



ISSN: 0975-833X

RESEARCH ARTICLE

CHANGING PATTERN OF THE SOCIETY FROM 1990 TO 2010: AN OVERVIEW OF ZAMBIA

¹*Tamilenthi, S and ²Padmini, V.

¹Department of Education St. Eugene University, Chipata campus, Republic of Zambia

²Department of Organic Chemistry, Madurai Kamaraj University, Madurai, Tamilnadu, India

ARTICLE INFO

Article History:

Received 28th August, 2011
Received in revised form
19th September, 2011
Accepted 28th October, 2011
Published online 20th November, 2011

Key words:

Youth population, Higher education,
Nation development,
Descriptive statistics.

ABSTRACT

This article analyses the society of Zambia how much change taken place between the time periods of 1990 and 2010 with the transitions to the youth involvement, high education attainment and the national per capita income. The statistics of Youth population, Education and nation development in terms of per capita income from the government records of Zambia 1990 and 2010 are taken to the account for the analysis. The three different points of time (1990, 2000 and 2010). Simple and descriptive statistics were used to analyze the data with reference to the variables taken for the study. Empowering youth and providing better higher education surely will make the changes in the nation's development. To make appropriate changes in the society and to build a virile nation, producing better youth, better future generation, better future leaders and a better society suggestions and recommendations were given after analyzing the data.

Copy Right, IJCR, 2011, Academic Journals. All rights reserved.

INTRODUCTION

Change is the only thing for the betterment for anything. In this context for the society, what are the aspects to be changed and what are barriers for the change. To analysis of change is important for the social activist. How higher education can empower youth for future leadership in the nation. The paper highlighted the status of society and change in Zambia in the view of youth, higher education and national develop in respect to per capita income. Some of the strategies include exposing youth to leadership initiatives, career concepts and inspiring role models, enriching the curriculum to incorporate courses in leadership education, productive work and removing barriers of higher education. Sociologically youth is a period in life when people make many choices that in important ways have consequences for their life course. In several life areas they have to change from a dependent to a more independent status. It is a time when they are leaving their parental home, leaving school and starting work, getting married or cohabiting, and having children. When young people reach these 'milestones' during a relatively short period, they experience in a certain sense similar social situations where they pass from a dependent status as children to an independent life as grown-ups. Young people are living in a condition marked by independence and dependence, and by choice and constraint. It seems as if this situation extends throughout their twenties. The sequencing of status passages has changed, and may be felt by young people – and perceived by others – as a choice biography (du Bois-Reymond *et al.*, 1994). Increasing flexibility in family relations, the diversification of partnerships, flexibility in the labour market,

and expanded opportunities for education and training give the impression of a society where individual choice is prevalent. The Ministry of Education, Zambia is responsible for pre-school, basic (lower, middle and upper basic), high school and university education. It also runs some continuing education institutions which combine academic learning with basic skills training such as tailoring, domestic science, basketry etc. The various vocational training programs offered to learners after attaining grade 9 are a responsibility of the Ministry of Sport, Youth and Child Development whereas those offered after attainment of Grade 12 are principally under the custody of the Ministry of Science, Technology and Vocational Training. However, both these Ministries offer certain courses for which recruitment is open to either Grade 9 or 12 school leavers. The public institution that is responsible for literacy education is the Ministry of Community Development and Social Services. It also offers some basic skills training programmes as does the Ministry of Sport, Youth and Child Development. Binda and Nicol (1999) point out that one hundred years of centralized government and church control of Aboriginal education in Canada, aimed primarily at cultural assimilation, resulted in injustices, widespread inequalities and under development.

Objectives of the study

1. To study the increase of population from 1990 to 2010 with reference to Zambia .
2. To study the status of youth literacy.
3. To study the Literacy Levels for the Population Aged 15 years and above.
4. To study the Certificate and Diploma Holders by Level of Education Completed reference to Zambia

5. To analyze the of natural vegetation and forest cover change from 1990-2010.

Statement of the problem

Society is the small unit in the global village. The society plays important role in developing future generation. The society decides by electing the leader. So the leaders, teachers, scientists, Lawyers and doctors are from the product of the society. In this contest the shape and healthiness of the particular society is boon the nation's development. Here the researcher is decided to pursue this topic and why and what are lacking to identify and help in the way of suggesting measures. 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 youth student's aspiration. Nation's responsibility is to serve to society in order to uplift them. So the investigator has interested to undertake a research work on "CHANGING PATTERN OF THE SOCIETY FROM 1990 TO 2010: AN OVERVIEW OF ZAMBIA".

