design that blend quantitative data analysis with descriptive data analysis.

In order to get accurate data describing the current situation of postgraduate education in Zambia, government documents that mainly issued from the Ministry of Education, statistical data from the multi-national organizations such as the World Bank, UNESCO and some of previous strategic plan of the UNZA had been examined. Besides that, media data that shows recent news of the country also added.

5. Literature Review

5.1 Mixed Methods Approach

Recently, more and more researchers in the area of social science have taken mixed method approaches. The approach has been also recognized as the third paradigm in educational research named as mixed research and integrative research. (Onwuegbuzie & Leech, 2004a) and many researchers has tried to define the concepts;

Johnson and Onwuegbuzie (2004) defined the mixed methods research as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. They also mentioned that the research is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (Johnson & Onwuegbuzie, 2004).

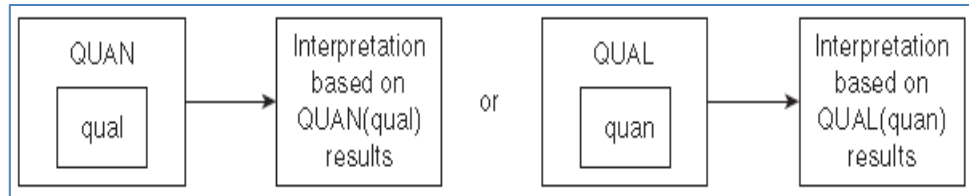
Creswell (2005) defined the methods by mentioning 'mixed methods is a procedure for collecting, analyzing and "mixing" or integrating both quantitative and qualitative data at some stage of

the research process within a single study for the purpose of gaining a better understanding of the research problem' (Tashakkori & Teddlie 2003; Creswell, 2005)

The approach emerged from the endless dispute between the purists of qualitative and quantitative for more than a century and currently, it has been recognized as the third research paradigm in educational research along with qualitative and quantitative research (Johnson & Onwuegbuzie, 2004). Considering the historical background of the concept, it would be better to understand the methods by seeing the view of the two purists. Some of the strongest supporters of quantitative research believe that researches on social science should be objective, in other words, it should be time and context-free (Negal, 1986). Besides that, qualitative purists believe that the research should be value-bounded. They argue for the superiority of constructivism, idealism, relativism, humanism, hermeneutics and postmodernism (Guba & Lincoln, 1989; Lincoln & Guba, 2000; Schwandt, 2000; Smith, 1983, 1984).

Creswell and Clark classified four major types of mixed methods designs: the Triangulation Design, the Embedded Design, the Explanatory Design and the Exploratory Design.

Figure 2. Embedded Design



Source: Creswell & Clark, 2007. p.68

The Embedded Design blends the different data sets regarding level of design, with one kind of data inserted into the other data type (Caracelli & Greene, 1997). Creswell and Clark (2007) demonstrated the advantages of the design as;

- It can be used when a researcher does not have sufficient time or resources to commit to extensive quantitative and qualitative data collection because one data type is given less priority than the other.
- This design may be logically more manageable for graduate students because one method requires less data than the other method.
- This design may be appealing to funding agencies because the primary focus of the design is traditionally quantitative, such as an experiment or a correlational analysis

(Creswell & Clark, 2007. p.70)

To sum up, the approach does not look for a single method that perfectly matches for the research but drags strengths from each method so that minimizes weakness of single method

researches. It is inclusive, pluralistic, and complementary and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. (Johnson & Onwuegbuzie, 2004).

5.2 The Republic of Zambia

Zambia is a country located in Central Africa or sub-Saharan



Figure 3. CIA World Factbook
(https://www.cia.gov/library/publications/the-world-factbook/maps/maptemplate_za.html)

Africa. On 24 October 1964, the country became independent of the United Kingdom and then prime minister Kenneth Kaunda became the inaugural president. Before then, it was called Northern Rhodesia under the British colonial rule.

Zambia is located in Southern Africa, adjoining the Democratic Republic of the

Congo to the north, Tanzania to the north-east, Malawi to the east, Mozambique, Zimbabwe, the Botswana and Namibia to south and

Angola to the west. Lusaka, the southern central part of the country is the capital city of Zambia. According to the fifth National Census of Population and Housing census population data in 2010, total population marks about 13 million and about 40% of the population lives in urban areas, which makes the country one of the most urbanized countries in Sub-Saharan Africa (Nooijer & Siakanomba, 2008).

5.3 National Education in Zambia

School education in Zambia includes primary (basic), secondary and tertiary education. In 2005, the Ministry of Education reported that the formal education system was in transition, moving from a 7-5-4 structure to a 9-3-4 structure which is of nine years of basic education, three years of high school and four to five years of university education (Republic of Zambia - Ministry of Education, 2005). The compulsory education covers for the primary level, from age 7 to 14.

The education sector is closely related to the other sectors in the society. AIDS, one of the leading causes of death in sub-Saharan Africa was identified to have impact on primary

education. Grassly et al. (2003) mentioned that the number of teacher in 2010 was expected to be 49,995 in the presence of HIV/AIDS, compared with an expected 59,550 if there were no AIDS mortality of teachers. Moreover, they described that the economic impact of HIV/AIDS on the Ministry of Education and the Basic Education Sub-Sector Investment Programme (BESSIP) is likely to result from teacher absenteeism (71%), with most of the remaining impact caused by the loss of trained teachers (22%) (Grassly et al., 2003. p.1041).

The basic school education in Zambia has made some progress in its primary school completion rates from 61 percent in 2002 to 93 percent in 2009 (Zambia Human Development Report, 2011, p. 56). In contrast to the progress in basic education, post-basic education has not received much attention because of the share of public expenditures was mostly distributed to the basic education sectors. For that reason, progression rate to secondary school remained 66% in 2009 which is not much increased from 55% in 2004 record (World Bank Data).

The weak progress in the post-basic education also known as secondary education is closely related to the historical and

political background. In the years following independence in 1964 education in general and secondary schooling in particular were believed to be a golden passport to social mobility (Bajaj, 2010). At that moment, the Zambian government has most of the control power of civil services and education was one of them. Therefore, the education expenditures per GDP were 6.0 and it was the biggest proportion in decades and naturally, the condition of the schools and their infrastructure was better than ever. In the mid-1960s and 1970s, high school graduates could easily find jobs because the colonial officers were returning back to their country and someone had to undertake their position (Elizabeth & Scudder, 1980). However, by the 1980s, when the first president Kenneth Kaunda implemented structural adjustment programs, the market was liberalized and the economy plummeted. After that the education expenditure and subsidies from the government dropped so the condition of formal education deteriorated. The long term effects of the weak post-basic education sector are that Zambia's post basic education system is failing to encourage the growth of an educated, middle class workforce and it brings serious implications for the nation's

sustainable development (Zambia Human Development Report, 2011).

Currently, the area of post-primary education sector sees gender disparity problems. In 2007, only 5.2% of female among the total adult population had more than a secondary education but for men recorded 8.1% (Central Statistical Office et al. 2009).

5.4 Higher Education in Zambia

Higher education is provided by three public universities (one of which only opened its doors in September 2008) and 14 teacher training colleges which fall under the Ministry of Education, and 227 technical and vocational institutions which fall under the Technical Education, Vocational and Entrepreneurship Authority (TEVETA). About half of these colleges are privately run and the remainders are run by the state, religious organizations or the community (Zambia MoE Questionnaire Response, Republic of Zambia-Ministry of Education, 2008).

