

**STUDENTS' PERCEPTIONS OF INSTRUCTIONAL TECHNIQUES USED
BY TUTORS IN UNIVERSITY OF ZAMBIA EXTENSION EDUCATION
PROGRAMME IN LUSAKA DISTRICT**

BY

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TUTORS IN UNIVERSITY OF ZAMBIA EXTENSION EDUCATION PROGRAMME
IN LUSAKA DISTRICT**

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DEDICATION

This work is dedicated to the following: my parents (Tasila Banda-Phiri and the late John Phiri); my uncles (Stackson Ngo'mbe & Lyson Sakala) and my academic supervisor (Wanga, W. Chakanika).

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AUTHORS DECLARATION

I, Davies Phiri declare that *Students' Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Education Programme in Lusaka District* was achieved through personal reading and scientific research. It represents my own work and has not in part or in whole been presented as material for the award of any degree at this or any other University before. Where other people's works have been cited, acknowledgement has been made by use of complete reference.

Signature of author:

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APPROVAL

The University of Zambia approved this dissertation by Davies Phiri as partial fulfillment of the requirement for the award of the degree of Master of Education in Adult Education. It is submitted with approval by the Examiners and with full consent from the Supervisor.

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ABSTRACT

The problem for this study emerged from the fact that nothing was known with regards to how students in credit courses of the University of Zambia (UNZA) extension programme perceived the teaching techniques used by their Tutors. Thus, its purpose was to establish such perceptions. The objectives were to: explore students' views on the types of teaching techniques that dominated their learning environment; establish students preferred teaching techniques; and determine students' views on the impact that teaching techniques had on their learning process.

This study was a product of a *Concurrent Triangulation Mixed methods Design*. The universe population comprised all of the following: students that were enrolled in the UNZA extension education credit course in all the extension education centres within Lusaka District in the 2014/2015 academic year; the extension education centres within Lusaka District; and the graduates from the aforementioned courses and centres from the year 2013 to 2014. The study had a total sample of 130 in which 115 were students who were selected using convenient sampling procedure and 15 were graduates who were traced through snow ball sampling procedure. 2 out of 11 extension education centres within Lusaka District were purposively selected and all respondents were from these same centres. A semi-structured questionnaire and an interview guide were used to collect data from 115 and 15 graduates respectively.

The findings of this study elucidated that despite tutors in the UNZA extension education programme using a repertoire of different pedagogical strategies from both the teacher-centred and the student-centred approaches to teaching, instructor-centred (i.e. lecture and dictation) teaching techniques were the most dominant. It was also established that both learner-centred and teacher-centred teaching techniques were preferred by some students but most students preferred active teaching techniques more than the passive ones. Furthermore, it was established that both categories of teaching techniques were perceived to have both merits and demerits but participatory techniques were perceived to have more positive influence on the learning process of learners than instructor-centred pedagogies.

This study recommended that the University of Zambia (UNZA), through the Department of Adult Education and Extension Studies (DAEES) should start providing refresher courses to tutors in extension education on adult education teaching techniques

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LIST OF ACRONYMS AND ABBREVIATIONS

DAEES:	Department of Adult Education and Extension Studies
DRGS:	Directorate of Research and Graduate Studies
GAT:	Graduate Associate in Teaching
LC:	Learner-Centred
SET:	Student Evaluation of Teaching
SPSS:	Statistical Package for Social Sciences
PPP:	PowerPoint Presentation
UNZA:	University of Zambia

CHAPTER 1: INTRODUCTION

1.1. Overview

This Chapter provides background information to the study on *Students' Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Education Programme in Lusaka District*. It goes on to highlight the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, limitations of the study, operational definitions and organisation of the dissertation. It closes with a summary of the Chapter.

1.2. Background of the study

In the perception of Kasonde-Ng'andu (2013:13), background of the study is “. . . a brief overview of the problem the researcher aspires to study. It helps to clarify what has brought about the need for the study and demonstrates the researcher's view of the research problem.” Thus, the following background set the basis for conducting this study:

Over the past several years, there have been major changes in the way academic content is delivered to college and university students. Despite such changes, each teaching technique that manifests still falls either in the teacher-centred or student-centred categories. This is what most teachers pay attention to when it comes to teaching methods and techniques without much consideration on how their students perceive such methods and techniques. As Fry, Ketteridge and Marshall (2003:9) noted:

. . . . It is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn. Many lecturers know how they learn best, but do not necessarily consider how their students learn and if the way they teach is predicated on enabling learning to happen.

However, for effective learning to take place, there is some evidence suggesting that educators must be aware of their students' perceptions regarding the teaching techniques they use. As Theall and Franklin (2000) quoted in Sajjad (nd: 2) elaborate:

. . . students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching.

The forgoing connotation was echoed by Ahmed and Aziz (2009), who argue that collecting data from students regarding their teachers' teaching provides meaningful data of what their teacher does. They further suggested that students' perceptions of their teachers are "coloured by challenging and interesting experiences that allow them to observe learning and teaching behaviours more intimately than their teachers" (Ahmed and Aziz, 2009:19). Additionally, students' perceptions of their teacher's teaching contribute very much in improving the teaching and learning of the subject as they provide valuable suggestions and directions for the teacher's future improvement (Ahmed and Aziz 2009).

In the case of the University of Zambia, what was clear is the fact that the institution has since 2009 infused credit-courses in its extension education programme, making it a bifurcated system as it carries both credit and non-credit courses. It was also known that the non-credit courses have been applied through public lectures conducted for a mixed target group; through Theatre for Development which has been used in reaching the grass-roots level members of the society; through Seminars or Workshops which cater for a broader clientele; and through evening classes (Chakanika and Mtonga, 1995). However, there was a dearth of information on the teaching techniques that were used by tutors in credit courses of the University of Zambia extension education programme and how students perceived such techniques. This implied that students in credit-courses were subjected to pre-determined teaching techniques convenient only to tutors and to the extension education management.

However, relying only on teachers' preferences for particular teaching techniques without considering how students perceive them was an idea unmatched with the realities of this academic generation. As Arthur, Tubre, Paul and Edens, (2003) argue, the current system of assessing teachers by examining their own perceptions of their teaching is neither reliable nor valid, since it most often considers students' views as unimportant although students are directly affected by the teacher's actions and inactions. Similarly, Whitfield (1976) observed that:

It is because teachers are forever under the student's watchful eye that we must learn more about how students perceive their teachers and the influence those perceptions can have on teacher-student interaction.

The forgoing scenario and connotations confirm the fact that the knowledge on how students perceive instruction techniques can aid educators to select appropriate and effective teaching techniques. Research suggests that assessing teachers teaching practices using students' ratings, perceptions and feedback has proved to be reliable, variable and as one of the best methods of measuring teachers' instructional practices by a number of studies (Arthur, Tubre, Paul and Edens, 2003). Nevertheless, since 2009 when credit courses were infused in the University of Zambia (UNZA) extension education programme, it was not yet established as to what the perceptions of students were regarding the teaching techniques employed by their tutors. The current study therefore, sought to investigate students' perception of the teaching techniques used by Tutors in UNZA credit-based extension courses in Lusaka District.

1.3. Statement of the Problem

Sampson (2012:28) defines statement of the problem as “. . . a succinct statement of the dilemma that the research questions are intended to resolve.” It can also be defined as an intellectual puzzle that the researcher wants to investigate (Blaiki, 2010:24). Thus, the succeeding paragraph presents the problem that this study sought to investigate.

Surveying students' perceptions of their teachers' teaching is becoming one of best strategies to ensuring that educators select appropriate teaching techniques. As Ahmed and Aziz (2009:19) intimate, “students perceptions of their teacher's teaching contribute very much in improving the teaching and learning of the subject as it provides valuable suggestions and directions for the teacher's future improvement.” This is also echoed by Etuk, Afangideh and Uya (2013:197) who posit the . . . *knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students' understanding and achievement.* In the case of the University of Zambia (UNZA) extension education programme however, it was not yet established as to what the perceptions of students' in its credit-courses were with regards to the teaching techniques used by their tutors. Thus, this study sought to establish students' perceptions in terms of what they thought were the most dominant teaching techniques, what

techniques they preferred and what influence they thought those teaching techniques had on their learning process.

1.4. Purpose of the Study

Creswell (2012:110) perceives purpose of the study as “... a statement that advances the overall direction or focus for the study. It is usually a single statement or paragraph that explains what the study intends to accomplish (Walonick, 2005).

Thus, the purpose of this study was to examine the perceptions that students had regarding the instructional techniques that were used by their tutors in credit courses of the University of Zambia extension programme in Lusaka District.

1.5. Research Objectives

A study objective is “...an active statement about how the study is going to answer the specific research question. Objectives can (and often do) state exactly which outcome measures are going to be used within their statements...” (Farrugia, Petrisor, Farrokhyar and Bhandari, 2010:280

Thus, the objectives of the study were to:

- i. explore students’ views on the types of teaching techniques that dominated their learning environment;
- ii. establish students preferred teaching techniques; and
- iii. determine students’ views on the impact that teaching techniques had on their learning process.

1.6. Research Questions

Research questions are “questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer” (Creswell (2012:110).

Thus, this study respondents to the following questions:

- i. what are the views of students on the types of teaching techniques that dominate their learning environment?

- ii. What are students' preferred teaching techniques? And;
- iii. what are students' views on the impact that teaching techniques have on their learning process?

1.7. Significance of the Study

Sampson (2012) argues that the significance section of the study in a thesis describes the importance of seeking a solution to the statement of the problem identified previously. Hence, through this study, the University of Zambia in general and the Department of Adult Education and Extension Studies in particular could be made aware of the perceptions that students had on teaching techniques used by their tutors in credit courses under the extension studies section. Consequently, the findings of this study may call for amends where possible. Additionally, the results of this study may act as reference material to not only lecturers and students in adult education at the University of Zambia but also to other students and administrators of adult education programmes in the field of social sciences. Of equal significance is to mention that the findings of this study have added on to the already existing knowledge on this subject.

1.8. Delimitation of the Study

Delimitations are factors that affect the study over which the researcher generally does have some degree of control. They describe the scope of the study or limit the study (Kasonde-Ng'andu, 2013). Therefore, this study bordered on University of Zambia extension education programme in Lusaka District. It targeted students and graduates from these same centres. Lusaka District was selected because it had the largest numbers of students in extension studies and had more active extension centres than any other District through the country.

1.9. Limitation of the Study

According to Meredith et al (2003), limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. This study had two major limitations: i) it explored perceptions of students from two centres within Lusaka District and of graduates from these same centres; ii) the researchers initial plan was to sample the students using stratified sampling procedure but ended up using convenient sampling because students were on the vacation during the period of data

collection. However, the inclusion of graduates and the adoption of a mixed design counterbalanced these weaknesses. This seems to be the reason why our findings are still consistent with previous studies, an indication that such limitations had no negative repercussions on our research process.

1.10. Operational Definition of Terms

Theobald (1991) argues that the terms in this section should be terms directly related to your research that will be used by you throughout the research. It is up to you, the researcher, to define each term as you want the reader to know that term. Thus, the listed terms below will be used to mean the following:

Perception: an attitude, opinion, view, picture or understanding of something by someone based on how they interpret, view or think about that same thing.

Teaching Technique (also referred here-in as teaching method): any strategy a teacher uses to facilitate learning and/or deliver learning content to the learners.

Participatory teaching Strategy: any strategy that promotes student-student and student-teachers interaction and enables active participation of learners in the learning process

Non-participatory Teaching Strategy: any teaching strategy which subjects learners to passive listeners of the content from the resource person

Extension Education: This concept shall mean both credit and Non-credit courses and programmes offered by University Extension Studies Section in Provincial Centers in Zambia.

Credit courses: all the senate-approved diploma and certificate courses offered by University Extension Studies Section in Provincial Centers in Zambia.

No-Credit Courses: all the non senate-approved educational activities offered by University Extension Studies Section in Provincial Centers in Zambia.

1.11. Organization of Dissertation

Chapter one provides the background of this study. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this

study, delimitations of this study and limitations of this study. It ends with a summary of Chapter.

Chapter 2 presents theoretical underpinnings and provides a review of literature related to this study. It explains categories of teaching techniques. It further critiques the studies in this area, unearths the lacunae and justifies the role that this current study played in fulfilling those gaps.

Chapter 3 presents the Methodology that was used for this study. It shows the research design that was adopted, the population and sample size, the data collection method and instruments and data analysis methods and procedures. The Chapter closes with a summary.

Chapter 4 is a presentation and analysis of the finding for this study. The findings are presented using research questions. Chapter 5 is a discussion of finding. This is done using research objectives. The findings are also confirmed and disconfirmed by the reviewed literature and the theoretical framework for this study.

Chapter 6 presents a conclusion for this study as well as the recommendations made. This Chapter is succeeded by references and appendices.

1.12. Summary of Chapter 1

This Chapter presented the background information for this study. It showed what the problem for this study was. This chapter also indicated the purpose for conducting this study, the research objectives and the research questions. Furthermore, this chapter highlighted the significance of this study, its delimitation as well as its limitations. This chapter also operationally defined the key words and concepts that needed clarity. Finally, this chapter presented on how this report will be organised.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Overview

The forgoing Chapter presented an introduction to the study on *Students Perceptions of Instructional Techniques Used by Tutors in University of Zambia Extension Education Programme in Lusaka District*. It commenced with the background of the study. This was succeeded by the statement of the problem, purpose of the study, research objectives, research questions, limitation of the study, delimitation of the study, operational definition of terms and organisation of the dissertation. This Chapter proceeds with the conceptual underpinnings and literature review.

2.2. Theoretical Framework

As perceived by Imenda (2014:189), “. . . a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem.”Once data are collected and analysed, the framework is used as a mirror to check whether the findings agree with the framework or whether there are some discrepancies; where discrepancies exist, a question is asked as to whether or not the framework can be used to explain them (Imenda, 2014).