Literature review

Todaro (1989:341) has shown that for many developing countries the social costs of education are low at lower levels of education and rise rapidly at higher levels. Social benefits on the other hand are high at lower levels and decline at high levels of education. The reasons for this are that in the case of costs governments tend to spend less at lower levels of education as compared to higher levels. Benefits tend to be high at low levels because marginal improvements in knowledge and skills lead to high productivity. Mwikisa (1999) To avoid closing the gates to higher education to the poor, there is need to look at people's ability to pay for higher education. Policies should be designed which will support deserving individuals from the low-income groups who cannot meet educational costs as they proceed through the system. Public expenditures should be targeted to those areas where they are most beneficial and most needed. Wirth (1972), McNabb, (1997) Technical and vocational education (TVE) has been an integral part of national development strategies in industrialized societies because of its impact on productivity and economic development. Maclean & Wilson, (2009), It is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood.

Dike (2006a) has observed that the under-development status of Nigeria could be linked to the odious neglect of its educational institutions, which are responsible for human capital development. And Streeten (1984) has argued that development of human capital would help any nation achieve to some extent 'self sufficiency in food production, capital, and goods and services' and 'the understanding of the nature of the environment, the preservation of it and eventually will eradicate environmental degradation, desertification, deforestation and soil erosion.' Aina, (1994). Education is an important tool for promoting gender equality and advancement of female youths in socioeconomic and political development of nation. Female youths who later translate to women are at the center of activities in the family, society, the community and all facets of life. Their contributions to the household chores, income earning activities, community participation, community management roles and other areas of life cannot be overlooked. Despite these, female youths' access to power has

been observed to be limited because of their low level of education. Gharaibeh (2001), New approaches in economy, more than any time before, started to focus on the role and the importance of the human factor in the economical development, especially after many studies that revealed clearly the characteristics of this factor, and the place it occupies among production factors, by showing the role of human capital in general, and the technical development in the economic development in specific, which takes part in creating large capability of producing wealth, and comply the organized research with problems of productions and organizing economical projects. According to Fergany (2002). Development: an economic growth accompanied with a qualitative change of the social and economic levels. Al-Jalal, (1985) We can say that the role of development is presented as to establish a broad educated base that can deal with development, and adapt to its requirements; contribute to it and benefit from it. Also to setup different kinds of specialized working forces at different levels, expect all of the needs, and identify what occurs of changes and developments of educational regulations, curriculum, and management methods. The report of Arabic Human Development (2002) showed that: Each country successes in attaining a fast human development and a fast economical development, it only did that after it accelerated advancing in human development or seeks to achieve both aims at the same time.

Murshid (2000), Handling the problems of youth in attending Higher Education institutions is not the end of the road, although Higher Education is an aim itself, but it is a way to prepare youth for productive work, and habilitate them to enter the jobs market. Reserving the current job openings, finding new job openings to benefit from human resources, and to limit unemployment, are on the top list of governments. Mkpa (1999) Mentorization is another strategy available for human resources development. Mentoring is a practice in which a more experienced youth takes on a less experienced one for the purpose of guiding, supporting, advising and assisting him/her towards professional development or efficiency. "It is based on the fact that the more experienced youth is supposed to be more professionally matured and therefore more capable of helping the less experienced one"

MATERIALS AND METHODS

Purposive sampling was used in this study; the participants were selected on the basis of available resources. 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, 2001). Extensive literature from News papers, Magazines and the statistics of Youth population, Education and nation development in terms of per capita income from the government records of Zambia 1990 and 2010 are taken to the account for analysis. The age groups (15-24 years) at three different points of time (1990, 2000 and 2010) were taken for the analysis.

Data analysis

Simple and descriptive statistics were used to analyze the data with reference to the variables taken for the study. In differential analysis, the significance of difference between variables was studied using 't' test.