Zambia has three major public higher education institutions; one is the University of Zambia (UNZA) in Lusaka, Copperbelt

University (CBU) in Kitwe and the Mulungushi University (MU) in Kabwe. Additionally, there are 14 teacher training colleges under the Ministry of Education and approximately 150 more colleges are running post-secondary education programs (Nooijer & Siakanomba, 2008). UNZA was established in 1966 and is currently the biggest university in the country. In 2008, there were 284 postgraduate students and the enrollment rate was increasing. The UNZA's Strategic Plan had substantial goals. According to the plan, higher education should:

- A.** promote and maintain excellence in teaching and learning.
- B.** improve the quality and output of Research and consultancy
- C.** strengthen financial management And diversify sources of income
- D.** strengthen the management system.
- E.** improve staffing levels
- F.** Increase the scope and Maintenance of physical infrastructure
- G.** improve the state of the library and ICT facilities

(University of Zambia, 2008, Strategic Plan)

Table 2. Ratio of girls to boys

Indicator	1990	2005	2006	2007	2008	2009	2015 target
Primary education	0.9	0.94	0.95	0.95	0.95	0.96	1
Secondary education	0.92	0.86	0.86	0.89	0.87	0.88	
Tertiary education		0.74	0.72	0.77	0.74		

Source: Zambia Human Development Report 2011, p115

Zambia's tertiary education has been progressed generally; however, there have been constant discussion about the equity problems in access and participation. Gender disparities are much higher at the tertiary level.

The ratio of girls to boys in primary education increased from 0.9 in 1990 to 0.96 in 2009 and it is close to the 2015 target. Meanwhile, disparity in tertiary education is bigger than the other two levels.

Table 3. Ratio of females to males in tertiary institutions

	1994	1995	2003	2004	2005	2006	2007	2008
Total					0.74	0.72	0.77	0.74
TEVETA Institutions		0.36	0.79	0.61	0.59	0.68	0.69	0.68
Education Colleges			1.04	1.05	1.27	0.89	0.96	1.02
University of Zambia		0.29	0.51	0.54	0.6	0.68	0.69	0.68
Copperbelt University	0.08	0.18	0.24	0.25	0.25	0.26	0.46	0.25

Source. Millennium Development Goals Progress Report 2011 , United Nations Development Programme, p25

Specifically, the ratio of females to males in the University of Zambia has been slowly grown but still far under one to one level. The parity at UNZA is more achieved than that of Copperbelt University but it fell short of the total country record, 0.74. According to the table, Education Colleges have the least gender disparity and they are assumed to be most advanced higher institutions in the country.

Apart from the gender disparity, equity problems of higher education have been discussed. Because of the expensive educational cost, only a few people from the wealthiest family could get higher education. The World Bank deals with the point;

The net unitary benefits of primary and secondary education are clearly both pro-poor and progressive. However, their progressivity is ultimately outweighed by the extreme concentration of tertiary education benefits among the wealthiest members of Zambian society. This is not so much a result of spending inequities or a tertiary education spending bias (only 12 percent of the total education budget is goes to tertiary education) but of unequal access to tertiary education and its benefits. Members of the richest quintile attend universities, colleges and technical schools at a rate that vastly exceeds that of the poor (Cuesta, Kabaso & Suarez-Becerra, 2012. p. 35).

5.5 University of Zambia (UNZA)

The University of Zambia was established in 1966 and currently it is the biggest university in the country. It has nine schools, Agricultural Science, Education, Engineering, Law, Mines, Medicine, Natural Sciences, Humanities & Social Sciences, and Veterinary Medicine. The school provides from undergraduate studies to postgraduate programs.

Table 4. Number of students enrolled per level of study
(Actual data, 2007 First Semester)

Major Field of Study	Total Number of Students (Headcount)	Under-graduate degree/diploma	Post-graduate degree/diploma	Masters Degree	Doctoral Degree
Science, Engineering & Technology	2,309	2,274	4	23	8
Business, Management & Law	436	396	23	13	4
Humanities and Social Sciences	6,533	6,351	9	165	8
Health Sciences	844	755	2	83	4
TOTALS	10,122	9,776	38	284	24

Source: SAURA webpage. University of Zambia Facts and Figures at a Glance

Based on 2007 table, most of the students enrolled at the University of Zambia are full-time, contact students (7,983), 1,785 distance education and 354 part-time students. The Zambian nationals indicates that among the 10,049 of the student population, a total of 18 students come from other Southern African Development Community (SADC) countries and 55 from other non-SADC countries. It was also noted that 37 of these international students are students with refugee status (SARUA, 2009).

In 2007 data, total number of enrolled students is 10,122 and only 3% of the total number is the postgraduate students. The College of Humanities and Social Sciences is most populated and the College of Business, Management & Law has the least students. The data also shows very few students registered for the doctoral degrees.

Table 5. Academic and Research Staff (Actual data, 2007)

Major Field Of Study	Total Number (headcount)	Number of females	Number of males
Science, Engineering & Technology	185	27	158
Business, Management & Law	32	5	27
Humanities and Social Sciences	160	27	133
Health Sciences	95	24	71
TOTALS	472	83 (18%)	389 (82%)

Source: SAURA webpage. University of Zambia Facts and Figures at a Glance

The largest number of staffs is employed in the Science, Engineering and Technology and Humanities and Social Sciences. Gender disparity is apparent considering only 18% of the staffs are female. The data shows the number of students per teacher is over 21 and it is obvious that the university is understaffed. Unfortunately, no data was available on staff qualification levels or research output.

In spite of these lofty goals, UNZA continues to struggle. Zambia has one of the lowest enrollment rates of any country in the Southern Africa region. According to the latest tertiary enrollment data available from UNESCO, Zambia has and tertiary enrollment rate of 2.3 percent which compares to its neighboring Namibia of 9 percent, Botswana of 7.4 percent and Zimbabwe of 6.2 percent and Angola of 3.7 percent. Malawi, Tanzania and Mozambique all lag behind Zambia, however. Tuition is relatively high even though it is set so low that it cannot contribute much to the operating costs of the institution (Table 6).

Table 6.

	USA	Korea	Zambia
Expenditure per citizen on higher education USD	\$597.86	\$409.88	\$1.51
Cost of avg. tuition at university compared to per capita income	20%	32%	445%
Gross enrollment rate for higher education	83%	98%	3%

Source: National Science Foundation (2010); World Bank (2010)

Table 6 shows that the average cost of tuition at universities is too expensive considering per capita income. Expenditure per citizen on higher education is so small relative to what is normally spent on higher education, that tuition must be set at a relatively high rate to make up for the shortfall. As a result, students face substantial financial challenges to find funds to pay for higher education. Likely this is a primary barrier in pursuing higher education. But even this additional tuition cannot make up for the lack of government funding and universities in Africa run on substantially smaller budgets than those in many parts of the world causing substantial quality problems for education.

Table 7: New acquisitions of the Library of UNZA 1990-1999

Year	Own purchases	
	Books	Serials
1990	19	25
1991	*	*
1992	*	*
1993	0	0
1994	0	0
1995	0	0
1996	0	10
1997	0	6
1998	0	6
1999	0	6

* Data not available

Source: Simui & Kanyengo, 2001. .18

Table 8. Allocation of UNZA budget to library: 1993-1996

	University Budget		Library Allocation		% of Univ. budget allocated to library
	ZKW	% change	ZKW	% change	
1993	4,499.50		99.1		2.20%
1994	8,421.30	87%	125.5	27%	1.49%
1995	14,671.60	74%	213.4	70%	1.45%
1996	11,376.60	-22%	184.6	-13%	1.62%

Source: Christine, 2009

Table 7 and 8 show poor resource condition at UNZA. UNZA has purchased few books from 1990 to 1999. In addition table 7 shows how little money from the university budget allocated to library. Specifically, the university budget increased in 87% but the library allocation ranked in 27% which is just 1.45% of the total budget (Christine, 2009). The two tables show how little value the university placed on the library.