Specifically, this study was guided by the Freirean theory of education. This theory was chosen due to the fact that it provides characteristics of both approaches to teaching that is, student-centred teaching and teacher-centred teaching approaches. Although Freire’s theory seems to support the students-centred or problem posing approach to teaching, it also gives characteristics of teacher-centred teaching which were used to analyse what is obtaining in University of Zambia Extension Education. Put it another way, this study needed a two-sided theory that explained characteristics of both approaches to teaching.

Paulo Freire introduced a radical distinction that has since become a feature of progressive educational thought: the difference between what he called “banking” and “problem-posing” education. According to Freire (1970:71):

. . . . Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which

unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.... Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of men as beings who are authentic only when engaged in inquiry and creative transformation.

The foregoing connotation indicates that Banking Education is synonymous to non-participatory or teacher-centred approach to teaching. On the other hand, Problem-posing teaching is also known as participatory or learner-centred teaching approach.

In this theory, Paulo Freire advocates for a democratic teacher-student relationship. According to Freire (1970:76-77), problem-posing education can only occur within egalitarian, respectful relations. He noted that:

. . . dialogue cannot occur between those who want to name the world and those who do not wish this naming—between those who deny other men the right to speak their word and those whose right to speak has been denied to them. Those who have been denied their primordial right to speak their word must first reclaim and prevent the continuation of this dehumanizing aggression.

The foregoing undertone suggest that Freire was of the view that educators should be ready for a dialogue based relation and thus for listening. According to Freire (1970), who takes dialogue as an element of pedagogical communication, education means sharing. Therefore, education must be based on dialogue, through which relational opportunities are created. In such education, where authority-based reasons are not valid, no one teaches another person (Yildirim, 2011, cited in Durakoglu, 2013). Therefore, educators learn from the students and the students learn from the educator in the process of dialogue. In this sense, the roles of the educator and the learner interchange (Durakoglu, 2013).

In trying to emphasize his idea, Freire (1970) criticized the traditional educational method, which he called banking education. He was of the view that banking education is one of the instruments that hinder the humanization process of the person to the greatest extent. He therefore gave an analysis of the limitations of the prescriptive style of teaching and education system. Freire firmly believed that schools use the “banking method” to domesticate students. From his viewpoint, when this approach is practiced, students are viewed as passive receptacles waiting for knowledge to be deposited from the teacher. In this system students are taught in a mono-

directional or lecture format whereby the teachers communicate with the students in one-way monologues. This approach often leads students to feel that their thoughts and ideas are not important enough to warrant a two-way dialogue with teachers (Smith-Maddox and Solórzano, 2002:69; Freire, 1970). This view is also in line with Leighton's (2006:85) observation that formal school systems have activities that “. . . are controlled by teachers who either set their own restrictions or follow guidelines laid down by school managers or school governors.”

According to Yadava (nd: 5-6) the following are critical elements in Freire's theory of education:

- i. **PARTICIPATORY**-The learning process should be interactive and cooperative so that students do a lot of discussing and writing instead of listening to teacher talk.
- ii. **DIALOGIC**-The basic format of the class is dialogue around problem posed by teacher and students. The teacher initiates this process and guides it into deeper phases. By frontloading questions and back loading lectures, the teacher invites students to assert their ownership of their education building the dialogue with their words.
- iii. **DEMOCRATIC**-The classroom discourse is democratic in so far as it is constructed mutually by students and teacher. Students have equal speaking rights in the dialogue as well as right to negotiate the curriculum. They are asked to co-develop and evaluate the curriculum.
- iv. **ACTIVIST**-The classroom should be active and interactive based on problem posing, cooperative learning and participatory formats. and
- v. **AFFECTIVE**-The teaching learning environment should be critical and democratic leading to the development of human feelings as well as development of social inquiry and conceptual habits of mind.

Yadava (nd) further alludes to the fact that Freire's problem posing develops co-intentionality among students and teachers which make the study collectively owned, not the teacher's sole property. Co-intentionality begins when the teacher presents a problem for inquiry related to a key aspect of student experience so that students see their thought and language in the study. This mutuality helps students and teachers overcome the alienation from each other developed in traditional banking classrooms.

Thus, Freire's theory is another way of promoting the use of active learning strategies in education. The theory demands use of interactive teaching techniques such as small group discussion, role playing, hands-on projects, and teacher driven questioning. In other words, active learning strategies should include all teaching techniques that would lead to the whole

round development of learners. Dialogue based education and participatory learning strategies are therefore, best techniques for the whole-round development of learners as they target all the three domains of learning namely cognitive, affective and psychomotor (Freire, 1970).

This theory was appropriate for this study as it was used to analyse what was obtaining in the UNZA Extension education programme with regards to teaching techniques. Its tenets help the researcher to focus the study on teaching techniques and guided the research on what data to collect. After data was collected and interpreted, this framework was used as a mirror to check whether the findings agree with the assumptions of the theory or whether there are some discrepancies (Imenda, 2014). In other words, the framework helped the research to validate and invalidate the applicability of Freires theory of education in university of Zambia extension education programme but using views from students.

2.3. Literature Review

In the view of Fink (1998:3), literature review refers to “. . . a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners.” Additionally, Hofstee (2006:91) alludes to the fact that literature review provides “the reader with a theory base, a survey of published works that pertain to your investigation, and an analysis of that work. It is a critical, factual overview of what has gone before.” Literature review is not an end in itself, but a means to an end. That end is to evaluate, synthesise, analyse and represent how your research emerged from previous studies (O’Neil, 2010). This, segment of Chapter 2 presents literature that justifies why educators, teachers and academicians should have the knowledge on how students perceive the teaching techniques that they use. It also explains in detail the two major categories of teaching techniques. Furthermore, this segment synthesises and critiques studies and writings which are related to this study and shows how this current study deviates from the reviewed literature, and in doing so, research objectives are rephrased and used as themes.

2.3.1. Significance of knowing students perceptions of teaching techniques

According to Centra (1993:42), teaching is an intellectual process that “. . . produces beneficial and purposeful student learning through the use of appropriate procedures.” This implies that at the core of each learning intervention are teaching techniques that provide a basis for effective learning but may also act as barriers to effective learning provided that the learners do not desire them. As Avoseh (2005:374) puts it:

One of the pillars of education at all levels is the way in which the desirable content is put across to the learner. It can be argued that method is as important as the content. And it is the method that connects teaching to learning and establishes a horizontal relationship between the two. It is also the method that defines the relationship between learners and the teacher and defines the roles of these key players in the educational process. The method has often been a foundational issue in education because it defines the power relation between the educator and the learner.

Therefore, for educators to select appropriate teaching techniques, they should have the knowledge on how their students perceive the teaching techniques they use. This is due to the fact that students’ perceptions of teaching techniques and their teachers’ teaching styles have an influence over their learning process. As Etuk, Afangideh and Uya (2013:197) argued:

. . . students’ participation in the instructional process is critical and their perception presents methodological challenges. The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students’ understanding and achievement.

Furthermore, Zabaleta (2007) opines that Student Evaluation of Teaching (SET) is used as a measure of teaching performance in almost every institution of higher education throughout the world. This is due to the fact that students are considered important stakeholders in the process of gathering insight into the quality of teaching in a course. As such, Whitfield (1976) sees it appropriate for educators to have the knowledge of the perceptions that students have on the teaching techniques they use. The author noted that it is because teachers are forever under the student's watchful eye that we must learn more about how students perceive their teachers and the influence those perceptions can have on teacher-student interaction (Whitefield, 1976).

From the forgoing sentiment, it can therefore, be noted that the extent to which an instructional procedure is potent depends greatly upon its effective use by the instructor and the impression it

leaves on the learner, which is usually evident in their attitude as well as performance (Obanya, 1984). It can also be deduced that any technique that an instructor uses can be effective, if it is used competently, appropriately, and enthusiastically, (Hackathorn, Solomon, Blankmeyer, Tennial, and Garczynski, 2012). It can also be concluded that students' perceptions may be used to modify the teaching methods and techniques used by educators. Thus, this study was worthy been conducted.

2.3.2. Categories of teaching techniques

Every teaching technique falls into two major teaching categories. As Cascone (1990) puts it, there are two major categories of teaching strategies namely participatory and non-participatory strategies. Participatory teaching techniques are also known as active or learner-centered techniques. On the other hand, non-participatory are also known as passive or teacher-centered techniques. In Frierean theory of education, active teaching strategies fall under his 'problem posing' approach to teaching while passive teaching strategies are categorised under what he called a "banking" approach to teaching (Friere, 1970).

The first category of teaching techniques is called teacher-centred or non-participatory teaching approach. According to Dupin-Bryant (2004:42) cited by Liu et al (2004), teacher-centered teaching style refers to "a style of instruction that is formal, controlled, and autocratic in which the instructor directs how, what, and when students learn." This style of teaching is also known as pedagogy and has been dominant in the world of teaching for a long period of time. As Paraskevas and Wickens (2003) claim, education has historically been understood in terms of pedagogy, the art and science of teaching (or 'leading') the child. Pedagogy embodies an instructor-focused education where instructors assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. Usually, when pedagogy is practiced, the relationship of the student to the teacher is dependent and (often) passive, and the relationship between the student and his/her peers is a competitive one (Paraskevas and Wickens, 2003).

In a passive learning environment, the educators know and those being educated do not. When describing the characteristics of a non-participatory learning environment, Freire (2011), cited by Durakoğlu (2013:103) noted that:

. . . the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.

In other words, passive teaching strategies are those techniques that allow one flow of information from the teachers to the learners. A lecture technique is one of the best examples of non-participatory teaching technique. As Sakala (2012:14) noted: “. . . some of the teacher-centered modes of delivery include: lecture, direct observation, indirect observation and demonstration.”

There are several merits associated with non-participatory teaching techniques. For instance, a lecture teaching strategy enables lecturers or instructors to explain difficult concepts within the content. It also could be used to introduce the lesson, clarify issues, review and evaluate a point in a lesson or expand or restrict the contents. It gives learners a chance to attain skills in listening and writing notes. The lecture strategy allows lecturers or instructors in accommodating large or small groups of students for any study area. Similarly the strategy is flexible to the extent that the lecturer or instructor can probe students' understanding and, if warranted, make on-the-spot adjustments during the lecture (Jagero, Mkitaswidu, Beinomugisha, and Rwashema, 2012; Sakala, 2012).

Ültanır and Ültanır (2010), also reveal that despite the fact that lecturing has fallen from grace and other methods have been shown to be more effective, lecturing sometimes has a place. The implication of this is that while we want to move our students toward independence and ability to direct their learning, we must be aware that not all will embrace the opportunity. In the early stages of this process, many will struggle, complain, and be very uncomfortable.

On the other hand, Norris (1994), quoted in Jagero, et al (2012), uncovered the disadvantages of a lecture-teaching strategy. The researcher argued that, the strategy could cause students to miss the important points of the content as he/she might consider that everything he/she said is important. It may happen sometimes for lecturers to get off-track from their primary objectives for the class session. In addition, a lecture-teaching strategy may lead to passive learning since students have no chance to give their contributions.

Maphosa et al (2013) further posit that radical pedagogies have challenged the conventional teacher-centered approach especially the lecture method on the premise that the student is the recipient to new knowledge and the teacher is the knower. This is also consistent with Freire's sentiments that the banking method colonises the mind and dehumanises the individual. He argued that such an approach denies the students an opportunity for emancipatory literacy (Freire, 1970).

The second category of teaching techniques comprises of all participatory teaching techniques called learner-centered or active teaching strategies. Martin (1996), quoted in Jagero et al (2013), posited that the participatory teaching strategy is a way of teaching whereby lecturers involve students to the fullest. According to Bonwell, and Eison (1991:19), the following are some of the general characteristics which are commonly associated with the use of strategies promoting active learning in the classroom:

- a) students are involved in more than listening;
- b) less emphasis is placed on transmitting information and more on developing students' skills;
- c) students are involved in higher-order thinking (analysis, synthesis, evaluation);
- d) students are engaged in activities (e.g., reading, discussing, writing; and
- e) greater emphasis is placed on students' exploration of their own attitudes and values.

Based on the forgoing, it can be noted that the main role of lecturers or instructors using active learning strategies is to guide, supervise and facilitate students' learning activities. This is synonymous to Freire's 'problem posing' teaching approach. Freire (1970), suggested that the defenders of liberation should reject the banking model of education and replace it with the problem posing education because this type of education corresponds to the core of the conscious and puts communication into practice. For Freire, a student-centered learning approach should be participatory, activist, democratic and dialogical.

Furthermore, Friere is of the view that everyone in the environment is both a teacher and a learner. According to Freire (1998:59), “. . . whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning” making both the teacher and the student mutually responsible for the learning process. “Problem posing” is the recommended strategy to enhance a

mutual learning experience. The process involves listening, dialogue and action. It begins with inquiry and questioning about situations affecting our personal experiences and daily life and moves towards action and transformation (Freire, 1998). Dupin-Bryant (2004:42) echoed Friere's sentiments by noting that the learner-centered teaching style is "a style of instruction that is responsive, collaborative, problem-centered, and democratic in which both students and the instructor decide how, what, and when learning occurs."

Muzumara (2011) cited by Namangolwa (2013:2), classified specific teaching techniques as learner-centered teaching techniques. These included practical activities such as panel discussions, quizzes, projects, brainstorming activities, role plays, debates, textbook study, field trips and discovery learning. Participatory teaching techniques also include active learning in which learners solve problems, formulate questions of their own choice, and answer questions. The assumption which this student-centred teaching approach has is that the learning environment which is inviting, conducive and fun is essential in teaching and learning. This is due to the fact that students' ability and readiness to learn does not only depend on students themselves, but also lie in the suitability of a teacher's teaching style (Felder and Henrique, 1995).

