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The barriers of higher education in the African countries of Zambia and Tanzania

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ABSTRACT

Higher education plays a vital role in the nation's development. The Higher education which means above secondary school starts from graduate level. The South African countries of Zambia and Tanzania have taken for the study as one of the researchers is serving in the study area. The sampling is purposive or judgmental sampling of 50 was used in this study and 25 participants were selected in each country who are graduate students and academicians. The questionnaire was converted into numerical data state in order to assess the intensity of barriers. Barriers to Higher education with reference to Gender, Location, Educational qualification of the parent, Marital status, Income level of the family, Age and type of the Institution of a candidate is analyzed. The data was analyzed by using SPSS software. The appropriate results were drawn to Alarm and address the Government policy makers, NGO's, Heads of the Higher education Institutions and researchers to find the reasonable solution to meet the great challenges of the African countries.

Key words: Higher Education, Barriers, Purposive Sampling and Challenges.

INTRODUCTION

Anything can be considered a barrier if it impedes the path to a college degree. These can include both tangible things, like a shortage of financial resources, as well as intangible things, like a lack of general motivation or encouragement. There are barriers that exist that prevent students from making it to college, and there are barriers that prevent a student from graduating from college after they enroll.

Education is a form of social policy; a means by which society distributes power and privilege. The level of entrance into the occupational world is significantly determined by the level that is attained in the educational world. This study will identify the challenges that learners of higher education. Solutions to the challenges experienced in the South African higher education system may serve to overcome the barriers and promoting higher education institutions in these countries. In this study, higher education will refer to education beyond the secondary level, especially education at the college or university level. According to Davies (O'Neill, K. Singh, G., O'Donoghue, J. 2004) education has become a commodity in which people seek to invest for their own personal gain, to ensure quality of opportunity and as a route to a better life. It is further indicated that the demand for higher education is expanding exponentially throughout the world and by 2025 as many as 150 million people will be seeking higher education.

The increased demand to higher education can be attributed to the knowledge driven society. It is argued that society requires higher levels of skills and qualifications to fill the same worthwhile jobs (O'Neill, K. Singh, G., O'Donoghue, J. 2004). Distance learning, once a poor and often unwelcome stepchild within the academic community, is becoming increasingly more visible as a part of higher education (Merisotis, J.P., Phipps, R.A. 1999).

Knowledge has been identified as a critical asset for organizations' wishing to survive in the global market place and that learning is crucial for new economic conditions as it lays the foundation for knowledge construction (Wesley, D. 2002).

Maximizing the realization of these possibilities is still problematic as evidenced for example that to date in Africa (Maliyamkono and Mason 2006) there are still a great number of people who are missing out on higher education.

Objectives of the study

1. To study the Government policy, Institution regulations, Financial and Administration barriers to higher education with reference to Zambia and Tanzania.
2. To study the influence of gender with regard to the Government policy, Institution regulations, Financial and Administration barriers to higher education.
3. To study the influence of family income / parents income of the candidate with regard to the Government policy, Institution regulations, Financial and Administration barriers to higher education.
4. To study the influence of Marital status with regard to the Government policy, Institution regulations, Financial and Administration barriers to higher education.
5. To study the influence of age with regard to the Government policy, Institution regulations, Financial and Administration barriers to higher education.

Statement of the problem

Education of a candidate is a deciding factor for the personal growth and the nation. So, to get the quality education and to easy access to employment opportunity is every student's aspiration. Nation's responsibility is to serve to society in order to uplift them. The present competitive world it is not so easy to give all equal and quality education for the steaming population of these countries. But still it is better if adequate measures have taken.

Literature Review

Educators render services in response to needs that are so fundamental that failure to respond to such needs interferes with the quality of life. Educators are in the business of nurturing, developing, and producing student success. Professionalism in education enjoins a commitment to the inauguration of systems of education in which all students are accorded equitable opportunities to attain a quality education. Equity in education means fairness; the real measure of equity is what is done for all students to help them rise to levels of satisfactory academic performance (McKenzie, 1993).

One of the most powerful factors influencing school performance is socioeconomic status (SES), the combination of parents' incomes, occupations and levels of education (Eggen & Kauchak, 1999).