Although the demand for schooling has risen in Africa and primary education has become nearly universal as has secondary education in some areas, the ability to keep up quality standards had deteriorated in all subsectors of education. The Jomtien conference on “Education for All” noted that the “price that has been paid for the rapid quantitative developments [in education] of earlier years is a serious deterioration in the quality of school education” (Takala, 1998). Simui and Kanyengo (2001) also mentioned about this issue by saying that “About 86% of the lecturers surveyed indicated that they rarely found materials relevant to their information needs. Only 3% of the lecturers said they found the materials needed for their work in the library, whilst 3% indicated they never

found anything in the library. In addition, lecturers indicated that lack of current literature has increasingly made their teaching difficult, as they had to rely on old and outdated materials” (Simui & Kanyengo, 2001, p. 18).

A report reviewing the Zambian Education Sector Plan echoed these very concerns:

“The two universities have experienced severe under-funding since the 1970s. This has led to overcrowding, dilapidation in infrastructure, high student lecturer ratios, lack of expansion in facilities, high levels of indebtedness, inadequate education materials and ICT. These low levels of funding to public universities have, over the years meant that the monthly grant received is solely used to cover recurrent expenditure, leaving no surplus for capital investment, staff development or research.”

and

“Some of the major challenges facing the universities are: lack of curriculum responsiveness and relevance to individual, community and national needs; and expansion of the facilities to increase equitable education to a greater number of students.”

(Chileshe et al., 2007. p. 42)

These challenges have placed African countries at a strategic disadvantage for competing in the global economy, but there are few obvious remedies as the value of higher education can seem

small when compared to the daily needs of survival. Considering the role of higher education played in local development, realistic measure should come first.

5.5.1 Financial Issues

Financial factors affect personal decision in pursuing higher education. One of the largest challenges students face is how to afford higher education. The cost of higher education is expensive compared to personal income level and pursuing education frequently requires contributions from many family members for several years (Ely, 1997). Since most of the people who are pursuing higher education are adults, they often have to choose between supporting their family and pursuing higher education. Ely (1997) mentioned that the two largest concerns for the older student are family and finances. The idea corresponds with the research of Jensen and Nielsen. They see both economic and social variables are important determinants for the choice between school attendance and child labor. Specifically, they mentioned that the lack of access to borrowing causes parents not to send their children to school (Jensen & Nielsen, 1997). This means finances does affect decisions on whether to attend college in the

first place, how much education to seek and where one chooses to attend college (Tamilenthi & Emmie, 2011). Therefore, lack of money is one of the two most cited reasons for adult non-participation in adult education including higher education (Merriam et al., 1999). Crosling et al. (2009) argues that student attrition, non-continuation or non-completion of studies, entails cost to the individual, family, society and economy.

Finance also affects the institution itself. When institutions are poorly financed, infrastructure deteriorates. The poor infrastructure problems appear when the government cannot pay for the facilities. The World Bank (2000) mentions that most of the higher education institutions in poor countries are lacking in funds to provide basic equipment. The capacity of these institutions in terms of physical infrastructure and manpower availability remains seriously constrained (Negash et al., 2010). A related concern of current universities infrastructures is to accommodate an ever-increasing number of applicants every year (Ogunlana, 2010). For that reason, many higher education institutions in African countries are overcrowded, have poorly

managed physical infrastructure and limited access to technology.

Deterioration of the infrastructure impacts the people inside of the institution. Poor infrastructure may cause people to hesitate to pursue higher education. Higher education institutions in Africa losing teaching staff, administrative personnel and also students over several decades (World Bank, 2002). Since the infrastructure affects higher education in various ways, it is a crucial challenge in the current picture of higher education in Africa.

5.5.2 Relevance to Individuals and Society

Weighing the value of higher education against its meaning to one's life and that of one's family and community affects the one's decision about whether to pursue higher education. If higher education is considered to have little relevance to one's life and future, one is unlikely to enroll in tertiary education. Teran (2007) suggested that the main barrier of students' willingness to pursue higher education is that attitudes of current students. Thus, when resources are quite limited, countries may hesitate to invest in higher education when few see the relevance of that higher

education to the lives of the graduates or the advancement of their societies (Thomas, 2009). Along this line of thinking, Teferra (2010) said that without freedom to pursue teaching and research and to express and explore diverse ideas, high-quality university education and the development of knowledge societies will be difficult if not impossible to achieve.

Of substantial importance to students is the consideration of a future career as a result of their education. The World Bank (2002) has emphasized that relevance become a serious issue in the absence of close linkages between tertiary education institutions and the labor market.

5.5.3 Curriculum

People expect relatively good curriculum when they come to institutions of higher education. Poorly developed curriculum and lack of cohesiveness might be a deterrent for enrollment in higher education. Sawyer (2004) found that university administrators are often caught up in efforts to solve financial problems such as schemes for generating revenue. They struggle just to keep their institutions operational and finally, they get to fail to concentrate on the improvement of curriculum.

Often, courses are experimental, new or unmatched to the course descriptions for various reasons and little quality control or effectiveness measures are in place to assure that students are learning from these courses (Moses, 1999). Gamble emphasized, rather, that curriculum should be designed to be particularly responsive to economic and labor market needs which involves community contexts (Gamble, 2003). Jung and Thorbecke (2003) also mentioned about the point by mentioning public expenditure on education can contribute to economic growth and poverty alleviation. They describes that the educational system should produce the type of human capital that correspond to the pattern of labor demand (Jung & Thorbecke, 2003, p. 717). Basic building blocks of curriculum, teaching and leadership, capacity for curriculum design, research on teaching and learning, economic analysis and management—these and many more components which are lacking in tertiary education systems in poor countries (World Bank, 2002).

6. Results

Postgraduate schools in UNZA has made some progress for years, however the enrollment level is still low comparing the number of undergraduate courses. Without the most recent data available, it is easy to assume that there have been some factors that keep people away from entering to the graduate school.

In this research, the factors are categorized into three: institutional challenges, relevance and quality of learning. Each category is demonstrated using the data that was collected through interview and descriptive data analysis.

6.1 Institutional constraints

In order to get the answer for this question, several interviews were undertaken. I stayed in Lusaka, the capital city of Zambia, for 6 months from February to August in 2011 and I got a chance to take a class of a department of development studies. For this opportunities, I had chance to meet a few students and faculty members at UNZA. For this reason, I could arrange several meetings with five faculty members and five undergraduate students. The student interviewees were randomly selected but

the faculty members were chosen considering their specialized area so that enhance reliability of the research.

One main factor that all of the interviews mentioned were about insufficient financial resources and it meant differently to faculty and students; as faculty members, the resource was about infrastructures that linked to their research activities and teaching environment; for students, on the other hand, the resource was about educational cost and learning environment.

Tamilenthi and Emmie (2011) mention that financial concerns is related to decisions on whether to attend college, the level of education to pursue and the location of the college as well.