Additionally, Alkadhi (nd) argued that as a means of approaching adult learner's self-directed nature, instructors must assume the role of the facilitator rather than a lecturer since an interactive learning environment is crucial to the adult learning process. The instructor's role to the adult learner is that of a mentor as well as an accessible reference. The instructor provides the adult learner with a support system, whose input lessens with time. With this approach, self-reliance is emphasized while refraining from isolating the student in the process.

Ali (2011) argues that cooperative learning creates an interactive classroom for all students. This interactivity may alleviate the challenges faced by lecturers and may assist in achieving other organizational objectives. This is consistent with Atkins (2010), who mentioned that advocates of collaborative classrooms assumed that students learn better from each other and that the teacher is not the only source of information in the classroom.

Furthermore, Chan (2010) appreciated the use of participatory learning by recommending the use of teaching techniques that enable students to be active in the learning process. The author noted

that Adult Learners need more than passive transfer of knowledge from one person. Instead, they need to be involved actively in the learning process to construct their own knowledge, to make sense of the learning, and to apply what is learned. Similarly, Ültanır and Ültanır (2010:8) noted that:

. . . andragogy . . . moves from emphasizing ‘someone teaching something to someone in a given context’ to one that captures the essentials of the interaction between those constituents in the following manner: ‘someone learning something with someone and / or others in a given context that facilitates interaction. Andragogy produces collaborative relationships among students and between the students and the instructor. What the class know as a whole becomes more relevant.

The student-centred teaching approach is not without its limitations. Bonwell and Eison (1991:59-64) listed the following five of the commonly mentioned limitations of using active learning strategies: (1) one cannot cover as much content in class; (2) active learning requires too much time in preparation for class; (3) it seems impossible to use active learning approaches in large classes; (4) materials and resources are lacking; and (5) there are many risks to be considered, including how colleagues will perceive the legitimacy of the approaches, how student evaluations might be influenced, and how promotion and tenure might be affected.

The two categories of teaching techniques have unique characteristics. In participatory learning, the major elements are dialogue, activist, democracy and participation. The approach appreciates the fact that every learner is a teacher and every teacher is a learner. On the contrary, in a teacher-centred learning environment, the teacher is the authority figure and students work under the direction of the resource person. Students are considered as empty vessels waiting to be filled with knowledge from the teacher. There is limited or no democracy, less or no participation of learners in the learning process and less or no dialogue between a teacher and students or among students themselves. The flow of information is one way and top-down (Freire, 1970).

Having explained the categories of teaching techniques, the subsections that follow review literature related to this study. This will be in accordance with the three (3) research objectives which were rephrased and used as sub-themes.

2.3.3. Literature on frequently used instructional techniques

According to Adib-Hajbaghery and Aghajani (2011), there is enough evidence from research studies indicating that most of the university teachers are not familiar with modern teaching methods; and that traditional lectures are still the most popular instructional method in the universities. This claim is consistent with Brown's (2003) argument that most of the university teachers have been taught in learning environments that were instructor-centered, therefore, they teach in that way too.

Sakala (2012) conducted a study on factors that contributed to excess use of the lecture method of teaching among high school teachers in selected high schools of Kitwe and Kalulushi districts in the Copperbelt Province of Zambia. The findings from the study showed that teachers had been exposed to a variety of teaching methods and techniques during their initial teacher training. It was further reported in this same study that down the line as they practiced their career, teachers resorted to using the lecture technique more than any other teaching technique.

A similar study by Namangolwa (2013), revealed that when pupils were asked to explain how often learner-centered methods were used during the teaching and learning of history, most of them indicated that their teachers rarely used quizzes, debates, discovery learning, drama, role play and projects. This same study also reported that majority teachers indicated that they did not frequently use quizzes, debates, discovery learning, drama and projects; and that all the teachers said that they had never used field trips in their teaching. Namangolwa (2013) further reports that when pupils were asked to state whether they found learner-centered methods easier and interesting to learn history with and the benefits of using such methods, many pupils were of the view that learner-centered methods were interesting because they helped them share ideas. Despite that, teachers did not use active teaching strategies, an indication of the continued dominance of traditional passive teaching techniques.

However, this study was not a replica of the forgoing two studies. For example, the general aim of a study by Sakala (2012) was to investigate factors contributing to the excess use of the lecture method of teaching. However, this study aimed at exploring students' perceptions of teaching techniques used by tutors. Unlike Sakala's study, this study did not presuppose that a lecture technique was extensively used by tutors in University of Zambia (UNZA) Extension Education programmes. However, the findings of this study directed the researcher on which

techniques were used frequently by tutors in extension programmes. Similarly, a study by Namangolwa (2013), did not correspond with what this study intended to investigate. For instance, Namangolwa's study was aimed at exploring the perceptions of teachers and pupils regarding learner-centered (otherwise active teaching strategies) techniques. On the contrary, this study investigated on the students perceptions of teaching techniques that were used by their tutors, be it active or passive teaching techniques.

Of equal significance is to mention that the two studies by Sakala (2012) and Namangolwa (2013) were conducted in selected high schools and not in postsecondary or adult education institutions. Therefore, their findings could not have been generalised to postsecondary institutions of learning.

In 2004, Liu, Qiao and Liu (2004) conducted a study entitled: *A Paradigm Shift of Learner-Centered Teaching Style: Reality or Illusion?* The results indicated that the dominant teaching style of University Graduate Associate in Teaching (GATs) was teacher-centered. In supporting their argument, Liu, Qiao and Liu (2005) quoted Spoon and Schell (1998) who also reported a moderate preference for a teacher-centered approach by both teachers and learners in adult education; and Conti (2004) who concluded that teacher-centered style is "currently the dominant approach throughout all levels of education in North America" (Liu, Qiao & Liu, 2004). Their conclusion was that though the learner-centered approach is praised in research and practice to address individual learners' needs, instructors still use traditional, teacher-centered styles in University settings. This is also consistent with Lammers and Murphy (2002) who argued that the lecture is a teaching technique that has a long history in academe. However, these studies were not conducted in any of the Zambian academe. Therefore, the findings of these studies may not reflect what this current study discovered and can also not be generalised to the Zambian context.

Cuseo (1996) quoted in Cooper, Robinson, and Ball (nd:1), is of the view that despite calls for the radical transformation of teaching and learning in higher education to a more constructivist, collaborative learning approach, the lecture remains the dominant mode of instruction for most teachers. However, Beausaerta, Segersa, and Wiltink (2013), report contrasting findings. They indicated that students in Dutch-language courses perceived their teachers as more student-

centered, and were hence more likely to adopt a deep approach to learning than students in mathematics courses.

Based on the above literature, it is clear that this study was worthy being undertaken. The first objective for this regarding widely used teaching techniques was not addressed in the studies that were reviewed. This is due to the fact that local literature reported findings from secondary schools and not from any institution engaged in the provision of adult education programmes. However, learners in The University of Zambia Extension Programmes are adults. Therefore, we could not assume that a lecture technique was also dominant in extension programs just like it was in secondary schools. Furthermore, the findings of studies conducted outside Zambia may not necessarily reflect what was happening in the Zambian institutions of learning, hence the need to conduct this study.

2.3.4. Literature on Students preferred teaching techniques

It is believed that students learn both passively and actively. “Passive learning takes place when students take on the role of "receptacles of knowledge"; that is, they do not directly participate in the learning process.... Active learning is more likely to take place when students are doing something besides listening” (Ryan and Martens1989:20).

The findings of study by Maphosa, Zikhali, Chauraya and Madznire (2013) on students’ perceptions of the utility of pedagogical approaches used by lecturers in selected faculties at a Zimbabwean University interested our study. The results of this study with regards to preferred teaching techniques by students were ranked in order of popularity as follows; the lecture method with discussion, followed with practicals/attachments, the traditional lecture method, field work, class discussion, small group discussions, question and answer and panel of experts. The least popular were guest speakers, brainstorming, laboratory work and tutorials. Based on the aforesaid results, Maphosa, Zikhali, Chauraya and Madznire, (2013:119) made the following claim:

It looks the results are confirming that students prefer deep approaches to learning and prefer methods which are activities based. Maybe the traditional lecture method is popular because students are just used to it since it is the main mode of transmission at tertiary level.

In trying to justify their claim, Maphosa, Zikhali, Chauraya and Madznire (2013) further noted that the finding in the study that students perceived lecture with discussion as an effective pedagogical approach confirmed the importance of student involvement in learning as opposed to wholly lecturer dominated teaching sessions. These results were in tandem with Carpenter (2006:18) who discovered that students preferred lectures combined with some discussions. The researcher noted that the:

. . . finding suggests that most students enjoy a blend that includes at least some component of active learning/participation in combination with traditional lecture, and confirms the importance of including some level of discussion during the class, but also providing structure through an organized lecture.

The forgoing findings did not much with the findings of the study by Shaari, Yusoff, Ghazari, Osman and Dzahir (2014). When researching on the relationship between lecturers' teaching style and students' academic engagement, these researchers discovered that students preferred use of interactive teaching techniques to traditional lecture methods. They reported that:

In terms of cooperation, the majority of students give full cooperation to other students when they are doing group work which 89.3% agreed with the item. The majority of respondents also enjoy doing extra work which 87.8% agreed with the item. A total of 79.1% of the respondents prefer to ask the lecturer if they do not understand what is taught by the lecturer (p.15).

A study by Sajjad (n.d), provides further evidence that students continue to prefer traditional lecture technique to participatory teaching strategies. The researchers sampled two hundred and twenty (220) undergraduate students studying in 11 departments of Faculty of Arts of University of Karachi, and these were asked to state their perceptions of best and effective teaching methods and the reason for that. This researcher sampled the following teaching techniques and used them to obtain students perception towards them: lecture; group discussion; individual presentation; assignments; seminars; workshop; conferences; brainstorming; role play; and case study techniques. Sajjad (n.d:4) summarized the results of this study as follows:

Most of the students rated lecture method as the best teaching method. Reasons included; teacher provides all knowledge related to topic, it is time saving method; students listen to lecture attentively and take notes etc. The group discussion was rated as the second best method of teaching because of; more participation of students, the learning is

more effective, the students don't have to rely on rote learning, and this method develops creativity among students etc. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process

Based on the results of the three (3) foregoing studies, it is clear that students' preferences of teaching techniques may vary from one country to another. These three (3) studies reported different findings and this proved the fact that foreign studies may not reflected the situation as it obtained in Zambia. It was therefore, important to conduct this study and address the second objective since it was clear that there was a dearth of empirical evidence on the preferred teaching techniques by students in University of Zambia (UNZA) Extension Education programmes.

Another study conducted by Kumar and Lightner (2007) reported interesting results concerning perceptions of teaching techniques. This two-part study investigated perceptions of interactive classroom teaching techniques for learning. In the first part of the study 62 college faculty members and 45 corporate trainers were surveyed on their teaching and training methods. The survey had two main objectives: to determine rates of classroom techniques used, and to determine influences on teaching styles. Trainers used a greater variety of teaching techniques in their presentations, such as visuals interactive exercises including games, and spent less time on lecturing than their college counterparts. In the second part of the study, five faculty members were mentored to change traditional lectures interactive games. A review of their perceptions of success and difficulty in using such activities in the college classroom, their students' perceptions of the exercise, and student performance identified both benefits and costs. Kumar and Lightner (2007:58) further reported that:

When students were asked the amount of time they would prefer to have in the traditional lecture format, their average response was 51%. Interestingly, their responses were closer to the amount of time trainers actually lecture (56%) than that of professors, who spend 67% of class time lecturing. One of our faculty interviewees expressed hesitation at incorporating active learning strategies and games, worrying that students are expecting to be taught or told and should "get their money's worth." However, in the survey, the students expressed a preference for less time spent lecturing than instructors report lecturing, so these instructors' concerns may have been unwarranted.

The aforesaid quotation indicates that students responded positively to the new active learning exercises that replaced traditional lecture. As Kumar and Lightner (2007:58) concluded; students indicated that due to active learning techniques, they “learnt a lot, it was not a waste of their time, that the activity was enjoyable, accomplished its goal, and they wished more faculty members used such activities.”

The foregoing study differed with this current study in two major ways. First, the study by Kumar and Lightner (2007) was a two-part study. The first party of the study compared teaching techniques used by faculty lecturers to those used by cooperate trainers; and it was discovered that cooperate trainers used participatory teaching techniques more that faculty lecturers. The second party aimed at establishing students’ perceptions towards new participatory teaching techniques that certain faculty members used after being trained by cooperate trainers. However, the current study was not a two-part study. The aim of this study was to investigate the perceptions of students with regards to teaching techniques that their tutors used in the UNZA extension programmes. This study did not expose tutors to any training in instructional techniques and later explored students’ perceptions towards those techniques. This was due to the fact that such an approach had the ability to influence students’ perceptions of instructional techniques used by their tutors. In other words, this study was not a quasi-experimental design aimed at testing the effectiveness of one category of teaching techniques. Instead, the current study was a product of a Triangulation/Mixed Design approach that aimed at determining students’ perception of teaching techniques used by tutors in the UNZA Extension Education programmes.

Ali (2011) reports on students’ performance after two groups of students were each exposed to different teaching methods; cooperative learning and traditional lecture formats. His findings were that the responses from students exposed in a cooperative classroom included preferences for the cooperative session because it catered for interaction, participation, and discussion; but that some students found the noisiness created by their interactions with each other disturbing and this affected their learning. Ali (2011) further reports that responses from students exposed to a lecture format included their preference for the lecture because this method allowed the teacher to lead in a structured way as compared to the group work were discussion among students lead to unnecessary chatter.