Johnson (1989) says that mentoring involves dealing with the total personality of an individual in order to advise, counsel, and provide them with guidance. Mentors fill many roles such as friend, advisor, activities coordinator and personal counselor. Their roles differ from student to student. Mentors teach in "the classroom of life", while their lectures are delivered one-on-one.

Kramer and Spencer (1989) state: Overall, faculty-student contact is an important factor in student achievement, persistence, academic-skill development, personal development, and general satisfaction with the college experience. They go on to urge faculty to get involved in the advising process, along with professional and/or peer advisors. They purport, "There is evidence that when freshmen and faculty become acquainted and interact, they form a foundation upon which future contacts can be established." Accordingly, faculty advising is key to the notion of retaining students. Academic advising can provide the link between the college and the student, especially during the critical first year.

Tinto (1993) cites the effect of finances upon student attrition can be indirect and long-term as well as short term in character. Family finances affect persistence through their influence of educational goals. Finances also affect decisions on whether to attend college in the first place, how much education to seek, and where one chooses to attend college. Financial concerns can induce persons to enter institutions in ways that may increase the likelihood of departure prior to degree completion. For instance, a person may choose to attend an inexpensive 2-year college rather than seek the four-year degree they desire. They might choose to attend a lower caliber institution because of lack of resources. He also found that academic failure reflects a scenario in which the demands of the college or university prove too hard. In some select cases, academic boredom (i.e. classes not challenging) may result in student attrition. Still some academic dismissals are a result of a decision made by the individual not to invest the time and energy needed to maintain minimum academic standards.

Brawer (1996) indicates that full-time younger students are more likely to persist than older part-time students. Residential students are more likely to be involved in campus life and generally are more likely to persist than commuter students. Colleges and universities must find a way to address the needs of older students, and other commuters, to enable them to get involved in campus life. Special orientation sessions and programming for the entire family are just two ideas that merit consideration.

Ely (1997) indicates that the two largest concerns for the older student are family and finances. The older student may very well experience guilt attempting to balance his/her education, job, family, and household. Because of their many personal responsibilities and rigid schedule, they have little time for extracurricular campus activities. They are essentially on campus to attend classes, utilize the library and conduct research. Unless absolutely necessary, you will not find them in Student Services. This student typically commutes and experiences added stress and time loss due to travel.

Merriam and Caffarella (1999) lack of money is one of the two most cited reasons for adult nonparticipation in adult education, including higher education.

Moses (1999) argues that some presidents are reluctant to take a stand on remediation for the following reasons. First there is a dearth of data about the effects of remediation because institutions that offer developmental courses often do not label them as such, nor do they track the effectiveness of their programs. Second, there is no generic definition of what "remediation" means. For some institutions this is simply offering a brush-up class in Algebra, English Composition, or College Study Principles. Whereas for other colleges this means offering an entire array of courses complete with counselors, tutors and advisors.

Saint John, Cabrera, Nora and Asker (2000) say that national studies show finance-related factors (student aid, tuition, and other costs, including living) explained about half the total variance in the student persistence process.

M. Deniz(2006), The positive classroom atmosphere established by teachers will provide confidence in the student's teacher. As a result of this, students will develop a positive attitude towards the lesson. Increase in motivation will emerge and may increase desire to achieve.

Christopher Teran (2007) There is another key attitude barrier to college that is much more prominent in the minds of current students (which is also difficult to measure in a general population survey). This is the lax approach to college aptitude testing and admissions applications. A weak attitude toward enrolling in college inevitably shows in testing and admissions processes, which limits a student's college options.

Tamilenthil.S and Lalhmasai Chuaungo (2011) stated that arranging periodical professional development programs, refresher courses and pooling the staff with subject wise experts for the seminar and workshops will help them to acquire the new skills and new technique to adopt and also if the government makes policy for encourage and allowing to take up higher degrees with paid leave specially aided and private schools concern will help them to acquire the new skills and new technique to adopt which may allow to enhance the quality of teaching.