6.1.1 Financial barriers to the students

All of the student interviewees mentioned about educational expenses. John et al. (2002) mentioned that national studies show finance-related factors covers about half the total variables in the student persistence process. Practically, comparing to the undergraduate courses, it is much more burden for the students because they could hardly get government financial support for the graduate courses. There are several sponsors including the government bursaries for the undergraduates but graduate students have to get their own sponsors or they had to support

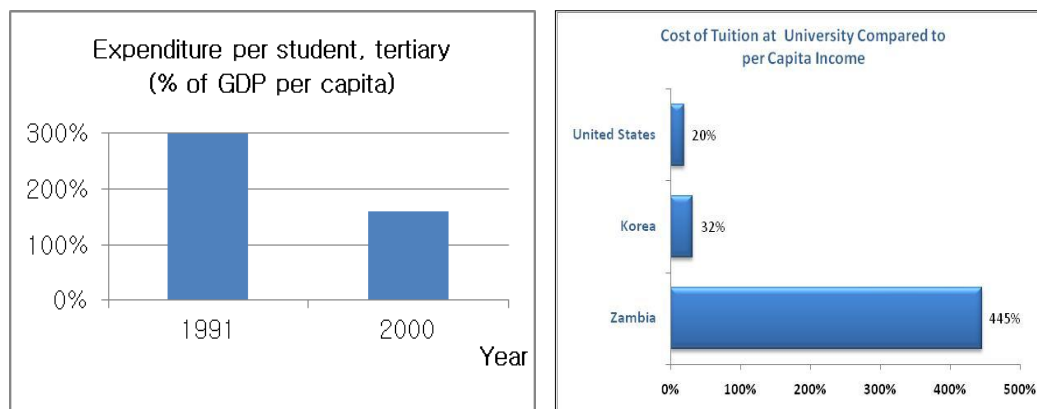
themselves. Interviewees mentioned about the point like this;

“ One of the major barriers is the cost of education. At this university, we have, the undergraduates receive some bursaries from the government. Scholarships up to 100%, it starts from 50%, 75% and 100%. If you get 50%, government pays 50%. ... but when one finishes that and coming to the postgraduate, there's no government aid along this year and only sponsor undergraduates and it ends there. So you have to get sponsorship side or you get a job after undergraduate so that the employer sponsors you. Unfortunately there are very few employers would want to sponsor someone...”

“In my stay as an undergraduate, I was being sponsored by government. They paid most of the money for me while I paid was quite little. So now for me to go to masters, the government won't follow one just sponsored. I have to apply again and it is rear, the government doesn't sponsor like they do undergraduates. ... So a lot of that want to continue studying masters, but then the resources, because then you have to pay really sounds of money.”

Several data is supporting this view.

Figure 4. Expenditure per student **Figure 5.** Cost of Tuition



Source: National Science Foundation (2010), World Bank (2010)

Figure 4 and 5 prove the financial burden of the students toward higher education. Expenditure per student on tertiary education shows that higher education cost one and a half times more than their average income and comparing the fees with other countries, the cost is too much. One interviewee mentioned about how much burden of the tuition to the students;

“ ... yes it is very expensive. Every semester, one has to pay and ideally, the minimum are four semesters. The amount for each semester, I don't know if you have an access to the fees, but if you compare fees to the most of salaries for people, it is not easy to come up with the amount to pay from one salary. So it becomes a challenge ... ”

For the student, unfortunately, tuition fee is not a single matter. For this matter, most of the students mentioned about accommodation problem. The document of UNZA admission requirements describes about this as;

‘...accommodation at UNZA is limited. Students wishing to be accommodated in the hostels should apply to the Dean of Students. Students who are unable to be accommodated must make their own arrangements.’ (UNZA website)

Considering the demographic factor in Zambia, 40% of the population lives in urban areas which make Zambia one of the most urbanized countries in Sub-Saharan Africa, most of the students seek a place to stay as they come to study (Central Statistical Office Zambia, 2011). In this case, the educational cost includes the cost for accommodation. According to the UNZA student portal website information, the campus accommodation is on shared basis by or more students and it is clearly mentioned that the admission to the university is not tied to bed space.

Not only of the undergraduate students, has the number of post graduate enrolment been increased steadily. According to 2007 UNZA data, the total enrolment number is 312 (213 male and 99 female) and 33 students got postgraduate diplomas. That

is about 30 more students considering the former total enrolment, 284 (188 male and 96 female).

For that reason, the university accommodation could not accommodate the number of students. Several media have reported about the serious situation of student accommodation at UNZA. In September 7 2012, the Zambia Reports, one of the daily news, posted the situation with the title of 'First Lady Shocked by Deplorable Conditions at UNZA'. Besides that, professor Sichone mentioned about the accommodation crisis by calling some students sleeping even on the roof where they used to hang their clothes as 'squatters'. He also mentioned about the emerging problems derived from the accommodation crisis such as sanitation, water loss and semi-criminals that could threaten the students' life. Dr. Mwenya, deputy vice chancellor at UNZA explained about the delay of providing accommodation in the Post Zambia interview;

"We have a huge challenge of providing accommodation although two years ago, we came up with a road map to develop infrastructure since we have enough land but we don't have sufficient financing hence we decided to pursue the public-private-partnership route where the private sector

can build, operate and transfer (BOT) the hostels to the University.”

The students have protested several times to improve the school environment for year and it becomes a serious social problem since the protest has been abusive.

6.1.2 Financial barriers to the faculty

The lack of financial source matters to the faculty as well. As a researcher, it affects from their research to the teaching activities; for research activities, it is about research resources like electronic journals, literatures from the library. Besides that, the finance source is related to the main teaching aids and its environment as well.

One mentioned about difficulties in research activities like this;

‘ ... it is finance. For a simple reason ... I was doing a researching on an adaptation measures by the locals especially southern Zambia area. While I were allowed to do it, especially at the bigger scale ... I couldn’t manage to cover sufficiently enough to come up with what I wanted. So I was forced restrict myself to adjust one district. So, that is usually a problem. Finance is usually a problem.’

The other lecturer stated that the main library has stopped purchasing books in the name of setting an e-library and tried to subscribe electronic journals. As a result, most of the literatures are out of date. He mentioned about the limitation about the library and difficulties of using electronic resources;

“... I never used to rely on this library. Of course I like collecting a lot of books. ... But in these days if you just rely on hard copies it will take you ages, so that’s why I rely on the internet. But it is challenging, the speed like here in the office. If you go to other places, then you have to talk of the cost. It is quite a lot of money”

The other lecture also mentioned about this point.

“ The other challenge is in terms of accessing information. Nowadays we should be moving towards web-based libraries. The university subscribes the number of journals but they are not enough. And not every student has an access to those journals because as I said, they don’t have access to, computers are not enough. Internet itself, in terms of connectivity, it is not fast. The speed is very slow. So if you are using web-based library, you can’t be as efficient as possible. And if you use the physical library, in terms of going to look at the hard copies in the library. You see that the copies are there and they are very few, or the copies which are there are old.”

According to the recent librarian Mwacalimba's report of the UNZA library, currently there are 170,000 volumes and 1200 journal titles collected but most of the collection is too old because of the shortage of funds to restock it. Besides that, there has been no budget to purchase books or periodical subscriptions in the past 8 years and the school does not regard CD-ROM and internet facilities to compensate the shortage of the collection. (Mwacalimba, 1999)

The limited research expense caused them to downsize the research scale and slowed down of research activities. Considering the research power as the vital factor that promotes the university development, the finance matters not only to the faculties but also to the school as well.

Limited financial resources affect comprehensive teaching activities because the poor school infrastructures restrict teaching methods. One of the faculty members stated that the financial problems in institution by pointing out the inadequate funding from the government;

“ The major problem is inadequate funding to this institution. Especially this is a public institution which depends on the funding from the government. But many

other times the government does not fund this institution adequately and because of that we tend to find ourselves most of the time in this year very nasty in this university; find that the students go on a strike, students begin protesting, at times the academic supporting staffs go on a strike...”