Again, the approach used by Ali (2011) may have influenced students' perceptions. The researcher had two categories of respondents with some exposed to interactive teaching techniques while others confined to passive teaching techniques. The results coming from studies of that nature are likely to be biased as they may reflect students' perception of one category of teaching techniques to which they were exposed. However, the current study intended to investigate students' perceptions of the teaching techniques that tutors in UNZA extension programme used that may have fallen in either of the two broad categories of teaching techniques namely teacher-centred and student-centred teaching approaches.

2.3.5. Literature on the impact of teaching techniques on the learning process of students

Beausaerta, Segersa, and Wiltink (2013) conducted a study to determine how students in secondary education perceived their teachers' approaches to teaching in different disciplines, and how this related to their own learning approaches. They reported that a teacher-centered approach predicted a surface approach to learning and a student-centered approach predicted a deep approach to learning. According to Beausaerta et al (2013:3), "a surface approach to learning refers to students who do not seek further understanding of the learning material and only rely on memorization and reproduction. Students who adopt a surface approach to learning are driven by the extrinsic motive to obtain a paper qualification or a reward. In contrast, students with deep approaches to learning are associated with having an interest in the learning task. They search for meaning in the task and integration of task aspects into a whole." This also confirms Westwood's (2008) argument that student-centred teaching strategies are necessary to empower learners with great autonomy and to establish collaborative work with others.

However, this study by Beausaerta et al (2005) did not unearth what the current study aimed at exploring. This is due to the fact that the study was not conducted in Zambia. Furthermore, the study was conducted in secondary schools that had learners who are not yet in the category of adult learners. Therefore, the result of this study could not be generalised to the Zambia scenario and more so to the field of Adult Education where University of Zambia (UNZA) Extension programmes belonged.

A study by Musonda (2009) reported interesting findings for this current study. The purpose of this study was to investigate the implementation of Learners-Centered (LC) approach in the

teaching of mathematics at Nkhuruma and Copperbelt Secondary Teachers Colleges. It was reported in this study that lecturers were implementing or using LC teaching approach. This was reflected in the activities which the lecturers and students were engaging themselves in, as well as, the techniques of teaching that were used in class. Both lecturers and students agreed to the fact that the LC teaching approach gave students more opportunities to express themselves in their own way.

Musonda's study differed with the current study in the sense that it focused only on one category of teaching techniques and that is participatory (learner-centered teaching approach). However, the third objective of the current study was to determine the impact that teaching techniques (whether participatory or non-participatory) had on the learning process of students. Although on one hand, Musonda's study reviewed the impact that learner-centered teaching techniques had on students learning, it did not, on the other hand, explore the opinions of students on the effects that non-participatory teaching techniques had on their learning process. Therefore, this study sought to amend that lacuna by establishing the views of students on the effects that both participatory and non-participatory teaching techniques had on their learning.

Dijk and Jochems (2002), conducted a study to establish the effects of interactive instruction in lectures on student results, study behavior and student motivation. They discovered that changing a traditional teaching approach in lectures into an interactive lecturing approach is feasible. Such an interactive approach was shown to positively influence student motivation. With respect to student self study, no effect of interactive instruction was found. Students' study behavior in the control group that attended traditional lectures was similar to that of the students attending activating lectures. The study also indicated that student results increased when lecturers involved their students more in their lectures.

However, the findings of the study by Dijk and Jochems (2002), may have been affected by the research design employed. The study used a quasi-experimental design. The weakness of this approach is the "difficulty of establishing controlled conditions in the real world and its insensitivity to complexities and subtleties in human interaction" (Stecher and Davis, 1987, cited in SEEP-AIMS, 2000). However, the current study was a product of a Concurrent Triangulation Mixed Design which did not in any way demand for an experimental and a control group. This

approach could not influence the perception of students and thus, this current study was more likely to yield different findings.

Deslauriers, Schelew and Wieman (2011), compared the amounts of learning achieved using two different instructional approaches (traditional lecture and interactive teaching techniques). They reported the following findings:

. . . for the survey statement “I really enjoyed the interactive teaching technique during the three lectures on E&M waves,” 90% of the respondents agreed (47% strongly agreed, 43% agreed) and only 1% disagreed. For the statement “I feel I would have learned more if the whole physics 153 course would have been taught in this highly interactive style.” 77% agreed and only 7% disagreed. Thus, this form of instruction was well received by students (p. 864).

Based on the forgoing results, Deslauriers et la (2011) concluded that the use of deliberate practice teaching strategies can improve both learning and engagement in a large introductory physics course as compared with what was obtained with the lecture method.

However, the study by Deslauriers, Schelew and Wieman (2011), may not have already discovered what the current study intended to achieve under research objective number three (3). This is due to the fact that the study was conducted outside the field of social sciences. It was rather a survey comparing the amount of learning achieved using two approaches of teaching (that is participatory and non-participatory strategies) for students in natural sciences, specifically, physics. Therefore, the effects that teaching techniques may have to students in natural sciences may not necessarily be the same with effects that such teaching techniques may have on the learning process of students in the social sciences. Therefore, the results of this study could not be generalised to UNZA extension programme which is dominated by courses from schools of education and humanities and social sciences.

Other scholars have also voiced out on the impact that teaching techniques may have on students’ learning process. For instance, Thomas (2013) observed that the conventional or traditional teacher-centered teaching approach considers students as passive receptors of information whereas the student-centered teaching approach regards students as the focus of the learning process. The student-centered teaching initially focused on changing pedagogical methods and making the learning and educational processes more flexible. Cummins (2007) also

agrees with this assertion and posited that a learner-centered pedagogy raises student achievement, promotes democratic classrooms, complex thinking, joint production, and meets student communication goals.

Plush and Kehrwald (2014) further argues that students taught through traditional methods at school level and in higher-education settings have been shown to have problems applying knowledge, finding relevance in topics and transferring skills within and between disciplines. However, by focusing on the process of learning, the abilities of individuals and the promotion of student involvement, deeper cognitive engagement can be achieved.

Additionally, Abdelmalak and Trespalacios (2013), argue that the instructor-centered pedagogy, in which the instructor is the primary decision maker and the sole deliverer of knowledge, makes students dependent learners. This is because the instructor's unilateral authority in the classroom cultivates and maintains a culture of dependency on the instructor to tell students what to do, resulting in passive habits of following authority, waiting to be told what to do, and what things mean.

2.3.6. Identified Gaps and Justification

Based on the reviewed literature, it is clear that the three (3) research objectives and the problem for this study were not earlier on addressed by other researchers in this area. This is due to the fact that most of these writings and studies reported findings from foreign countries which could not be generalised to the Zambian scenario. Additionally, the three (3) local studies reviewed had their objectives different from what the current study wanted to achieve. Two of them concentrated on the application of learner-centered teaching techniques (Musonda, 2009; Namangolwa, 2013). However, the current study took a different route as it intended to investigate how students perceived the teaching techniques (be it teacher-centered or learner-centered) that their tutors used in UNZA Extension programme. The third study by Sakala (2012), tried to determine factors contributing to excessive use of a lecture technique among high school teachers. However, the current study was not on factors associated to excessive use of either learner-centred or teacher-centred approaches to teaching. Furthermore, most of the above reviewed literature reported findings from secondary schools which could not tally with what was obtaining in UNZA extension programmes whose clientele are adults with unique learning

abilities different from secondary school pupils. Thus, it was clear that the problem for the current study was not addressed and that our research questions were not answered by previous studies and academic publications.

2.4. Summary of Chapter 2

This chapter presented theoretical underpinnings and literature related to this study. It gave an explanation of the theoretical framework that guided this study. This chapter has also explained participatory and non-participatory categories of teaching techniques. It has further examined and critiqued past studies conducted on instructional techniques and these were presented using themes made from our research objectives. Furthermore, this chapter highlighted the gaps and has shown the role this study played in filling those gaps.

The next chapter deals with the Methodology that was used in this study.

CHAPTER 3: METHODOLOGY

3.1. Overview

Chapter 2 presented a theoretical framework that guided this study and reviewed literature related to this study. This Chapter discusses the research methodology that was used in this study. In the perception of Wellington (2000) cited by Chisenga (2013:28), methodology denotes “. . . an activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data.” As Burns and Grove (2003:488) observed, methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study. Thus, this chapter highlights elements of the research methodology used in this study. These include research design, population, sample size, sampling procedure, data collection procedure, data collection instruments and data analysis techniques.

3.2. Research Design

According to Yawson (2009:36), “a research design is the overall plan for collecting data in order to answer research questions.” It also involves specific data analysis techniques or methods the researcher intends to use. Additionally, Yin cited by Chisenga (2013:28), defines a research design as a “blueprint” of the research dealing with at least four problems: which questions to study, what data are relevant, what data to collect, and how to analyse data.

This study adopted a mixed-method research design. In the perceptions of Cronholm and Hjalmarsson (2011) cited by Caruth (2013:115), the following are some of the strengths of a Mixed-Method Research Design:

. . . a) they point out that words, photos, and narratives can be used to add meaning to numbers while numbers can add precision to words, photos, and narratives; b) they can handle a wider range of research questions because the researcher is not limited to one research design; c) they can present a more robust conclusion; d) they offer enhanced validity through triangulation (cross validation); e) they can add insight and understanding that might be missed when only a single research design is used; and f) they can increase the capability to generalize the results compared to using only qualitative study designs.

Broadly, there are three categories of mixed-methods research designs and these include exploratory, explanatory and triangulation mixed designs (Hanson and Creswell, 2005). Specifically, this study used a Concurrent Triangulation Mixed-Methods design. This was due to the fact that the researcher wanted to collect and analyse both qualitative and quantitative data simultaneously. As perceived by Hanson and Creswell (2005:229):

. . . in concurrent triangulation designs, quantitative and qualitative data are collected and analyzed at the same time. Priority is usually equal and given to both forms of data. Data analysis is usually separate, and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge

3.3. Universe Population

Fraenkel and Wallen (1993) define research population as the group of interest to the researcher, the group to whom the researcher would like to generalise the results of the study. In this study, the universe population meant a group of individuals that had the same characteristics from which the sample was drawn. Consequently, the universe population for this study comprised the following:

- i. all students that were enrolled in the UNZA extension education credit course in all the extension education centres within Lusaka District in the 2014/2015 academic year
- ii. all the graduates from the aforementioned courses and centres from the year 2013 to 2014.

3.4. Sample Size and Sampling procedure

3.4.1. Sample Size

A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. Fraenkel and Wallen (1983) cited in Yawson (2009:36), refer to a “sample” in a research study as any group from which information is obtained. Thus, this study had a total sample of one hundred and thirty (130) respondents

segmented as follows: one hundred and fifteen (115) students from various disciplines and fifteen (15) graduates.

3.4.2. Sampling procedure

Sampling is any course of action or procedure followed when selecting “. . . a portion, piece, or segment that is representative of a whole” (The American Heritage College Dictionary, 1993:1206). It is an important step in the research process because it helps to inform the quality of inferences made by the researcher that stem from the underlying findings (Onwuegbuzie and Collins, 2007). Thus, three sampling procedures were used in this study. These included purposive sampling, convenient sampling and snow ball sampling procedures.

Purposive sampling procedure was used to select two (Ridgeway campus centre and UNZA main campus centre) extension education centres out of eleven (11) centres within Lusaka District where classes for credit programmes were been conducted. As Cohen, Manion and Morisson, 2007:15) put it “. . . In purposive sampling . . . researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs. . . .” Thus the aforementioned centres were picked on the basis that they were the two busiest sub-centres in Lusaka District and had more students attending classes from there.

Convenience sampling procedure was used to sample one hundred and fifteen (115) students. According to (Cohen, Manion and Morrison, 2007: 114) “Convenience sampling – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time. . . .” This sampling procedure was appropriate to this segment of the sample due to the fact that data were collected when students were on the academic vacation. Only extension students who came to use the school facilities at Ridgeway campus centre and Great East Road Vet centre were given questionnaires.

The fifteen (15) graduates were selected using snow ball sampling procedure. According to Biernacki and Waldorf (1981:141), snowball or chain referral sampling is a sampling procedure

that “. . . yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of research interests. . . .”

3.5. Data Collection Procedure

Bloomberg and Volpe (2008) allude to the fact that the data collection section in research is the section that describes and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data were collected. It is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove 2003:373). Thus, to collect data for this study, questionnaires were distributed to students and interviews were conducted with graduates.

To collect data from 115 students, the researcher personally distributed the questionnaires. According to Ong'anya and Ododa (2009), self administered questionnaires are presented to respondents, but the researcher is available to make little clarifications. He does not, however, interpret the questions for the respondents as this may increase interviewer bias. The researcher also personally collected all completed questionnaires from the students at the point where the questionnaires were administered.

To collect data from 15 graduates, the researcher resorted to conducting semi-structured interviews. White (2003) cited in Chiyongo (2010:100), argued that in a semi-structured interview “the interviewer can probe for more specific answers and can repeat a question when the response indicates that the interviewer misunderstood the question.” Thus, the researcher probed for specific answers on certain issues and clarified on certain concerns from interviewees. Additionally, graduates were interviewed in a quiet environment, free from disturbances, and where they felt safe. Interviews were conducted personally by the researcher without the help of the research assistant and each interview session lasted from within the 30 to 40 minutes range. Responses from interviews were recoded using tape recorders and written down by the researcher in the note book during the course of each interview.

3.6. Data Collection Instruments

According to Parahoo (1997:52), a research instrument is “. . . a tool used to collect data. It is a tool designed to measure knowledge, attitude and skills of research respondents. The major instruments that this study employed were a Semi-structured questionnaire and a semi-structured interview guide.