Table 1. Population size and distribution by Sex, 1990 – 2010

1990			2000			2010		
Male	Female	Total	Male	Female	Total	Male	Female	Total
38,41,5	39,17,54	77,59,	49,46,	49,39,	98,85,5	63,94,	66,52,	13,04,6
76	1	117	298	293	91	455	053	508

Table 2. Households by Main Source of Energy used for Cooking and Residence, Zambia, 1980, 1990 and 2000

Energy Source	Zambia			Rural			Urban		
	1980	1990	2000	1980	1990	2000	1980	1990	2000
Electricity	8.8	8.9	13.8	4.1	0.8	1.5	18.0	22.7	37.1
Gas	2.8	2.8	0.6	2.4	2.3	0.7	3.4	3.9	0.4
Paraffin	87.5	87.4	85.1	92.2	95.7	97.2	78.4	72.8	62.3
Wood,	0.9	0.9	0.5	1.4	1.2	0.6	0.2	0.6	0.2
Charcoal	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Coal	1,128,3	1,326,94	1884741	727,1	835,648	1,232,3	401,231	491,29	652,44
	56	2		25		01		4	0

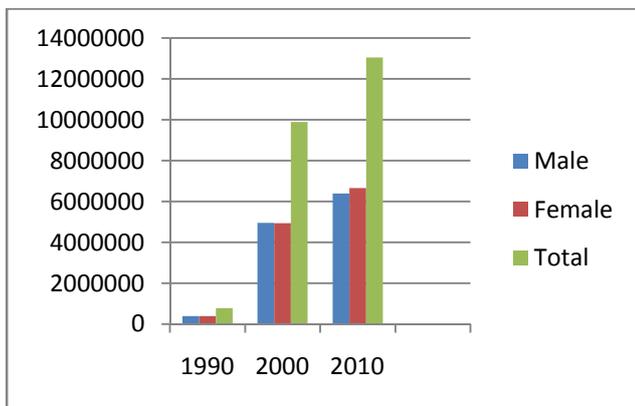


Fig. 1. Showing population growth for 1990-2010

Limitations of the study

- The research is based on only the secondary data which was available in the government records and other sources at the time research in Zambia.

According to the 2010 Census of Population and Housing, the population of Zambia has increased to 13, 046,508 persons from 9,885,771 persons in the year 2000. Of the 13,046,508 persons, 6,394,455 (49 percent) were male while 6,652,053 (51 percent) were female. The Zambian education system has seriously deteriorated over the last thirty years as a result of economic decline, lack of resources and institutional inefficiencies. Moreover, the introduction of fees for government primary schools in the 1990s determined further drops in attendance. According to the 1998 Living Conditions Monitoring Survey in Zambia, the net primary enrolment rate is at 66.4 per cent. However, attendance rates are much lower in rural areas and it is estimated that among those that enter Grade 1, only about two-thirds complete school through Grade 7. The school attendance rates of girls is generally lower than that of boys, and, in rural areas, is much lower. At secondary level, the net attendance rate is about 25 per cent (38 and 15 per cent in urban and rural areas, respectively).

ii) Literacy Levels for the Population Aged 15 - 24 years (Youth Literacy)

Youth literacy rate declined from 74.9 percent in 1990 to 70.1 percent in 2000. The drop in the proportion of the population

aged 15 to 24 years was more drastic among females than the males. In 2000, only one quarter of the male as opposed to one third of the female population aged 15 to 24 years were illiterate. Therefore the problem of youth illiteracy is more likely to be high among female than male population. The problem of youth illiteracy is still more of a rural than urban phenomenon. For instance in 2000, 41 percent of the youths in rural areas compared to 14 percent in urban areas were illiterate. In rural areas, about 47 percent of the female youths were illiterate compared to only 16 percent of female youths in urban areas. The youth literacy rate in rural areas declined from 64.7 percent to 59.5 percent between 1990 and 2000. The rate also dropped in urban areas by almost 3-percentage points, from 88.7 percent in 1990 to 86.3 percent in 2000. Population growth rate for 1990-2000 is 2.3 and 2000-10 is 3.0.

iii) Literacy Levels for the Population Aged 15 years and above (Adult literacy rates).

Adult literacy rate slightly increased from 66.0 percent to 67.2 percent between 1990 and 2000. The proportion of female adults who were literate increased by 2 percentage points, from 56.3 to 58.3 percent while the male rate marginally increased by less than 1 percentage point, from 76.2 to 76.6 percent. In rural and urban areas, the rates increased by about 3.1 percentage points over the 1990 levels of 54.4 and 83.6 percent respectively. By 2000, more than half of the female adults in rural areas were illiterate compared to about 1 fifth of the females in urban areas.