The research design

Method

Purposive sampling was used in this study; the participants were selected on the basis of accessibility. This kind of sampling is based on the researcher's judgment; It is stated that purposeful or theoretical sampling is commonly done to obtain qualitative material (Malterud, K. 2001)

Sample

The purposive sampling of 50 participants was selected in each country who are graduate students and academicians. This study was conducted between April 2011 and June 2011.

Tools

The following tool was used in this study.

Scale of barrier to higher education consist of 20 questions in 4 sections in each section 5 questions which was constructed and validated by the investigator.

The personal data sheet was used to collect information about gender, locality, family income, age and marital status of the Candidate.

Data analysis

Descriptive statistics were used to describe the sample with reference to the variables taken for the study. In differential analysis, the significance of difference between groups was studied using 't' test.

The investigator constructed 5 objective type questions in each section with the responses 1)Strongly agree, 2)Agree 3) Undecided 4)Disagree 5)Strongly disagree.

The scale has 5 point scale, ranging from 1 to 5. Responses to all the 20 items have to be summed up to yield the final composite score with a range from 20 to 100. The items were subjected to jury opinion consisting of Professors of education in the Universities, Head of the Institutions and experienced teaching faculty of the countries.

Limitations of the study

During the research process, the researcher could not avoid having data contaminated by bias of one sort or another and failing to acknowledge the possibility of such limitations is unethical and unprofessional (Leedy, P. 1997).

The following limitations of this study should be noted:

- The research only involved learners and academicians from the higher education institution.
- There is no Zambian and Tanzanian literatures that address barriers to higher education, the researcher referred to international literature for some arguments in the study.

Analysis of the data

The findings from the study can be summarized as follows:

1) The 't' value is not significant at 0.05 level for male and female student. It is concluded that the male and female student do not differ in terms of barrier to Higher Education.

2) The calculated 't' value is significant at 0.05 level of significance. It is concluded that Rural and Urban respondents differ in terms of barrier to Higher Education.

3) The calculated 't' value is significant at 0.05 level of significance. It is concluded that the parent's educational qualifications differ in terms of barrier to Higher Education of the students.

4) The calculated 't' value is not significant at 0.01 level of significance. It is concluded that the married and unmarried students do not differ in terms of barrier to Higher Education.

5) The calculated 't' value is significant at 0.01 level of significance. It is concluded that the income level of family of the students differ in terms of barriers to Higher Education.

6) The calculated 't' value is not significant at 0.05 level of significance. It is concluded that the Age of the students do not differ in terms of barrier to Higher Education.

7) The calculated 't' value is not significant at 0.05 level of significance. It is concluded that the government and private Institutions do not differ in term of barriers to Higher Education.

Table: Barriers to Higher education with reference to Gender, Location, Educational qualification of the parent, Marital status, Income level of the family, Age and type of the Institution of a candidate

Group	Category	N	Mean	SD	t-value	P
Gender	Male	25	68	30.40	1.12	0.26
	Female	25	79	38.18		NS
Locality of the Institution	Urban	22	52	21.21	3.05	0.037*
	Rural	28	76	33.94		
Educational qualification of the parent	Below G-12	18	58	28.28	2.02	0.048*
	Above G-12	32	76	31.11		
Marital status	Unmarried	14	57	61.51	0.71	0.48
	Married	36	69	23.33		NS
Income level of the family	Below USD 200	12	44	22.62	3.56	0.008**
	Above USD 200	38	72	24.04		
Age	Below 25 yrs	19	66	33.23	0.93	0.35
	Above 25 yrs	31	59	19.79		NS
Type of the institution	Govt.	24	51	19.09	0.87	0.38
	Private	26	56	21.21		NS

** Significant at 0.01 level.; *Significant at 0.05 level.; NS-Not significant.

(a) Barriers of Higher education in Zambia.

1. Government policy on Higher education related barriers.

- 1) No proper plan and interest shown on conducting workshop or seminar in the international level to get to know the latest growth in the respective field.
- 2) More subjects and inappropriate combination of subjects in the Grade 12 level.
- 3) The same eligibility criteria for the rural and urban, backward region and developed region and rich and poor economic group.