3.6.1 Questionnaire

According to Brown (2001:6), a questionnaire is:

. . . any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

There are three basic types of questionnaires: closed-ended (structured) open-ended (unstructured) or a combination of both (semi-structured) questionnaire (Dawson, 2002; Brown 2001). A structured questionnaire is used to generate statistics in quantitative research, follows a set format and can be scanned straight into a computer for ease of analysis. On the other hand open ended questionnaire are used in qualitative research. To generate respondents views, opinions and beliefs rather than numbers (Dawson, 2002).

However, this study adopted a semi-structured questionnaire for students. This is due to the fact that the study was a product of a mixed method research design, and as such needed collection of both qualitative and quantitative data. Thus, the questionnaire distributed began with a series of closed questions, with boxes to tick or scales to rank, and then finished with a section of open questions for more detailed response (Dawson, 2002). The researcher personally distributed the self administered questionnaires to all the students because they were able to read and write in English. According to Ong'anya and Ododa (2009), self administered questionnaires are presented to respondents, but the researcher is available to make little clarifications. He does not, however, interpret the questions for the respondents as this may increase interviewer bias. The researcher also personally collected all completed questionnaires from the students at the point where the questionnaires were administered.

3.6.2. Interview guide

A Semi-structured interview guide was used to collect data from graduates. Berg (1989:17) argued that semi-structured interviews involve the implementation of a number of predetermined questions and/or special topics where the questions are typically asked of each interviewee in a systematic and consistent order but allow the interviewees sufficient freedom to digress; that is, the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions.

3.7. Data Analysis

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation (Singh, 2006:225). Lewis-Beck (1995) cited in Chisenga (2013:40), argued that data analysis is done in a variety of ways depending on the instruments used to collect data and how the researcher wanted the information presented. Since this study is a product of a mixed-design, qualitative procedures interspersed with some quantitative procedures were used to analyze the data.

3.7.1. Qualitative Data Analysis

According to Hammersley and Atkinson (1995), in analyzing qualitative data, the initial task is to find concepts that help make sense of what is going on. Lungwangwa et al. (1995:153) also indicated that qualitative raw data from interviews, field notes on focused discussions and content analysis should be subjected to the *constant comparative analysis* technique in order to reach the most significant themes of the topic under study. According to Glaser (1978), the *constant comparative analysis* technique involves a series of steps: it starts with collecting data from the field; identifying key issues or activities in the data that would be a focus of categories; writing about the formed categories with an attention to describe all existing issues and constantly looking for new incidents; working with the data in an attempt to develop a model to capture social processes and relationships.

In this study therefore, qualitative data from open-ended questions in the questionnaire as well as data gathered through interviews were subjected to a constant review in order to identify common responses. The analysis process started with transcribing, coding, categorising the data

into different sets and then comparing them. The relevant and common responses were categorised into themes, each reflecting a single and specific thought, and it is these various themes that were used to develop an overall description as perceived by the participants. The research questions guided in the process of arriving at specific thoughts that were answering the posed questions (McMillan and Schumacher, 2001).

3.7.2. Quantitative Data Analysis

In the perception of Williams (2011:113), quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties. The levels of “. . . measurement used in the collection of the data i.e. nominal, ordinal, interval and ratio, are an important factor in choosing the type of analysis that is applicable, as is the numbers of cases involved. Statistics is the name given to this type of analysis. . . ” (Williams, 2011:113). In this research, quantitative data were analysed using the IBM Statistical Package for Social Sciences (SPSS) version 20. The researcher used the “Data View” section to assign codes and define all key variables of each closed ended questions in the questionnaire. The coded and defined variables appeared in the “Variable View” section of the aforesaid software and were verified for consistence and accuracy. Thereafter, data for each coded and defined variable were entered using the codes assigned to them. Subsequently therefore, the data set was created in the software and it is this that the researcher used to run descriptive statistics which appeared in the form of bar graphs and tables.

3.8. Ethical Considerations

Ethical considerations relate to the dos and don'ts that researchers must observe during the research process for purposes of respecting and protecting the rights of the researched. Cohen, Manion and Morrison (2000:49), observed that ethical issues in educational research may arise from the context of the study, the procedures to be adopted, methods of data collection, the nature of participants, the type of data collected and that which is to be done with the data. Thus, before data collection commenced, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS). Permission was also sought from the Lusaka Province Resident Lecturer and from Centre Coordinators to conduct research there. The researcher further briefed the aforesaid authorities on the value of the research and the

procedures to be used. Additionally, the researcher assured both the administrators and students that participation in the research process was on voluntary basis and that the participants were free to terminate their participation at any point during the research process if they felt the need to do so. As a way of maintaining confidentiality, participants were not coerced to reveal their identities. Furthermore, participants were assured that the data to be obtained would not be disclosed to any other persons and would only be used for academic purposes.

3.9. Summary of Chapter 3

This chapter discussed the research methodology that was used to conduct this study. It has unearthed the reasons for adopting a concurrent triangulation mixed-method design as this allowed for collection and integration of both qualitative and quantitative data at the same time. The population included all students and all graduates from the University of Zambia extension centres within Lusaka District. The Sample Size was 130 in which 115 were students and 15 were graduates. The section has also indicated that that data will be analysed qualitatively and quantitatively. This chapter has also indicated the measures that were taken for purposes of ethical considerations.

The next Chapter presents the findings for this study

CHAPTER 4: PRESENTATION OF FINDINGS

4.1. Overview

The preceding Chapter focused on the methodology used for this study on *Students Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Programme in Lusaka District*. This Chapter continues with a presentation of the findings and these will be presented based on the research questions that were raised. On each research question, the findings will be presented in two sub-sections. The first sections under each research question will be for quantitative findings from the students that were gathered through closed-ended questions in the semi-structured questionnaire. The second sections will be for qualitative findings from students and from graduates which were gathered through open-ended questions in the questionnaire and through an interview guide respectively. By way of reminder, the following were the questions that this study sought to answer:

- i. what are the views of students on the types of teaching techniques that dominate their learning environment?
- ii. What are students' preferred teaching techniques? And;
- iii. what are students' views on the impact that teaching techniques have on their learning process?

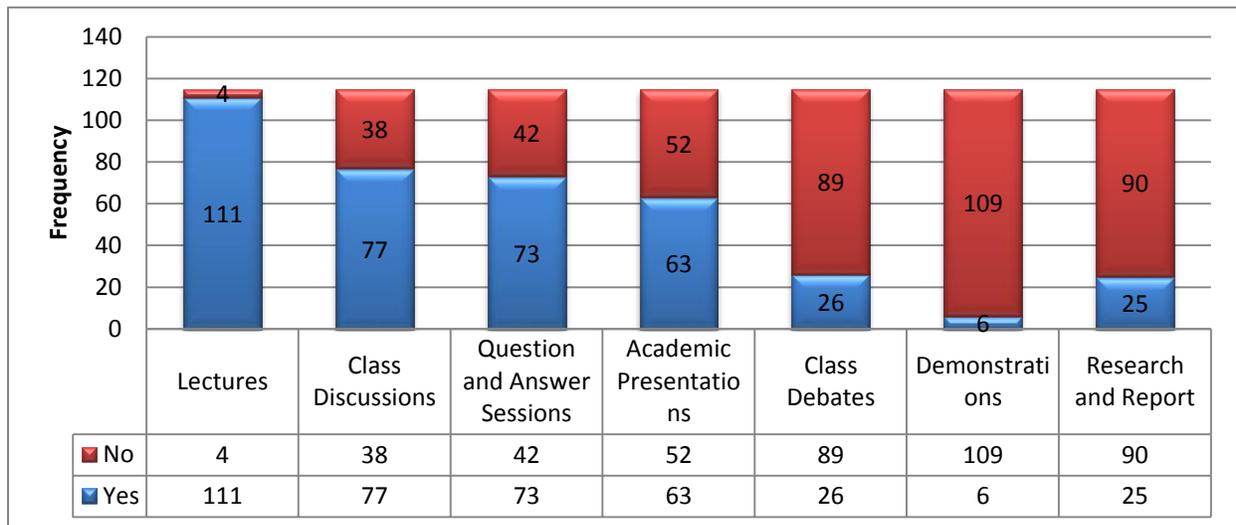
4.2. Research Question 1: *what were the views of students on the types of teaching techniques that dominated their learning environment?*

To answer this question, one hundred and fifteen (115) students were asked to indicate either Yes or No to each of the techniques listed depending on whether or not their tutors utilised them. The same question demanded students to specify other teaching techniques that were not on the options. These were then compared to the responses obtained from fifteen (15) interviewees (graduates) on the similar question posed to them but were analyzed qualitatively.

4.2.1. Findings from Students

Figure 1 below shows respondents' views on the teaching techniques used by their tutors. Students were asked to indicate either Yes or No to each one of seven techniques given depending on whether or not their tutors used them. The scores were as displayed in Figure 1 below:

Figure 1: Respondents responses to the question: *Do your tutors use the following teaching techniques when teaching? Tick either Yes or No on each of them.*



As indicated on Figure 1 above, it was established that majority (111= 96.5%) respondents felt that a lecture technique was used by their tutors compared to 4 (3.5%) respondents who felt that it was not used. On class discussion technique, majority (77 = 67%) indicated that their tutors used it as compared to 42 (36.5%) who believed that it was not used. While majority (73=63.5%) respondents confirmed that question and answer session was used by their tutors, 42 (36.5%) respondents did not think like that. With regards to academic presentation technique, majority (63=54.8%) respondents were of the view that their tutors utilised it as compared to 52 (45.2%) respondents who indicated that their tutors did not use it. Whereas 26 (22.6%) respondents felt that class debate was used by their tutors, majority (89 =77.4%) respondents indicated that it was not used. 109 (94.8%) respondents were of the view that demonstration was not used by their tutors but only 6 (5.2%) respondents felt that it was not used. Only 25 (21.7%) respondents were of the view that research and report teaching technique was used by their tutors as compared to 90 (78.3%) respondents who indicated that it was no used.

To determine the most dominant teaching techniques used by tutors in extension education, students were further asked to select only one teaching techniques which they thought was

widely used by their tutors out of the seven given options. The seven (7) options included: lecture format, class discussions, question and answer session, academic presentation, class debates, demonstrations and research and report. The students were also asked to specify other teaching techniques that were not among the options but these were analysed qualitatively. The scores were as displayed in figure 2 below:

Table 1: Distribution of Respondents by their perceived dominant teaching techniques

	Frequency	Percent
Lecture	99	86.1
Group Discussions	8	7.0
Question and Answer Session	3	2.6
Academic Presentations	2	1.7
Class Debates	1	.9
Research and Report	2	1.7
Total	115	100.0

It was established that majority students (99= 86.1) were of the view that a lecture technique was the most dominant teaching techniques used by their tutors. Only 16 out of 115 students indicated other teaching techniques in the following order: group discussion 8(7.0%); question and answer session 3(2.6%); academic presentation 2 (1.7%); research and report 2 (1.7%); and class debates 1(0.9%). None of the respondents was of the view that demonstrations were the most utilised teaching techniques. Thus the study established the most dominant teaching techniques in UNZA extension education programme was a lecture.

To crosscheck the validity of respondents' views on the dominant teaching technique, students were also asked to air out their opinion on the survey statement: *Most of my Tutors enjoy explaining a lesson without involving us students*. This was guided upon by the theoretical framework adopted which divided teaching techniques in two major categories that is, student-centred and teacher-centred. The scores were as indicated in Table 1 below:

Table 2: *Most of my Tutors enjoy explaining on their own throughout the session without involving us students.*

	Frequency	Percent
Strongly Disagree	2	1.7
Disagree	18	15.7
Agree	68	59.1
strongly Agree	27	23.5
Total	115	100.0

To the statement aforementioned, it was established that majority students responded in the affirmative. As indicated in Table 1 above, 68 students (59.1%) agreed, followed by 27 (23.5%) who strongly agreed. Only 18 (15%) and 2 (1.7%) respondents disagreed and strongly disagreed respectively. Therefore, this study established that students in extension education perceived their Tutors to have been using teacher-centred approaches to teaching than the student-centred approaches.

4.2.2. Findings from Students and Graduates

Qualitative data from interviews with graduates and open-ended question in the questionnaire for students were subjected to a constant comparative analysis to come up with the themes. With regards to the same research question number 1: *what were the views of students on the types of teaching techniques that dominated their learning environment?* The following were the major themes that emerged:

a). Extensive use of Lecturing and Dictation by tutors

There was a consensus by all categories of respondents (graduates and students) that most of the tutors in UNZA extension education spent much of their time lecturing and dictating notes to their students. Respondents shared the view that they listened more from their Tutors as they explained and never participated much in the teaching process. One interviewee (a graduate) reported the following:

The teaching technique that dominated our learning environment during my time at Ridgeway was mostly explanatory and highlighting major points by our

tutors. We were not given enough time to contribute and participate. This is bad teaching because according to me, bad teaching is when someone stands in front and talks as though he was the only person in the room and does not communicate with the audience he is addressing.

Similarly, one student remarked the following:

I don't know what I may call this teaching method, but what I can say is that we first write notes then the tutor explains or he or she starts with explaining then he or she gives you notes by dictating mostly. Most of our tutors look like they don't prepare themselves (sic) when they came to lecture, instead they just get the notes on the internet and we are not given enough time to participate.

The forgoing remarks indicate that there was some consensus that dictation and lecturing dominated the learning environment in UNZA Extension programme. The general perception by respondents was that non-participatory (un-interactive teaching techniques) were preferred by their tutors to interactive teaching techniques.

b). Dominance of Teaching Techniques that promoted less Student-Tutor Interaction

Another theme that emerged prominent was that of student-tutor relationship. Respondents reported that participation by students in the teaching process was limited during classes. As such, respondents concluded that the dominant teaching techniques in their learning environment were those that promoted less student-tutor relationship. For example, when asked whether or not their tutors gave them enough freedom to contribute and participate, two students reported the following similar views:

Not often, only when it's the day for group presentation this is when you can be allowed to participate in class or maybe you want to ask question on which you are not very sure or clear.