There was a slight increase in the proportion of households that were using electricity for cooking from 8.8 percent in 1980 to 13.8 percent in 2000. The rural areas showed a decrease in the number of households that were using electricity for cooking from 4.1 percent in 1980 to 1.5 percent in the year 2000. The opposite was observed in the urban households who recorded an increase from 18.0 percent in 1980 to 37.1 percent in the year 2000. The use of wood, charcoal and coal for cooking, between 1980 and 2000, decreased in the urban households from 78.4 percent in 1980 to 62.3 percent in 2000.

iv) Certificate and Diploma Holders by Level of Education

It is important to note that certification referred to here relates to the one conferred after grade 12 and A-level of education.

Overall, the number of certificate holders rose by 23.4 percent between 1990 and 2000 from 178,824 to 220,594. The percent increase was more pronounced amongst females (41.4 percent) than their male counterpart (14.4 percent). The proportion of persons with certificates who had attained grades 1 to 7 declined from 23.4 percent in 1990 to 11.3 percent in 2000, whilst the proportions attaining higher grades increased drastically. In 1990, 63 percent of the certificate holders as opposed to 72 percent in the year 2000 had completed not less than grades 10 to 12.

v) Natural vegetation.

According to the U.N. FAO, 66.5% or about 49,468,000 ha of Zambia is forested and 62,000 ha of planted forest. The present forest cover is 67%. Change in Forest Cover: Between 1990 and 2010, Zambia lost an average of 166,600 ha or 0.32% per year. In total, between 1990 and 2010, Zambia lost 6.3% of its forest cover, or around 3,332,000(ha). Zambia's forests contain 2,416 million metric tons of carbon in living forest biomass. Biodiversity and Protected Areas: Zambia has some 1234 known species of amphibians, birds, mammals and reptiles according to figures from the World Conservation Monitoring Centre. Of these, 1.5% are endemic, meaning they exist in no other country, and 1.9% are threatened. Zambia is home to at least 4747 species of vascular plants, of which 4.4% are endemic.

Findings

The findings from the study can be summarized as follows:

1. Population size and distribution by Sex(1990 – 2010) revealed in 1990 male and female composition is slightly vary but it is stabilized in 2000 again 2010 male and female composition is 2% higher than males. This will lead in future man power specially men acute shortage will be faced. This is because of male mortality is higher than female as he falls sick by work nature, sexual disease and inadequate finance to look after his health as he also responsible to look after his family members which does not allow him to care for his personal health.
2. Youth literacy rate declined from 74.9 percent in 1990 to 70.1 percent in 2000. The drop in the proportion of the population aged 15 to 24 years was more drastic among females than the males. The problem of youth illiteracy is more likely to be high among female than male population. The problem of youth illiteracy is still more of a rural than urban phenomenon. The youth literacy rate in rural areas declined from 64.7 percent to 59.5 percent between 1990 and 2000.
3. Adult literacy rate slightly increased from 66.0 percent to 67.2 percent between 1990 and 2000. The proportion of female adults who were literate increased by 2 percentage points, from 56.3 to 58.3 percent while the male rate marginally increased by less than 1 percentage.
4. The number of certificate holders rose by 23.4 percent between 1990 and 2000 from 178,824 to 220,594. The percent increase was more pronounced amongst females (41.4 percent) than their male

counterpart (14.4 percent). The proportion of persons with certificates who had attained grades 1 to 7 declined from 23.4 percent in 1990 to 11.3 percent in 2000.

5. The Forest cover reveals the present forest cover is 67%. Change in forest cover between 1990 and 2010 is 6.3 % which is an average of 0.32% per year. This is good indicator of wood consumption and natural growth of forest and which is still above the required national average of 33% to have healthy environment.

Recommendations

- 1) There should be more investment on education specially in establishing the new higher education institutions to educational cost which is not affordable to common man and establishing self employment based on agriculture.
- 2) Collaborative Employment research project should be worked out with other developed nations in order to meet the material needs of the society.
- 3) Nonprofit organization should be welcomed in the global level in order to develop communication (Road, rail and telecommunication) in the country to reduce the production cost which is mainly serves to the society.
- 4) Establishing more employment opportunity for women is highly recommended as if both go for some employment which will help them to meet high cost thing like education and medicine besides the per capita income of the nation.
- 5) Traditional lifestyle of the society to be changed as the pre marital sex is encouraged indirectly by economic reasons and strict law to be enforced to both male and female. Female also to be punished by the way of discourage the girls not to indulge in the sexual activities.
- 6) The wood craft centers and wood research institutes to establish is ideal. The self employment related to this also to be encouraged which may also allow earnings from the exports.