2. Institution regulations related barriers.

- 1) Institutions are not providing the transport facility for the pickup and drop the students to avoiding boarding expenditure.
- 2) No Free boarding facility to students.
- 3) No standardized test for the admission to the course conducted.

3. Financial related barriers.

- 1) No financial assistance for those who have enrolled in the degree course.
- 2) No financial discrimination for low income and high income group in their course fee.

4. Administration related barriers.

- 1) The issue of certificate is not prompt which makes delay in applying for the next studies.
- 2) Not accommodating all the candidates who wish to improve their grades will have to wait for a year.
- 3) Not established the grievance cell in all the institutions in order to speedy to cater the candidate demand.
- 4) Each institution should have counselors and advisors who can intervene to steer students into the “right courses” and direct them to take appropriate.

(b) Barriers of Higher education in Tanzania.**1. Government policy on Higher education related barriers.**

- 1) Mishandling of Educational policy.
- 2) The policy does not support the students in their higher education.
- 3) There is inadequate information on Higher Education.
- 4) It is favor for the staff only and not for the students.

2. Institution regulations related barriers.

- 1) The rigid regulation doesn't allow the students to enter in the college.
- 2) The correspondence course is not serving the actual purpose and it is far from regular courses.
- 3) The institutions are not following the Government rules and regulations.
- 4) Method of evaluating is different from one college to another.

3. Financial related barriers

- 1) The fees prescribed by the institution is very high.
- 2) Because of high fees the students want to go to other countries for their higher education.
- 3) No financial assistance from the government.
- 4) Fees for the Technical course is very high.

4. Administration related barriers.

- 1) The issue of certificate is not prompt which makes delay in applying for the next studies.
- 2) The Demand for the admission and available seats are less than the demand.
- 3) There is no proper policy and regulations in higher education.
- 4) The present government is not allowing to open more colleges in the country and no financial resource available to open more colleges to cater the actual demand.

Findings, recommendation and conclusion**Findings**

The findings from the study can be summarized as follows:

- 1) The Male and Female student do not differ in terms of barrier to Higher Education.
- 2) The Rural and Urban respondents differ in terms of barrier to Higher Education.
- 3) The parent's educational qualifications differ in terms of barrier to Higher Education of the students.
- 4) The Married and Unmarried students do not differ in terms of barrier to Higher Education.
- 5) The Income level of family of the students differ in terms of barriers to Higher Education.
- 6) The Age of the students do not differ in terms of barrier to Higher Education.
- 7) The Government and Private Institutions do not differ in term of barriers to Higher education.

Recommendations for the government on higher education policy

- 1) There should be more investment on higher education specially in establishing the new institutions.
- 2) Collaborative Educational research project should be worked out with other developed nations in order to meet in the global skillful manpower demand.
- 3) Nonprofit organization should be welcomed in the global level in order to reduce the education cost of the individual.
- 4) More Vocational education institutions should be introduced in order to reduce unemployment problem and also it will lead self employment which really bring down the production cost of certain things which may not need to import other countries.
- 5) Extension education does not reach in all level i.e its for only certain groups only at present, it should be extended with stipend for the youth and college drop outs so that the house hold and small scale industries will come. This kind of extension education prevails in India specially in IIT's NIT's.
- 6) Establishing more employment opportunity is possible when the nation turns as industrialization. The qualified candidate still they find difficult in placement specially in the science. So this also the way of discouraging others not to go higher studies as the investment on higher education is higher. Hence Industrial collaboration is highly required.
- 7) Government should introduce the transport facility for exclusively for the students in order to avoid the boarding expenditure for the student.

CONCLUSION

Higher education plays a Major role from a person's life to nation's development. This is a kind of investment and return to the individual and the nation too.

So, To provide equal and low cost education it is better to introduce Distance and part –time courses which should be lower than the study cost and admission to regular full time courses.

Each institutions should have Counselors and advisors who can intervene to steer students into the “right courses” and direct them to take appropriate.

This study identified a number of barriers to higher education in Zambia Tanzania. There is clear evidence that the challenges can be overcome if there is appropriate measures and suitable government policy to acquire adequate resources. With the other nations, private sector and higher education institutions working together may bring down and reduce the barriers.

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