That depends on the relationship the lecturer has created with his students. But our tutors don't give us that freedom to interact with them. When you are no given time to interact, participate and contribute in class activities, you cannot

be sure whether you have understood correctly or not, but this is what our tutors usually do. We don't freely interact with them.

From the forgoing remarks, it can be deduced that both students and graduates were of the view that freedom of participation and interaction were not accorded to them by their Tutors. Therefore, this study established that the major approach to teaching in extension education, as perceived by student, was teacher-centred.

c). Regular use of Questions and Answers: Not as a teaching technique but as an assessment strategy

Another theme that emerged had to deal with the manner in which tutors employed the question and answer session technique. Both students and graduates confirmed that the question and answer session technique was used by their tutors. However, what emerged prominent was the fact respondents believed that this technique was rarely used as a teaching technique for the whole teaching session. They reported that this technique was mostly used as an assessment strategy at the end lectures or lessons to determine students' understanding of the topic. On the question and answer session technique, one interviewee had the following to say: *Yes, they used it. It usually was used at the end of the lecture. You find that our tutors would ask us to ask questions at the end of the lesson.* Similarly, another student made mention of the following: *Yes, at the end of every topic, students in my class are asked whether they got what the lecturer was teaching about and sometimes ask questions to see if we got the teaching.*

Additionally, one student enrolled in Infection, Prevention and Control course noted: "Yes they do, because at the end of lecture, it's always open for everyone to either contribute or ask any question regarding the topic."

Therefore, this study ascertained that the perceptions of students with regards to Question and Answer Teaching Technique were that Tutors used it. However, its application was perceived to be more of an assessment tool at the end of a lecture than as a teaching technique.

d). Abuse of handouts/modules as teaching techniques instead of teaching aids

An additional and interesting theme that emerged was that of consistent abuse of modules and handouts by tutors as teaching techniques. Both categories of respondents were of the view that

their tutors gave them handouts to go and read on their own. They noted that Tutors who used modules and handouts were not always available to teach. This was perceived to be bad teaching as most of the students complained that they paid to attend classes and be taught by Tutors/Lecturers and not to learn on their own or through correspondence studies. For example, when asked to indicate on what they did not like in the teaching approaches that their tutors used, one student remarked:

I don't like to be given handouts to go and read on my own. We aren't like distance student to be given handouts and go study on our own. But some of our Lecturers . . . enjoy giving handouts and internet notes to us without having to explain. They expect us to know the topic. This habit makes them absent themselves during the time they are suppose to teach us in class.

Similarly, a female graduate showed dissatisfaction to abuse of modules and handouts by tutors in UNZA Extension programme. She remarked:

I didn't use to like those lecturers who had the habit of using handouts only and they called it teaching. Yes, modules and handouts should be given to us but lecturers shouldn't think that's all. In fact, the modules they use to give us are for distance students at the main campus. They should not use them as teaching methods. We needed to hear them explain what those handouts contained and I think even current student would love the same. This is what they didn't do, they liked giving us stories that they are busy and allocate topics for us to read on our own from the modules and handouts.

From the forgoing remarks, we can note that respondents perceived their Lecturers as using correspondence type of teaching. It can also be noted that students and graduates had a negative perception towards such kind of teaching styles.

4.2.3. Summary of findings on research question number one (1)

Question one sought to establish what the views of students were on the types of teaching techniques that dominate their learning environment. All categories of respondents (graduates and students) confirmed utilization of both participatory and non-participatory teaching

techniques by tutors in UNZA Extension Education programme. However, it was established that majority students (99= 86.1% of 115 respondents) were of the view that a lecture technique was the most dominant teaching techniques used by their tutors. Only 16 out of 115 students indicated other teaching techniques in the following order: group discussion 8(7.0%); question and answer session 3(2.6%); academic presentation 2 (1.7%); class debates 1(0.9%); and research and report 2 (1.7%). Qualitative findings also revealed use of both students-centred and teacher-centred teaching techniques by tutors in extension education programme but confirmed the fact that students perceived their learning environment to have been dominated by instructor-centred teaching techniques as opposed to the learner-centred ones. Conclusively therefore, it was established that the general view by students was that their learning environment was dominated by instructor-centred teaching techniques.

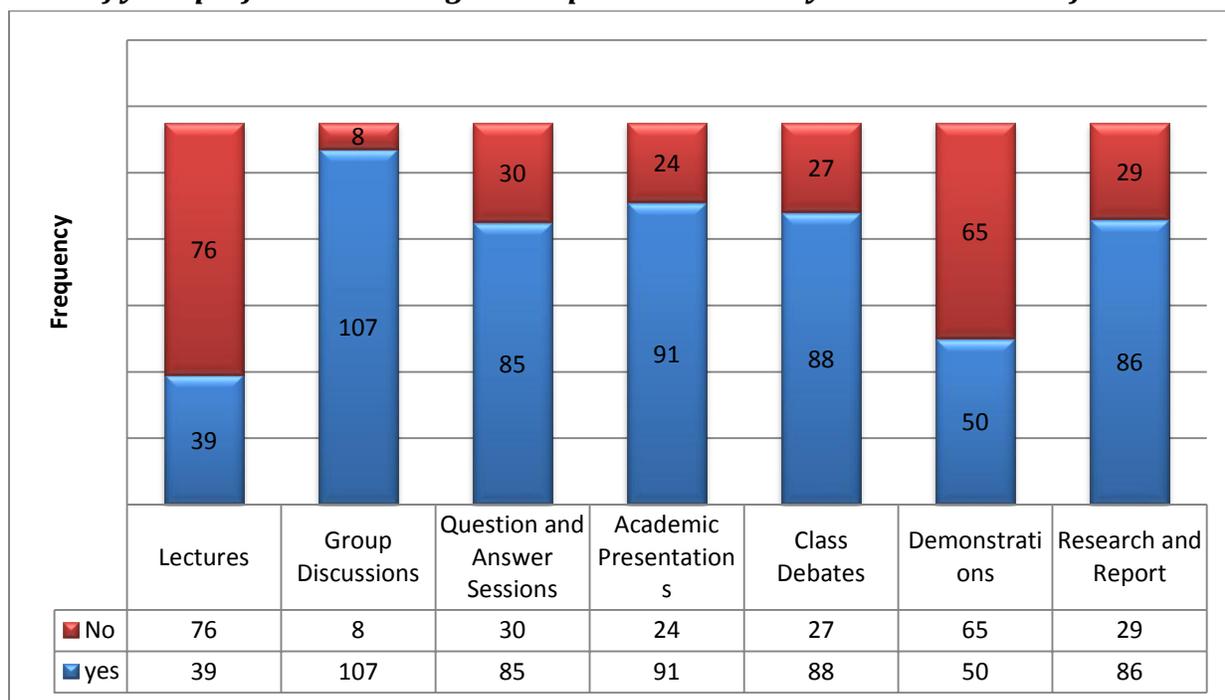
4.3. Research Question 2: *what were the students' preferred teaching techniques?*

To answer this question quantitatively, one hundred (115) students were asked indicated either Yes or No to each of the seven given techniques depending on their preference to each one of them. Students were also asked to rate their preferences on teaching techniques that promoted either more or less freedom to participate, interact and contribute bearing in mind that each teaching technique is categorised in either of these two broad categories . This was on the scale of High, Very High, Average, Low and Very Low. Qualitatively, this question was answered by asking students and graduates to specify their preferred teaching techniques and state their reason for that. Their responses were compared and analysed collectively and thematically.

4.3.1. Findings from students

To ascertain students preferred teaching techniques qualitatively, one hundred and fifteen (115) students were asked the following question: *Are the following techniques part of your preferred teaching techniques? Tick either yes or No to each of them.* Seven (7) teaching techniques were listed with values Yes and No. These included lecture format, class discussions, question and answer session, academic presentation, class debates, demonstrations and research report. The scored were as displayed in Figure 2 below:

Figure 2: Respondents Responses to the question: *Are the following techniques parts of your preferred teaching techniques? Tick either yes or No to each of them*



All the one hundred and fifteen (115) students indicated their preferences to each on the teaching techniques in figure 2 above by selecting either Yes or No. The frequencies and their corresponding percentages interpreted here-under are out of 115 students. As indicated in figure 2 above, it was established that 76 (66%) and 65 (57%) respondents did not prefer lecture format and demonstration respectively. The same figure further shows the teaching techniques that were preferred in the following order: group discussions by 107 (93%) respondents; academic presentations by 91 (79%) respondents; class debates by 88 (77%) respondents; research and report by 86 (75%); and question and answer sessions by 85 (74%) respondents.

To further verify students' preferences to teaching techniques, students were asked to rate their preferences for student-centred teaching techniques and teacher-centred teaching techniques using the following two statements that depicted their characteristics: i) *how would you rate your preference for teaching techniques where you have less freedom to participate and contribute;* and ii) *how would you rate your preference for teaching techniques where you have more freedom to participate and contribute.* This was due to the fact that all teaching techniques

are categorised either under participatory (student-centred) or non-participatory (teachers-centred) approaches to teaching. The responses were as indicated in Tables 3 and 4 below:

Table 3: *How would you rate your preference for teaching techniques where you have less freedom to participate and contribute?*

		Frequency	Percent
	Very High	3	2.6
	High	14	12.2
	Average	42	36.5
	Low	26	22.6
	Very low	27	23.5
	Total	112	97.4
Missing	System	3	2.6
Total		115	100.0

In reference to the aforementioned question in table 3 above, majority respondents (42= 36.5%) rated their preferences to such teaching techniques at Average. While 27 (23.5%) respondents rated their preference that promoted less freedom to participate and contribute at Very Low, 26 (22.6%) respondents rated such techniques at Low. Only 14 (12.2%) and 3 (2.6) respondents rated their preference to such techniques at High and Very High respectively. Therefore, this study established that students did not prefer teaching techniques that promoted less freedom for them to participate and contribute.

Table 4: How would you rate your preference for teaching techniques where you have more freedom to participate and contribute?

		Frequency	Percent
	Very High	42	36.5
	High	46	40.0
	Average	20	17.4
	low	6	5.2
	Total	114	99.1
Missing	System	1	.9
Total		115	100.0

In reference to the aforementioned question in table 4 above, majority respondents (46=40%) rated their preferences to such teaching techniques at High. These were followed by 42 (36.5%) respondents who rated such techniques at Very High. 20 (17.4%) respondents indicated that their preference to such techniques were on Average. While 6 (5.2%) respondents rated their preference to such techniques at Low, none of the respondents indicated their preference to such techniques at Very Low. Therefore, this study established that students preferred teaching techniques that allowed them to participate and contribute.

4.3.2. Findings from Students and Graduates

With regards to the same research question number two (2): *what were the students' preferred teaching techniques?* The following were the major themes that emerged.

a). Preference to teaching techniques that enhanced students' research skills.

Students and graduates showed preference to teaching techniques that allowed them to research and report on a particular topic. Under this theme, respondents included techniques such as debates, academic presentation, quizzes, case studies, assignments and discussions. A consensus was belt on the fact that once students are assigned a topic to research on and then later asked to report their findings, it would be difficult for them to forget. For instance, one student reported: *My preferred teaching techniques are academic presentation and case studies. These allow students to research further, think and interactive between students. It also increases their level of understanding [sic].* These sentiments were echoed by one interviewee who issued the following remarks:

My preferred styles of teaching were assignments and students presentations. Presentation taught me to research because I could not go and present before researching from the library and internet. And as you are researching, especially through the internets, you come across the other things on that topic which you did not learn in class. So academic presentations and assignments are good teaching strategies because they forced us to research more which was nice.

Furthermore, a male student indicated preference for teaching techniques that enabled him to research on a topic. He had this to say: “I love Tutors who give assignments to research on and those that allow us to debate on a topic and individual presentation. These activities make me to do academic work on my own without relying on others and helped me to research more about the topic before the class.” Therefore, we can deduce that our respondents showed fondness of teaching techniques that motivated them to research.

b). Preference to Teaching Techniques that incorporated technological teaching aids

The fact that students and graduates showed preference to teaching techniques that incorporated technological teaching aids was another theme that emerged prominent in our findings. Both sets of respondents reported that they enjoyed it when their tutors lectured to them using PowerPoint Presentation (PPP) system. They also reported that they liked making academic presentations using PowerPoint systems and projectors. For instance, one interviewee (a graduate) reported the following:

There are times that my tutors would come to lecture to us using Microsoft PowerPoint system and projectors. This I enjoyed and I learnt well through this because I could see what the tutors were lecturing about and would easily copy notes. It's different with dictation.

Furthermore, two students echoed the foregoing sentiments. They reported the following similar views.

My preferred teaching method is Academic Presentation, especially electronic type of presentation e.g. using Microsoft PowerPoint (projector).

Our tutors are bad ones because they like teaching without PowerPoint which's [sic] so interesting and very interactive and it's also modern.

Based on the aforesaid, this study established that students in and graduates from UNZA Extension programme preferred teaching techniques that incorporated technological teaching aids.

c). Preference to teaching techniques that promoted freedom of interaction and participation

An additional overlapping theme among the respondents (graduates and student) was that of preference for participatory or active teaching techniques. Respondents shared the view that teaching through debates, discussions, academic presentations, researching and reporting, assignments, quizzes and question and answer sessions made learning enjoyable and interesting. They attributed their preference for such techniques to the fact that they allowed them to freely express themselves in class; that they learnt while doing; that they were able to learn from fellow students; and that they felt free to relate with both their friends and teachers. For example, one students highlighted that he preferred class discussions and presentations because “... *they make one to freely express themselves in ways he/she find it easier to understand and make learning enjoyable and interesting.*” Another student had this to say:

Both group participation and dialogue with the lecturer and students are good methods of teaching. I like teaching styles which promote participation, coz when we are given time to free [sic] participate, tutors are able to know what each one of us needs.