Conclusion

From the analysis of the census report and other sources of the information reveals that the society which plays vital role in nation's development. Education can serve as a veritable tool for youth for their development. Many African countries focusing on vocational education but not much on technical education. The growth of population and the programs for the youth were related to resource utilization is very poor. Besides the NGO and government programs for youth the churches have to take appropriate step in involving awareness program on all fields. The traditional prayer-mass to be changed by giving various useful messages to an individual and to nation since this is a Christian country. The churches only focusing on Evangeline and fund raising is the important target of most parishes in Zambia. The government policy and investment on training for skillful manpower will be highly helpful for the nation. This will make better citizen of Zambia, good national asset, National integration and development.

Acknowledgement

I would like to extend my gratitude to Ms. T. Preethi of SBOA Hr. Sec. School, Madurai, Tamilnadu who has encouraged me to take up this study. I also thank Zambian friends who are actively participated for the interaction and expressed the custom and tradition of the society which was observed in this study. The authors are thankful to Almighty for given this research opportunity.

REFERENCES

- Aina T. A. 1994. Quality and Relevance of African Universities in the 21st Century. Joint Colloquium on Universities in Africa in the 1990s and Beyond, Lesotho. AAU, Accra. Pp. 70-72.
- Al-Jalal, Abdel Aziz. 1985. The Prosperity Education and the Retardation of Development, Kuwait.
- Binda KP and Nicol DG. 1999. Administering schools in a culturally diverse environment: New developments in administering First Nations schools in Canada. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ, April 19-23.
- The Monthly, 2011. Central statistical Office), Volume -94. , Republic of Zambia.
- C. N. Mwikisa (1999), Regional Seminar on Budgeting and Financing of Education in Africa, Abidjan, Cote d'Ivoire, 18 – 22.
- du Bois-Reymond, Manuela., Harry Guit, Els Peters, Janita Ravensloot & Erwin van Rooijen (1994) 'Life course transitions and future orientations of Dutch youth' *Young* 2:1, 3-20.
- Dike, V.E. (2006a), "Youth Unemployment in Nigeria: The Relevance of Vocational and Technical Education," in NESG -Economic Indicators, 12(3): 25-29.
- Fergany, Nader (2002). Future view of Education in the Arab World. Arabic Organization for Education, Culture, and Sciences. (www.almishkat.org).
- Gharaibeh, Faisal Mahmoud. Gharaibeh, Lotfi Abdel Qader. (2001). Educational Policies and the Role of Higher Education in preparing individuals to face new developments of the Time. Educational and Psychological Sciences Magazine, 2nd Magazine, 1st Edition, Al-BahrainUniversity, P23-P65.
- Maclean, R. and Wilson, D. N. (editors) (2009). International Handbook of Education for the Changing World of Work: Bridging Academic and Vocational Learning. Malterud, K.. Qualitative Research, 2001, p 3.
- McNabb, J. G. (1997). "Key affective behaviors of students as identified by a select group of secondary school teachers using the SCANS categories," *Journal of Industrial Teacher Education*, 34(4).
- Mkpa, M. A. (1999). Innovations in the Nigerian teacher education curriculum in the 21st century: A paper presented at the national level conference of the association of teachers educators of Nigeria held at Delta state university, Abraka.
- Murshid, Samir bin As'ad (2000). The Future of Saudi Youth in Universities and Jobs, Arab Universities Union Magazine, 3rd Edition, P42-P73.
- Streeten, P. (1984). "Human Development: Means and Ends," in Proceedings of the hundred and Sixth Annual meeting of the American Economic Association, Boston, M.A., January 3-5.
- The Arabic Human Development report for the year (2002). 1st Edition, publications of the United Nations developmental program and Arabic Fund for Economical and Social Development.
- Todaro, M. P. (1989) *Economic Development in the Third World*. Longman Group UK Limited.
- Wirth, A. G. (1972). *Education in the technological society: The vocational-liberal studies controversy in the early twentieth century*. Scranton, PA: Intext Educational Publishers.