The other mentioned about his difficulties of teaching regarding the lack of lecture rooms.

“... the constraints we have is, our lecture theatres. We are trying to upgrade them. I don't know how far they have gone. Most of them didn't even have what we called PA System, the Public Address System. As I told you earlier, the number of students has increased. So how do you teach many students and you don't have public address system? So it is very big challenge. ”

The problem was not just originated from the shortage of the lecture room.

“.. as a university, we should have an opportunity where in the lecture theatres with computers and projectors. Can projectors are once there; make teach efficiently and with much ease. But that is happening in a few schools so far, the school of education has improved quite a lot. But in our school, the school of humanities and social science, we are

still lagging behind. There have been those plans but challenges are still there. ... But from an academic point of view, what I can tell you is that in terms of technology and using these equipment ease in the process of teaching and learning. But they are being huge constraints right now.”

The school has been trying to get the solutions gradually but it seems to take more effort and time to improve the environment.

“It goes back to money, you know. If you have money, you can easily update colleges. Right now, the ministry is trying to do that for three colleges. They want to update from just college dealing with diploma to them offering degrees. So it’s happening but, again it is limited level”

UNZA website is providing the source of bursaries for the students and they are given by the bursaries committee. A few listed sponsors are; the United States Academic Decathlon (USAID), the International Atomic Energy Agency (IAEA, Vienna), the Second Chances Are for Everyone (SCAFE), the Commonwealth of Learning (COL), Japan International Cooperation Agency (JICA), The United Nations Educational, Scientific and Cultural Organization (UNESCO), Institute of Southeast Asian Studies (ISEAS), the Zambia Ex-prisoners Rehabilitation and Counselling Trust (ZEPRACT), the

Organization for Social Science Research in Eastern and Southern Africa (OSSREA), Central Board of Health (South Africa), the Ministry of Finance, the United Nations High Commissioner for Refugees (UNHR), Zambia National AIDS Network (ZNAN), British council and World Health Organization (WHO) etc.

Those sponsors listed are mostly only for the undergraduates and very few postgraduate programs are funded by them. In reality, however, most of the students in the graduate program are self-funded and the research becomes unstable.

In addition to that, media outlets have pointed out the poor condition of the faculty in the UNZA. According to the survey on the Times Higher Education (2002), the UNZA lost more than 300 staffs between 1999 and 2001 and most of them left for better conditions (Wilson, 2002). For this reason, lecturers have protested constantly for the better settings against the government and it has been over 10 years.

Table 9. Grants received against budgets for the last three (3) years 2005 – 2007
(in current 1000 USD)

A	B	C	D	E=B-C	F=E/C
Year	UNZA Budget Submission	Approved Budget	Actual Releases	Budget Variance	
		Yellow Book			
2005	28,457	12,064	11,117	-16,394	-136%
2006	93,037	19,604	19,604	-73,433	-375%
2007	108,091	18,955	18,955	-89,136	-470%

Derived from: UNZA Strategic Plan 2008-2012, p.iv

UNZA heavily dependent on government funding since the grants from government covers more than 90% of the total income of the school. According to the 2007 data, there is huge difference between university's budget and actual government grant. Besides that, the government grants are not released on time and that makes inefficient school management. As a result, by the end of 2007, the government owed UNZA about 19 million dollars regarding unpaid tuition and accommodation fees.

About this matter UNZA tries to get resolution and it is demonstrated on the Strategic Plan;

Lack of funding for research activities makes it difficult for the University to be at the frontier of knowledge and effectively play its essential role as a centre of creativity, innovation and invention. This is compounded by inadequate

resource capacity; lack of prioritisation of research and weak mechanisms for coordination of research. In addition institutional mechanism for storage, retrieval and dissemination of the research outputs /outcomes are weak.

(UNZA Strategic Plan 2008-2012)

One internet news issued that Zambia's latest United Nations human development report has urged significantly greater investment in the higher education sector of Zambia (University World News, 2012).

In order to solve the problem, it clarifies the necessity to get diversify incomes by getting an improved financial accounting and management system and getting more sustainable sources.

Objective 1: By December 31, 2011 UNZA will have implemented an improved financial accounting and management system that allows for budget planning, efficient and accurate management, and timely reporting of annual expenditures and accurate financial auditing.

Objective 2: By December 31, 2011 UNZA will have obtained at least 50 percent of total revenue from self-generated sustainable sources including consultancy. (e.g. more effective collections of tuition fees, extra tuition fees from new parallel programmes, increased income from competitive project/research grants, improved and expanded collections from affiliation and underwriting fees,

improved collections from consultancy, and increased capital gains from investments)

UNZA Strategic Plan 2008-2012, p. 36

Institutional problems of UNZA were investigated from the point of view of the faculty and students. They are mostly originated from the lack of resources, financial shortage but the concept of deficiency was different between faculty and students. For students, institutional problems are associated with whether they enter the postgraduate school or not. At this point, they pointed out the high educational cost, insufficient accommodation facilities. For the faculty members, on the other hand, the institutional problems matters to both of research and teaching activities. They picked little research funds, insufficient resources for reference and poor infrastructures that hinders their teaching activities.

Students pointed out expensive educational cost as the main barrier. The tuition is unreasonably high comparing them from the other countries' and financial support is hardly found to the postgraduate students. Except that, students need to solve the accommodation problems since the university does not have

enough rooms for the student. For that reason, getting into the graduate school is severely challenging issue.

On the other hand, the faculty sees the financial resources as a means of research activities. Limited research grants have restricted the size of the researches and sometimes that blocked the whole process. Besides that, essential resources for research activities such as library materials, electronic journals were bothering the faculties' research performance. It is significant constraints concerning the fact that research competence is vital asset in the university development. Regarding the teaching activities the faculty pointed out of the shortage of lecture rooms and poor teaching materials.

To solve the problems originated by insufficient financial resources, one interviewee made some suggestions:

“ An institution like the University of Zambia can manage to network at the higher level and clean sheet deal with these producers and suppliers of laptops And have mechanism of selling them cheaply to students and make more money for the university not just saying no students would be able to buy from shops. It's very expensive. Let's say if we had an opportunity to have collaborative mechanism with the

Microsoft. As a university, it would be a tool into our courses for instances those that are doing computer science or computer engineering whatever they call it. We could have an ICT-pack and the Microsoft can do a lot of things for University. Yes, they can sponsor and then these other students who are not doing computer science who have an opportunity also to access computers and laptops easily and cheaply. And then through that joint mechanism, I'm sure they can even manage to improve the internet connectivity. So all things would be addressed but then I don't know who's in charge of these things. ”

However, currently the cooperation is rarely made because the university tends to shift the responsibilities to the individuals or to the each school.

6.2 Relevance to community development

About the relevance of higher education to community development, all of the interviewees agreed that the higher education would contribute to the community development. The strong belief was found from both of the faculty and the student; however the view toward higher education was vary between the two interviewees.

6.2.1 Perspectives on Higher Education

Firstly, the student saw themselves as a recipient of the higher education. When they were asked to answer about the relationships between higher education and community development, their answer was made on the basis of them having higher degrees. Following the two statements show their perspectives.

“Education makes you know when to do what. Education makes you know how to stand for what. Education would remove the cowardness at new. Education is going to give you the courage, when you are supposed to be courageous. Education makes you be able to have what we can call self-esteem, so you are able to stand with and anyone and anywhere at any platform.”