Additionally, one interviewee suggested the following:

Your should state on your recommendations that tutors in Extension Education should be using more of Class Discussions, Question and Answer Sessions and Academic Presentations because these methods make learning enjoyable and interesting. These methods of teaching made me feel free to interact with friends and tutors. Also I never forgot every topic that I presented. And when

having a class discussion, we interacted with class members and this belt my confidence to speak in front of people.

4.3.3. Summary of findings on the research question number two (2)

Research question number two (2) sought to answer what students' preferred teaching techniques were in UNZA extension education programme. All the one hundred and fifteen (115) students indicated their preferences to each on the teaching techniques in figure 2 above by selecting either Yes or No. As indicated in figure 2 above, it was established that 76 (66%) respondents and 65 (57%) respondents did not prefer lecture format and demonstration respectively. The same figure further shows the teaching techniques that were preferred in the following order: group discussions by 107 (93%) respondents; academic presentations by 91 (79%) respondents; class debates by 88 (77%) respondents; research and report by 86 (75%); and question and answer sessions by 85 (74%) respondents. Quantitative findings from respondents were in tandem with qualitative findings. It was established that students' preferred teaching techniques included those that promoted freedom of interaction and participation in the teaching and learning process. They also preferred those teaching techniques that incorporated technological teaching aids, as well as those that improved their research skills.

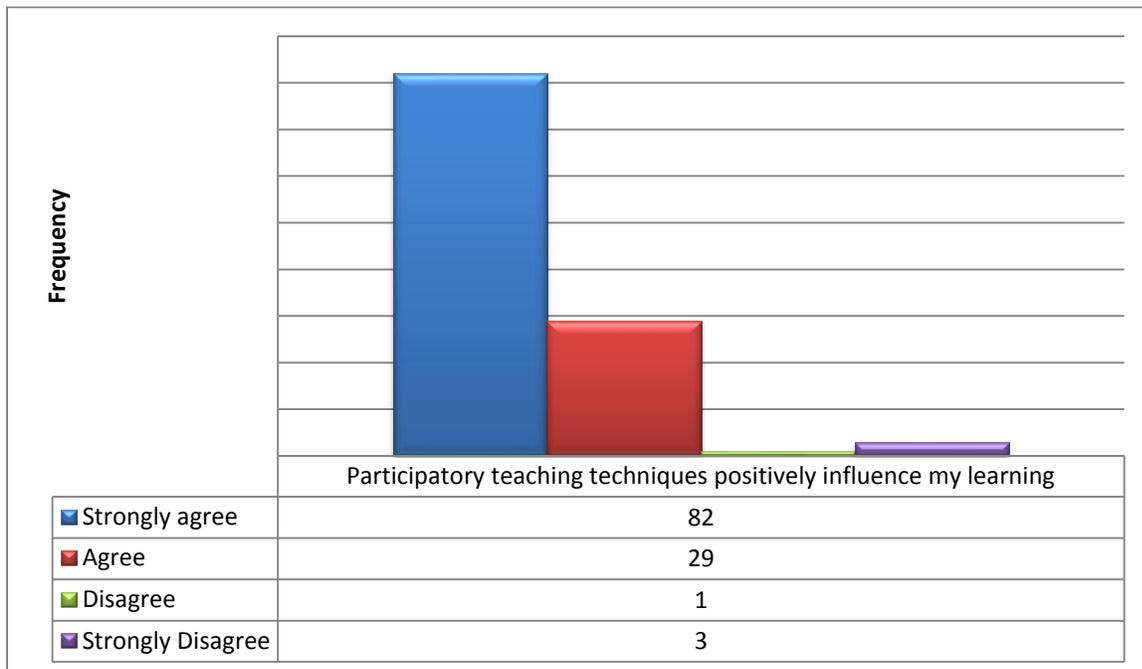
4.4. Research Question 3: *what were the views of students on the impact that teaching techniques had on their learning process?*

To address this question quantitatively, two survey statements were posed to students with options: Strongly Agree, Agree, Disagree and Strongly Disagree. The two questions were based on the major two categories of teaching techniques (Participatory and Non-participatory) guided by the theoretical framework used in this study. These were as follows: (i) *participatory teaching techniques positively influence my learning process*; and (ii) *non-participatory teaching techniques positively influence my learning process*. To answer this question qualitatively, open-ended questions were asked to respondents on the teaching techniques that they perceived to make them learn well. Similarly respondents were asked to state teaching techniques that they felt hindered their learning process. Respondents were also asked to justify their claims.

4.4.1. Findings from students' questionnaires

To determine students' views on what impact participatory teaching techniques had on their learning process, students were made to respond to the statement: *participatory teaching techniques positively influence my learning process*. The scores were as displayed in figure 3 below:

Figure 3: Respondents Responses to the statement: *Participatory teaching techniques positively influence my learning process*

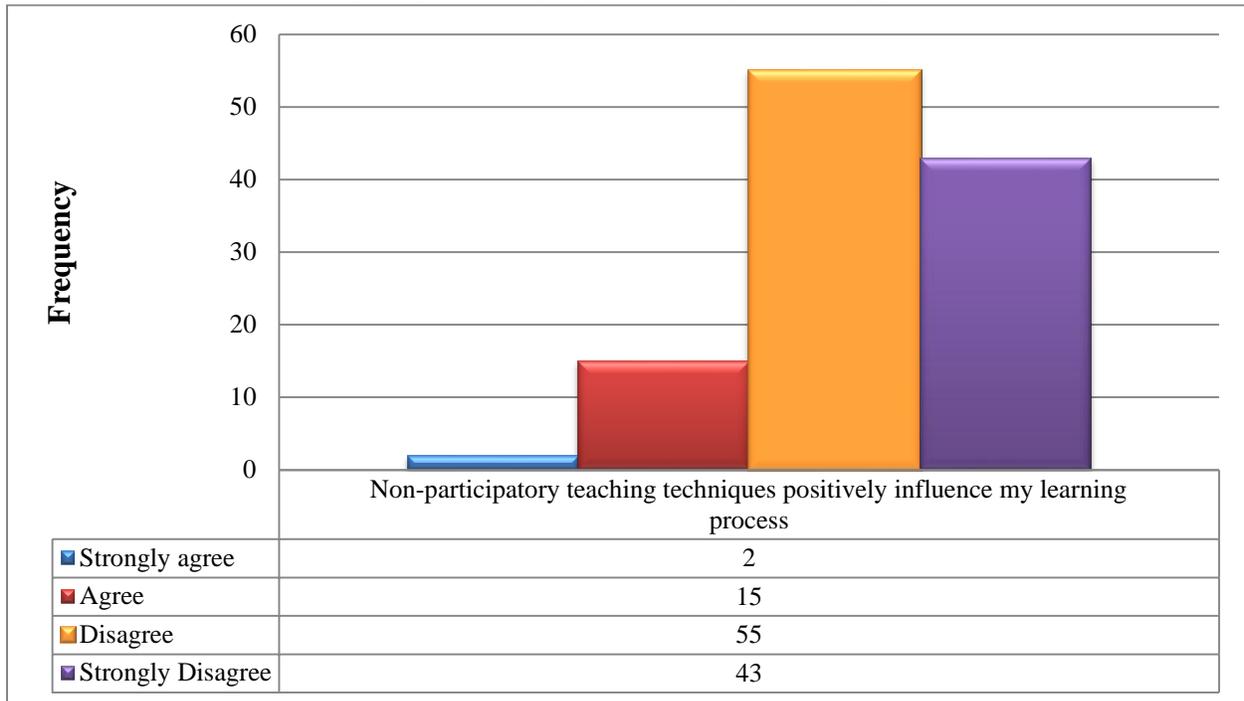


It was established that majority respondents (82= 71.3%) strongly agreed to the fact that teaching techniques that allowed them to participate and contribute influenced their learning positively. 29 (25.2%) respondents just agreed to that fact. Only four (4= 0.03%) respondents were not in agreement with the aforementioned statement as 1(0.01%) and 3(0.02%) respondent disagreed and strongly disagreed respectively. It was therefore, ascertained that student in UNZA extension Programme perceived participatory teaching techniques to have had a positive impact on their learning process.

To determine students' views on what impact non-participatory teaching techniques had on their learning process, students were made to respond to the statement: *non-participatory teaching*

techniques positively influence my learning process. The scores were as indicated in figure 4 below:

Figure 4: Respondents responses to the statement: *Non-participatory teaching techniques positively influence my learning process*



It was established that majority (55=47.8%) respondents disagreed to the fact that non-participatory teaching techniques positively influenced their learning process. 43 respondents just disagreed to that fact. Only 2 and 15 out of 115 respondents respectively agreed and strongly agreed that they learnt well by not participating in the teaching and learning process. It was therefore, ascertained that majority student in UNZA extension Programme perceived non-participatory teaching techniques to have had little or no positive influence on their learning process.

4.4.2. Findings from Students and Graduates

With regards to the same research question number three (3): *What were the views of students on the impact that teaching techniques had on their learning process?* The following were the overlapping themes from graduates and students:

b). Active teaching techniques were perceived to have more positive influences on Students' learning process

There was an agreement that teaching techniques that allowed students participation in their learning process positively influenced their learning. Students and Graduates reported that they learnt well through class discussions, academic presentations, researching and reporting, quizzes and debates as these made learning enjoyable, practical and interesting. Several reasons were highlighted and these were further grouped in small themes as discussed below:

i). active teaching techniques broadened students' thinking capacity.

Respondents were of the view that active teaching techniques made them broaden their capacity to think. They reported that if they were made to research on something, make a presentation, and debate or discuss on a topic, their thinking capacity was broadened. For instance, one student remarked: "Discussions make me learn well because through discussions am able to think critically on the topic at hand."

ii). participatory teaching techniques enhanced students' confidence

it was also agreed upon by students and graduates that active teaching techniques enhanced their confidence. They reported that such techniques prepared them to be vibrant presenters and debaters even outside the academic world. As one student elaborated:

Participation allows the students to have more understanding and confidence in the area of their chosen career. For example, presentations/debates, this helps build confidence in the student career program

iii). active teaching techniques enhanced students' understanding of issues thereby reducing the chances of forgetting

Respondents were of the view that student-centred teaching techniques made them to easily comprehend what they learnt and retain them for a longer period of time. For example one student reported the following: *Group discussions work well for me. Taking part in something creates true understanding than just being told because you easily forget. Class discussion indulge me in the topic, I become alert and interested.* Thus, it was deduced that students

perceived active teaching techniques to have a positive influence on their comprehension of issues learnt and on retention of such issues.

iv). active teaching techniques enhanced students' ability to research

Respondents agreed on the fact that active teaching techniques improved their research skills. They reported that when they were given assignments or presentations to write, topics to discuss on or motions to debate, they were motivated to research prior to writing those assignments and debating on those topics. As such, their research skills were improved.

v). active teaching techniques enabled students to learn from each other.

An aspect of learning from each other as a result of active teaching techniques was also another prominent theme that emerged. Respondents reported that they learnt more things from their friends through class discussions, debates and presentation which they could not have learnt from their Tutors. One female interviewee backed this argument well. She remarked:

Presentations and debates were one of my favorites. We could learn how to defend your point of view from class mates through debates. Same with presentation. We could learn from our friends how to make a presentation interesting and especially how to stand in front of the audience.

Thus, it was concluded that students felt that active teaching techniques positively influenced their learning as they enabled them learn from each other

b). Less negative perceptions on active learning techniques

Majority respondents showered praises on active teaching techniques. Only a few indicated that they found such techniques boring, not enjoyable and uninteresting. Some of them who made such claims did not even justify their arguments except one student who remarked as follows:

Sometimes you find you are tired from work and that's when the lecturer wants you to debate on a topic. This makes learning boring cause all you're interested in when you're tired is to have your lesson, listen from him/her as they explain, write notes and go home.

c). Passive teaching techniques were perceived to have more negative influences on student' learning.

Generally, respondents felt that passive teaching techniques had more negative influences on the learning process of learners. They reported that dictation, lecturing and teaching through handouts made learning boring, uninteresting and not enjoyable. They attributed this claim to the fact that such teaching techniques made them inactive in the learning process. The following sub-themes also emerged:

i). dictation was uninteresting and tiring

Generally, respondents agreed to the fact that most of their Tutors spent their time dictating notes to them. They reported that notes were just dictated to them with limited or no succeeding explanations. Respondents also felt that dictations subjected them to a one-way teaching approach where they had no chance to ask question. Some felt that this was as a result of less time allocated to Tutors who teach in extension education courses. One student had this to write: *“Dictation is what most of our lecturers use but its not their fault coz they are give less hours to teacher, just 2hours per week each course. So they rush to finish the syllabus. But still this teaching style is not good for us students because we're are not given chance to participate and ask question.”* Thus, this study established that respondents had a negative attitude towards dictation.

ii). lecturing limited students' chance to learn from each other and to research more on the topic

It was also established that most of the respondents perceived the lecturing technique as having had the ability to hinder them from learning from each other and from researching. They reported that extensive use of lecturing by their tutors reduced their chances to learn from their friends the arts of presentation, public speaking and debating.

iii). abuse of handouts as a teaching technique by tutors increased students' absenteeism and confidence in Lecturers' expertise on the subject

It was ascertained that Tutors' decision to use handouts/modules without conducting actual lessons made students lose interest in attending classes regularly. They reported that Tutors who

relied on modules and handouts raised doubts in students' minds regarding their expertise and knowledge on the courses they were engaged in. One student observed that:

If a Lecturer just gives you handouts to read on your on most of the time, it reduces your morale to attend their classes even on a day they came to teach. This is because you begin to doubt their intention to give you handouts, you think maybe they didn't know how to explain the topic. This is what some of our tutors are doing especially at 2nd year.