“Higher education does not only allow individuals to progress in life but also I’m looking at myself as a citizen of the nation, and I need to contribute positively to the progress of this country. ... Education is not only for self-progress, but also progress of the community where you are and it should be what you can collide. Yes, it should contribute positively.”

Students answered from the individual perspectives. For their

view, higher education meant 'getting higher degrees' or 'getting more education that provides more information that extends their perspectives'. They were seeing themselves as a contributor to community development by taking higher education.

On the other hand, for the faculty, they were seeing themselves as a researcher. For the same question, they answered differently. They recognized higher education having a vital position of undertaking research. They also emphasized the important role of research in community development.

“Because through research, people came to come up with new ideas how we are going to deal with the impact which are being brought by different facts. ... So through higher education, when you teach people how to conduct their research, ends up to come up with information which would be helpful to the community”

6.2.2 Challenges in relevance

The matter of relevance to community could be concerned with the sense of practicality in learning. About the aspect, both of the two interviewee groups had in common that the contents in the postgraduate program at UNZA do not have lack of

practical values in it. A few students in the graduate school pointed out that what they have learned is mainly focused on the theoretical level. One lecturer stated about the importance of practical exercises by emphasizing the lack of practicality within school curriculum.

“There’s no relevance between what you’re learning and what is on the ground. It’s not practical. So you learn things in the books, and then as you go in the industry, you must try to find how it fits.”

About that matter, the half of the interviewees blamed the curriculum with little time to practice through the internship participation and field practices. Five people pointed out the weak cooperation between the school and the other sectors that providing the internship opportunities. The following statement shows about this matter clearly.

“We don’t have strong cooperation with the international organizations for instance. Because the courses that we teach are quite relevant to these international organizations such as UN systems. But we only have one joint activity in the department with the UNDP.”

Actually, no colleges except the college of engineering had an official connection with outside sectors. For that reason, students had to find their own internship opportunities because they need to meet the required standard in order to graduate. One student described about this.

“It is almost not there. You have to find, actually you have to beg. .. The reason is that you find that out of 15,000 students may be less than 500 people get internship. That’s very little. People find it hard to get jobs when you graduate, because economic such ours always ask about experience. But where do you get experience when you didn’t have internships?”

The lack of practicality in the program curriculum matters because that relates to employability problem. As the student mentioned above, the lack of practical experience of the graduate students, they were having hard time to get a job opportunities after they finish the postgraduate program.

“If things remain the way they are, the university keeps producing theatrical giants and practical dwarfs. They are very good at producing information in terms of getting information out of reading, but then ask them to do it, they

don't get to. There's no internship, which is quite vital for the university. Because internship allows you to by that experiences feel how it is, when you get into cooperate world."

To improve the situation in better way, some of the interviewees brought up some interesting solutions to generate graduate education in the school. One professor from the literature and language department suggested encouraging video conferences with other countries in the rest of the world so that people inside of the school deal with the practical topics in the school.

"One of the things I would strongly recommend is to encourage video conferencing, So that, I mean these topics are dealing with universal topics. So we should somehow get in touch with rest of the world that we know what is going to be lectured when. So that we can also truly know students can truly."

The World Bank (2000) pointed out that better information on the labor market is needed, combining with policies that promote economic growth and labor absorption. Besides that, one lecturer

pointed out the outdated curriculum as another factor for the lack of practicality.

“ A major challenge we have is, most of these courses here were designed many years ago. They were only slight modifications which are often made. Of course newer courses have been introduced recently, but even then they have not much or they have not keep up the pace with the changes in the global economy. So you find that you learning certain course, take for instance, rural development, the course itself is good but the literature, for instance, part of it is still quite old.”

Several researchers captured about that point. White (1996) describes the problem by saying that a lot of colonial legacy is still included in the contents.

‘even the well-read Africanist or sociologist is struck by how little has changed in the field of educational development in Africa since the turn of the twentieth century. Countries throughout Africa are still struggling to find a balance between curricula that are culturally relevant and that prepare students to participate in larger, global settings. And all over (or under) this problematic issue is the colonial legacy’

Simui and Kanyengo (2001) mentioned that about 86% of the lecturers surveyed indicated that they rarely found materials

relevant to their information needs. Only 3% of the lecturers said they found the materials needed for their work in the library, whilst 3% indicated they never found anything in the library.

The SADC Regional Indicative Strategic Development Plan (SADC RISDP) recognizes the serious challenges in the education sector across the region. It identifies access, equity, quality, efficiency, relevance and democracy as major policy challenges in the SADC Member Countries (UNZA Strategic Plan, 2008-2012). For that matter, the University set strategic objectives to reform the curricula.

Objective: By December 31, 2009 the UNZA will have instituted university – wide curricula reforms that will enable the institution to offer relevant, socially and economically important programmes.

Strategy:

a) Provide responsive curricula

Actions

1. Undertake market research to establish the relevance of courses offered by various Schools.
2. Prioritize programmes and courses along the value adding chain.
3. Increase the participation of key stakeholders in the development of the curricula.

(UNZA Strategic Plan, 2008-2012, p. 28.)

However, the agenda left out uncompleted. As the Review of the Ministry of Education Sector Plan Zambia (2007) describes, some of the major challenges facing the universities are: lack of curriculum responsiveness and relevance to individual, community and national needs; and expansion of the facilities to increase equitable education to a greater number of students. Considering the previous strategic plan of the MOE (2003-2007) that had same agenda regarding the relevance wise problem, the situation does not seem to be improved much.

The matter of relevance to community could be concerned with the sense of practicality in learning. Two interviewee groups had in common that the contents in the postgraduate program at UNZA have lack of practical values in it.

The lack of practicality in the program curriculum matters because that relates to employability problem. If the graduate students still have hard time to find jobs with higher level degrees, the applicants are not willing to get into the postgraduate school.

In order to get the learning more relevant to community, to make more practical, people should know what is missing and what is already there in the community. In that case, systematic

researches on the community and on job market should be done before changing the curriculum.

6.3 Quality of learning

In the previous two chapters, a few challenging factors in and outside of the field of higher education. Before starting this research, I assumed that there could be some issues regarding learning quality that keep people away from getting higher education. In order to testify the assumption, the research was started with interviews. Interviewees started to talk about the quality issues when they were talking about their own department curriculum. They were asked to talk about their academic life and then, the question was delivered; ‘what do you think is the main constraints to delivery of quality instruction of HE?’ With the open question, interviewees got enough time to describe about the strong and weak point of their learning.

Through the interview process, 5 factors deteriorating quality of higher education were demonstrated: the staff, the number of student, infrastructure, access problems and evaluation system.

6.3.1 Shortage of qualified staffs

Firstly, 5 out of 7 faculty members pointed out that the quality of learning has been deteriorated by professional incompetence of the university staffs. The lack of competence came from the lack of certain skills to handle a lecture or that came from the deficiency of high-level degrees. Each college has few faculties that have Ph.D. degrees. The degree matters because that proves the staff is experienced and capable enough to handle the postgraduate level.

“When it comes to masters and Ph.D. , you need people who have certain qualifications and there are not that many. For example, people with Ph.D. are not that many. To supervise masters and Ph.D., you have to be a senior lecturer and so on.”

Besides that, interviewees said ingenuously that some of the staffs cannot handle any of the basic teaching tools such as ICT and presentation tools that promote teaching and learning activities. For that reason, the lecture became over-simplified and outdated in some ways. Besides that, the university does not have

any staff-training systems prepared; the problems expect to be increase in the future.

“Recently, it seemed there has been that initiative. If you go down to the second floor, some rooms are even been fixed with such facility, power point, audio, and video facilities. The obstacle is that some of the lecturing staffs we have are illiterate. Not that they don’t know how to read and write, they cannot use those facilities. Some of these facilities came to Zambia, Africa quite late and we have those instructors and professors who went through that system where those systems were not there. They are willing to use that, or some of them are resistant to change, don’t want to learn how to use them.”

The staff problem matters significantly because UNZA have been losing the qualified staffs for years. The school has been struggling to retain the competent faculties but could not make it with the limited financial situation.

“Is difficult to retain especially highly qualified staffs. The University of Zambia used to be compared to be highly highly I think recognized public institution. Quite well even now, it is recognized but cannot be compared to the way it was twenty thirty years ago. Reason being that qualified staffs there, constantly leaving the university

especially those with masters with Ph.D. and professors. Terms on their leaving not for other universities just because what they are getting from this university cannot satisfy them.”

According to the record in the latest UNZA Strategic Plan, the University has suffered substantial personnel to its ranks (UNZA, 2008). At the time of developing this strategic plan the University had 526 academic staff the majority of them (about 80 percent) below the rank of senior lecturer. Additionally, the majority of academic staff was at master’s level qualification (UNZA, 2008)

Capturing the situational problems, UNZA has tried to set strategic objectives to implement the new staff development policy and the retirement policy by December 31, 2011 to solve the staff problems and finally ensure quality education.

6.3.2 Continuous increase in enrollment

The other factors that affect quality of learning are related to a continuous increase in enrollment. The number of students at UNZA has been continuously increased for years but limited budgets for school management and poor infrastructure have not changed. Firstly, that matters to the delivery of learning in the

classroom. In addition to the shortage of the teaching staffs, the class is overcrowded so it is hardly expected to have interactions between lecture and students.

“Questions are limited in the class because there are too many students. By the time everyone ask and they’re answered, class time would have ended. So the classes have not much of interactions. He just gives information.”

The student who mentioned about the restricted interactions with lecturers also concluded the issue brought other relevant problems in curriculum. Since the lecturers have only choice but to taking one-way teaching method, the students end up with little practical knowledge.

Table 10. Number of Students in the Postgraduate School, UNZA

Year	Master’s Degree	Doctoral Degree
2007	284	24
2010 (admitted)	441	26

Source: University of Zambia (2010)

The table shows that the number of students in the master’s program increased about 55 in 3 years and it is expected to be

increased faster. For that reason, access problems of the postgraduate level came up. Two students mentioned that they chose the program because only UNZA had the courses that they wanted to take. Besides that, another student said the programs provided for the postgraduate level are very limited. In this case, it would be difficult to expect the school to be reflective enough to meet the social demand.

6.3.3 Poor infrastructure

The third factor that affecting quality education in the university is of poor infrastructure. UNZA have been focused on the undergraduate level so most of the resources have been allocated to the undergraduate level students. As the number of postgraduate students increase, the limited infrastructures such as shortage of lecture rooms, poor teaching materials and accommodation problems hindered students learning process.

Poor infrastructure is not a single barrier that comes from the lack of financial resources, but it becomes one of the factors causing quality problems in the university. Chileshe et al pointed out the infrastructure problems like this.

1. The backlog is considerably more than officially indicated and needs to be reassessed in order to realistically establish strategies for delivery and funding
2. The management system is inadequate and incapable of coping with the task and the decentralisation process is not effective enough to increase output.
3. The potential of partnering with the private sector is not fully exploited, neither with regard to employing private consultants as managers in the building process, nor with regard to cooperating with communities in a more supportive role

(Chileshe et al., 2007)

6.3.4 Insufficient evaluation system

Last factor is of absence of evaluation systems that ensure the quality education. In order to ensure quality of learning, there should be proper systems to monitor current problems so that makes the university progress. There is a sub-sector under MOE, but it does not seem to function well considering that the same challenging issues keep arises.

About the point, UNZA had a plan to implement mechanisms for improving the quality of teaching and learning by strengthening the external examiner system. As the Review of the Ministry of Education Sector Plan (Chileshe et al, 2007) describes, there have been no progress with establishment of a national higher education

authority to establish and monitor standards of quality, and to oversee the process of accreditation of new institutions.

To the exclusion of the previous matters regarding quality education, there haven't been a few more major issues addressed such as accumulated debt to the retired staff and legal framework reformation.

Interviewees pointed out five factors that deteriorating the quality of learning. One is staff incompetence. Similarly, shortage of skillful staffs also matters to the quality education. UNZA has been continuously losing a number of staff for years. Now it becomes a serious problem because there were very few people that are competent enough to supervise the postgraduate students.

Staffs without useful technical skills are also problematic because that also affects the way of teaching. Higher education should reflect community. In that case, the new methods should be adopted flexibly if that promotes student understanding. UNZA does not have any systems for staff development.

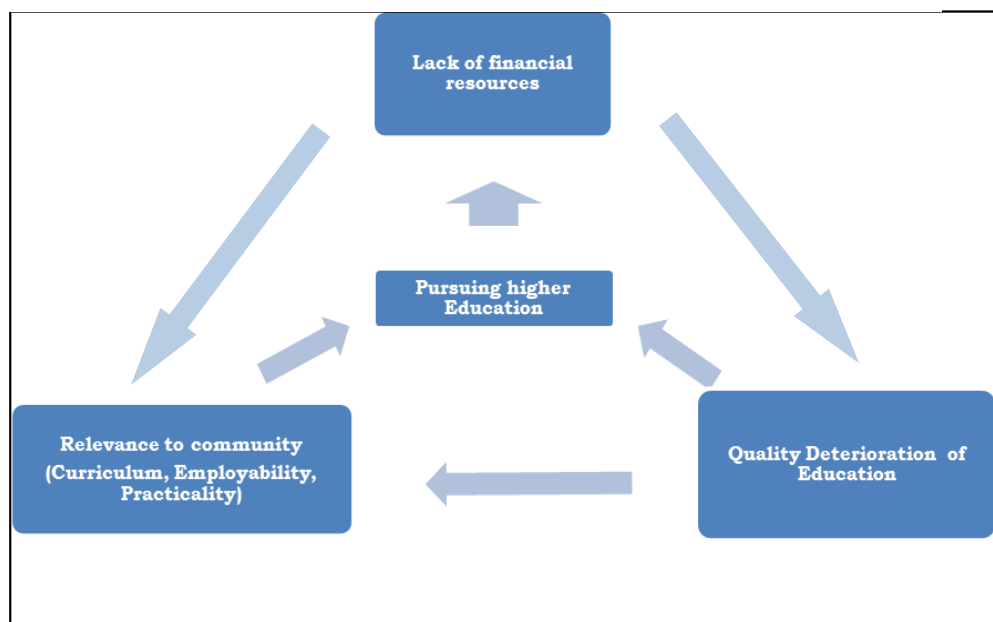
Secondly, the poor infrastructure also matters to the quality of learning. Imbalanced investment on the undergraduate program

caused comprehensive infrastructure problems and that also brought access matters.

Lastly, the absence of proper evaluation systems affects the quality education. There is a sub-sector under MOE, but it does not seem to function well but there have been no progress with establishment of a national higher education authority to establish and monitor standards of quality, and to oversee the process of accreditation of new institutions.

Through the research result shows that three barriers are closely related to each other.

Figure 6. Relations of Three Barriers to Graduate Education



The three factors effect on whether people should pursue higher education or not. Firstly, lack of financial resources cause delay of curriculum reform and that could be related to the employability problems. Secondly, the insufficient financial resources would cause quality deterioration of the education and the factors such as staff incompetency can be the reason of the curriculum irreverence. Finally the combined reason of the three factors would keep people away from entering the graduate schools and that would end up with the little income of the school, which comes to the insufficient finances. In this sense, any factors should not be neglected.

7. Conclusion

Compared to the other sectors in education, higher education, especially at the post graduate level, has made expanded rather slowly. The research examines the aspects of graduate education in Zambia that connect to lifelong learning goals. Specifically, these are the challenges identified by Yanming (2011), Norwegian Government (2007) and the Zambian Education Sector Plan (2007) – curriculum, financing, and perceived relevance to graduate education to the larger Zambian community. For that matter, the question of ‘what are the perceived barriers to graduate education participation at the University of Zambia?’ was examined to see whether or not the higher education system that existed in Zambia, specifically its national university (the University of Zambia – UNZA) was able to produce graduate level students that meet the needs of the society and its members.

The research results show that a financial limitation impinged on the university in various ways. The World Bank pointed out that many of the problems involving higher education are rooted

in a lack of resources (World Bank, 2000. p.25). However, this research does not imply that the institution should solve the financial problems first but rather suggests that none of the issues should be neglected because they are closely interlinked to other issues.

Besides that, the researcher found out that most of the factors mentioned by the interviewees had already been discussed somehow either in the university's strategic plan or the government documents. In other words, the university and the government were aware of the most of the problems that keep students away from the postgraduate program. Those factors, however, still matter even after five years has passed. Previous reports from MOE suggest that most of the problems and strategic agendas have been from each previous era but still remain unfinished (Chileshe et al., 2007). Capturing the point, the message may be to investigate while lingering and known problems remain unresolved and unaddressed.

Many researchers have investigated barriers to graduate education and suggested practical ideas. Wamundila and Ngulube (2011) blamed absence of proper mechanisms evaluating the

university's operational capability as the reason for the repetitive problems. The researchers mentioned that the university lacks few documented processes, policies, work manuals and procedures covering core academic functions such as curriculum development, research and academic citizenship.

Besides that, Cliggett and Wyssmann (2009) pointed that if teachers are not paid wages that allow them to focus their energy on their primary employment, education in Zambia, and the future of the country, are in jeopardy. Although their research focused on teachers, the case could be applicable to the faculty at UNZA considering annually repetitive strikes. Considering the salary is not just about the personal matters but also involves matters regarding the quality of instruction and research, it should be carefully considered because the education is directly related to the nation's future generation.

Few researchers suggest solutions that the university could easily adopt. The situation is unlikely to improve without active management. Considering the importance of education for the nation's future, many of the identified constraints should not be further neglected. It would not be impossible to find solutions to

generate participation in graduate education without at least some effort to address the current problems.

This research does not hold the answer for the whole situation in Zambia, but it could promote people's awareness toward this specific problem. Clearly, without understanding the situation of higher education in Zambia, the country will continue to be dependent upon outside expertise and its graduates will continue to leave the country or be poorly skilled.

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Appendix I:
Agreement to Participate in Interview Form

[A case study for higher education at the university students in Lusaka]

This interview is designed for a case study about higher education at the university in Lusaka. The interview will be recorded, by a digital recorder, if you allow for it. All information gathered by the interview will be kept strictly confidential and will not be used apart from for this research.

I, as a researcher will not force you to answer to any of the questions. You can decide not to answer if you do not want to, or to stop the interview whenever you want. In addition, you can ask the researcher to drop the content that you do not want to be published. This interview will be done by your initiative and you may ask about the result of the research. If you agree to join this research, please sign your name below.

If you have any questions about this research, you can contact the researcher on this number: 097-616-2812.

Thank you for your time.

I fully understand the interview process and I agree to participate in this study.

Date:
Interviewee:
Researcher:

국문초록

고등교육이 사회발전의 주요 원동력이라는 인식은 전 세계적으로 확산되어왔으나 아프리카의 경우는 예외다. 실제로 아프리카 잠비아의 고등교육은 수십년째 등한시되어왔다. 이는 고등교육에 대한 저조한 투자에서 비롯되었으며 나아가 적절한 정책의 부재, 예산부족 그리고 시설의 노후화와 같은 문제를 야기시켰다. 19990년대 후반 개발도상국과 선진국 간의 개발격차를 좁히는 대안으로 고등교육이 부각되면서 아프리카 고등교육의 상황도 조금씩 나아지기 시작했다.

본 연구는 현존하는 아프리카의 고등교육이 사회와 공동체가 필요로하는 높은 수준의 인재를 배출하고있는지를 묻는다. 구체적으로 잠비아 대학교 (University of Zambia, UNZA) 대학원 과정을 희망하는 사람들이 직면하는 진학 방해요소에 대해서 초점을 맞추고 있다. 이 문제의 해결을 위해 고등교육기관 자체의 문제, 교육내용과 사회와의 연계성, 대학원 과정에서 제공하는 교육의 질과 관련하여 접근을 시도하였다.

연구문제의 해결을 위해 연구자는 혼합연구방법을 사용하였다. 연구자는 아프리카 잠비아의 수도 루사카에 6개월간 체류하면서 잠비아 학부생들과 교수들을 대상으로 인터뷰를 진행하였다. 더불어 정부가 발행한 국가 정책자료와 잠비아 대학관련 데이터 분석을 통해 각각의 연구방법이 가지는 한계를 보완하고자 하였다.

잠비아 대학원이 직면하고 있는 기관 자체의 문제점은 재정과 밀접하게 관련되어 있다. 이 문제에 대해 연구자는 교수자와 잠재적 학습자에게 재정의 문제는 다르게 인식되고 있음을 발견했다. 먼저 학습자들은 자신들을 대학원 교육의 ‘소비 주체’로 보고, 비싼 등록금을 가장 심각한 진학 장벽으로 꼽았다. 반면 교수자들은 그들을 ‘연구주체’로 인지하고, 잠비아 대학의 부족한 재정난이 연구진행을 방해하고 이것이 대학원의 문제와 직결된다고 보았다.

다음으로 잠비아 대학원 교육과정이 사회의 문제와 요구를 반영하지 못한다는 인식이 대학원 진학의 동기를 저하시키는 요인으로 작용하고 있음을 발견하였다. 적절한 교육과정 개편의 부재가 이 문제를 더욱더 악화시키고 있다는 것을 알 수 있었다. 마지막으로 대학원이 제공하는 교육의 질이 타 교육기관보다 뛰어나지 못하다는 인식이 진학을 가로막는 또 다른 요소로 작용하고 있음을 발견하였다.

대학원 교육에 대한 인식의 차이는 진학의 문제로 연결되고, 이것이 기관의 재정 부족현상으로 연결되는 등 각 분야별 문제들이 긴밀하게 연관되어 상황을 악화시키고 있었다. 국가차원에서 진행된 선행연구가 이러한 문제 요소에 대해 지적하고 있으나 실제적 대안 마련을 위한 움직임은 없어 매년 고등교육관련 문제들이 사회문제로 대두되고 있다.

본 연구는 고등교육의 진학장벽에 대한 외부적 요인 뿐 아니라 현지인들의 인식차이를 다루고 있다는 점에서 의의가 있다.

잠비아대학교의 사례를 통해서 잠비아 고등교육의 발전을 위한 보다
총체적이고 현실적인 대안마련을 위한 움직임을 기대해본다.

주요어: 고등교육, 진학장벽, 잠비아대학교, 재정부족, 교과개편. 교육의 질

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