The forgoing remarks justify the fact that students had a negative perception towards use of handouts as teaching techniques by their tutors instead of as teaching aids which they are.

d). Less positive perception on passive teaching techniques

Most of the respondents did not applaud passive teaching techniques. Majority perceived them to have a negative influence towards the learning process of students. However, a few that showered praises to such teaching techniques felt that they were appropriate to them as they learnt well from their Tutors than from their friends. They also reported that teaching techniques like dictation and lecturing made attentive and alert in the teaching and learning process in order to avoid missing major points as they were writing notes.

4.4.3. Summary of findings on research question number three (3)

Research question three (3) sought to determine what the views of students were on the impact teaching techniques had on their learning process. Quantitatively, this question was answered through two survey statements: (i) *participatory teaching techniques positively influence my learning process*; and (ii) *non-participatory teaching techniques positively influence my learning process*. On the first statement, it was established that majority students' respondent in affirmative as 82 and 29 (out of 115 respondents) strongly agreed and agreed respectively. On 1 student disagreed and the remaining 3 strongly disagreed. On the other hand, the second statement revealed the following: 55 respondents strongly disagreed; 43 respondents disagreed; 2 respondents agreed; and 15 respondents strongly agreed. Qualitatively, the general consensus was that Student-Centred Teaching techniques had more positive influence on the learning processes of students than their Teacher-Centred counte

4.5. Summary of Chapter 4

Chapter 4 reported on the findings pertaining to *Students Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Programme in Lusaka District*. These were presented based on the research questions. On each research question, the findings were presented in two sub-sections. The first sections under each research question dealt with quantitative responses from the students that were gathered through closed ended questions in the semi-structured questionnaire. The second sections were for qualitative responses from students and from graduates which were gathered through open ended questions in the questionnaire and through the interview guide respectively. Summaries of findings were provided at the end of each research question.

The succeeding Chapter (Chapter 5) discusses the key findings for this study.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1. Overview

The foregoing Chapter presented the findings regarding *Students' Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Education Programme in Lusaka District*. This Chapter proceeds with a discussion of the key findings earlier presented. As observed by David and Sutton (2004:338), "the discussion section should bring together the main research findings and the key elements of the literature review.... Reflections on the limitation of the research can also be discussed at this stage together with recommendations for future research in the area.... San Francisco Edit(nd:1) shares a similar view by noting that *the purpose of the Discussion is to state your interpretations and opinions, explain the implications of your findings, and make suggestions for future research.* . . . In a similar vein, this Chapter will present findings based on the research objectives. The discussion will relate the findings to the assumptions of the theoretical framework adopted and to the findings of other studies reviewed in Chapter two (2). The researcher will also interpret the findings, highlight limitations and make suggestions for future research.

5.2. Objective 1: *to explore students' views on the type of teaching techniques that dominated their learning environment*

Objective one (1) sought to establish students' views on the teaching techniques that dominated their learning environment. The findings of this study elucidate that tutors in the UNZA extension education programme used a repertoire of different pedagogical strategies from both the teacher-centred and the student-centred approaches to teaching. For instance, to the question: *do your tutors use the following teaching techniques when teaching?* Quantitative findings (as per figure 1 in Chapter 5) revealed the following scores regarding those that responded in affirmative: lecture 111 (96.5%); class discussions 77 (67%); question and answer session 73 (63.5%); academic presentations 52 (45.2%); debates (22.6%); and role play 6 (5.2%). Qualitative findings also confirmed use of both students-centred and teacher-centred teaching techniques.

Although it was generally agreed by respondents that both approaches to teaching were used by tutors, the findings further demonstrate that instructor-centred teaching techniques were the most

dominant teaching techniques in the UNZA extension programme. For instance it was established that majority students (99 or 86.1% of 115 respondents) were of the view that a lecture technique was the most dominant teaching techniques used by their tutors. Similarly, qualitative findings confirmed the fact that students perceived their learning environment to have been dominated by instructor-centred teaching techniques as opposed to the learner-centred ones. This supports Cuseo's (1996) cited in Cooper, Robinson, and Ball (nd:1) conclusion that . . . *despite calls for the radical transformation of teaching and learning in higher education to a more constructivist, collaborative learning approach, the lecture remains the dominant mode of instruction for most teachers.* . . . These results further correlate with Brown's (2003) supposition that most of the university teachers have been taught in learning environments that were instructor-centered, therefore, they teach in that way too.

However, Beusaerta, Segersa, and Wiltink (2013), report contrasting findings. They discovered that students in Dutch-language courses perceived their teachers as more student-centered, and were hence more likely to adopt a deep approach to learning than students in mathematics courses.

The findings seem to substantiate Freires' assumption that a formal education system (a banking education system) tends to be an instructor-centred dominated system. These findings are from students and graduates from credit courses that form the formal section of the University of Zambia extension education programme as they are provided following senate-approved and prescribed curricular, calendars and regulations. The findings revealed that the teaching environment in these courses was dominated by instructor-centred pedagogies, and as such limited students' active participation in the learning process. These revelations authenticate Friere's (1970) analysis of the limitations of the prescriptive style of teaching and education system. Freire firmly believed that schools use the "banking method" to domesticate students. From his viewpoint, when this approach is practiced, students are viewed as passive receptacles waiting for knowledge to be deposited from the teacher. In this system students are taught in a mono-directional or lecture format whereby the teachers communicate with the students in one-way monologues. This approach often leads students to feel that their thoughts and ideas are not important enough to warrant a two-way dialogue with teachers (Smith-Maddox and Solórzano, 2002:69; Freire, 1970).

These findings do not suggest that tutors in the UNZA extension education programme did not use learner-centred teaching techniques. In fact, class debates, academic presentations, question and answer sessions, and academic presentation were among the teaching techniques that respondents indicated that their tutors used. However, these were outscored by lecture and dictation techniques. This may partly be attributed to the fact that tutors may have been trained in an instructor-centred teaching environment, hence they saw it appropriate to teach in that manner. Excessive use of instructor-centred teaching techniques may also be as a result of prescribed guidelines emanating from the university formal structure. As one student elaborated: *dictation is what most of our lecturers use but its not their fault coz they are give less hours to teacher, just 2hours per week each course. So they rush to finish the syllabus.* The interpretation made here is also in line with Leighton's (2006:85) observation that formal school systems have activities that ". . . are controlled by teachers who either set their own restrictions or follow guidelines laid down by school managers or school governors."

Based on the forgoing, it can be deduced that the findings on the first research question have grounded a basis for future research. For instance, the study has demonstrated the need to establish empirical evidence on factors associated to excessive use of instructor-centred teaching techniques in UNZA extension education programme. Future researchers would also do well to explore on the relationship that exists between prescribed curricular and tutors' selection of teaching techniques.

5.3. Objective 2: to establish students' preferred teaching techniques

The second objective sought to establish the teaching techniques preferred by students. It was established that both learner-centred and teacher-centred teaching techniques were preferred. However, consistent with previous claims and studies (Freire, 1970; Carpenter, 2006), the findings for this current study also support the assertion that adult learners and students in post-secondary institutions of learning tend to prefer active teaching techniques more than the passive ones. This study was conducted in the UNZA extension education programme whose clientele are those that qualify to be adult learners. This seems to be reason why student-centred techniques were preferred more than teacher-centred techniques. For instance, the study revealed that only 39 and 50 (out of 115) students indicated that they preferred lectures and demonstrations teaching techniques respectively. On the other hand, learner-centred teaching

techniques were preferred by majority students. For instance, to the question: *Are the following teaching techniques parts of your preferred techniques?* Quantitative findings (as per figure 2 in Chapter 4) revealed the following scores regarding those that responded in affirmative: Group discussion 107 (93%) respondents; academic presentations 91 (79.1%) respondents; question and answer session 85 respondents (73.9%); class debates 88 respondents; and research and report 86 (74.8%) respondents.

The study also unearthed that teaching techniques that integrated technological teaching aids (including lectures and direct demonstrations) were preferred by some students but were rarely used by their tutors. To others, this finding may seem contradictory to Freire's assumption that instructor-centred teaching techniques are inappropriate to adult learners. Such interpretations may be misleading and can not hold. In fact, students' revelation of their preference to lecture techniques that are accompanied by technological teaching aids is an indication that traditional lecture formats need modifications if they are to be liked. Carpenter (2006:18) made a similar conclusion after discovering that students preferred lectures combined with some discussions. The researcher noted that the:

. . . finding suggests that most students enjoy a blend that includes at least some component of active learning/participation in combination with traditional lecture, and confirms the importance of including some level of discussion during the class, but also providing structure through an organized lecture.

Coincidentally, Maphosa, Zikhali, Chauraya and Madznire (2013) also concluded that their findings that students perceived lecture with discussion as an effective pedagogical approach confirmed the importance of student involvement in learning as opposed to wholly lecturer dominated teaching sessions. This proves the fact that traditional lectures are perceived effective and are appreciated by many if they are modified. Additionally, invalidating Freire's views on the banking approach to teaching may seem misleading as his theory was developed in the second half of the 20th century before technology was common in the teaching environments. Despite that, evidence has shown that lecture-dominated learning environments are appreciated by a few but when modified with teaching aids and reinforced with other teaching techniques, they receive an overwhelming favour. In this case, it is not a lecture technique per se, but an eclectic approach to teaching in which a lecture technique is only a component.

Contrary to these findings, Qualters (2001) discovered that students preferred teacher-centred teaching techniques more than instructor-centred teaching techniques. This researcher reported that students did not favour active learning methods because of the in-class time taken by the activities, fear of not covering all of the material in the course, and anxiety about changing from traditional classroom expectations to the active structure.

Though it was established that much favour was given to active teaching techniques, the results do not imply that instructor-centred teaching techniques were completely disowned. Since both categories of teaching techniques had students that preferred them, the findings, on one hand, give the impression that the UNZA extension education tutors need to adopt both teacher-centred and student-centred teaching techniques. On the other hand, the results seem to imply that the learning environment in UNZA extension education programme should be dominated by active teaching techniques which emerged as the most preferred teaching techniques. From the foregoing, it can be concluded that any technique that an instructor uses can be effective, if it is used competently, appropriately, and enthusiastically (Hackathorn, Solomon, Blankmeyer, Tennial, and Garczynski, 2012).

5.4. Object 3: to determine students' views on the impact of teaching techniques on their learning process

The third objective sought to ascertain students' views on the impact techniques had on their learning process. It was established that both categories of teaching techniques were perceived to have had their own merits and demerits. However, participatory teaching techniques were perceived to have had more positive influences on the learning process of learners than instructor-centred pedagogies. For instance, to the statement *participatory teaching techniques influence my learning positively*: majority students' responded in affirmative as 82 and 29 (out of 115 respondents) strongly agreed and agreed respectively. Only 1 student disagreed and the remaining 3 strongly disagreed. On the other hand, to the statement *non-participatory teaching techniques influence my learning positively*: 55 strongly disagreed; 43 disagreed; 2 agreed; and 15 strongly agreed. Qualitative findings also demonstrated similar perceptions. It was further reported that participatory teaching techniques (i.e. debates, group discussions, question and answer sessions, research and report, and academic presentations) enhanced students' thinking capacity, confidence, comprehension, communication skills and research skills. These findings

uphold Cummins' (2007) report that a learner-centered pedagogy raises student achievement, promotes democratic classrooms, complex thinking, joint production, and meets student communication goals. The results are also in congruence with Westwood's (2008) argument that student-centred teaching strategies are necessary to empower learners with great autonomy and to establish collaborative work with others.

It also emerged from the study that non-participatory techniques (i.e. dictation and lecturing) were perceived: as boring; tiring; to have had restricted learning from tutors only and not from fellow students; and to have reduced the spirit of team work. This confirms what Abdelmalak and Trespalacios (2013) meant when they argued that the instructor-centered pedagogy, in which the instructor is the primary decision maker and the sole deliverer of knowledge, makes students dependent learners. This is because the instructor's unilateral authority in the classroom cultivates and maintains a culture of dependency on the instructor to tell students what to do, resulting in passive habits of following authority, waiting to be told what to do, and what things mean.

These findings also seem to validate Freire's assumptions in his theory of education. They demonstrate the fact that participatory teaching techniques are necessary tools to empowering learners and to creating a conducive and democratic learning environment. As Freire's (1970:71) thesis holds:

. . . Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers. . . . Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of men as beings who are authentic only when engaged in inquiry and creative transformation.

These findings do not suggest that non-participatory teachings were perceived to have had no positive influence on learning process of learners. In fact some few respondents indicated that lecture and dictation techniques made them alert and improved their listening and note taking skills. However, these techniques had their positives outweighed by their own demerits. This however, was not the case with active teaching techniques. Therefore, the implication of these

results may be that instructors-centred teaching techniques were inappropriate to most adult learners found in the UNZA extension education.

5.5. Limitations and suggestions for future practice

The purpose of this study was to establish students' views on the teaching techniques used by tutors in University of Zambia extension education programme. The perceptions established and presented in this study are from students and graduates from the two centres that hosted credit courses of the University of Zambia extension education programme within Lusaka District. Consequently, it may seem impossible to generalise the findings to other centred outside Lusaka District. However, while the conclusions are necessarily limited to the small number of students and graduates, they are consistent with other findings in the research literature, and so may be hypothesised to have more general applicability.

The other limitation for this study is that the researcher only employed non-probability sampling procedures. This meant that the sampling units in the sampling frame had no equal chances of being selected. For instance, the two centres were sampled purposively and the students were conveniently sampled since data was collected during the vacation. However, the inclusion of graduates and the adoption of a mixed design counterbalanced these weaknesses. This seems to be the reason why our findings are still consistent with previous studies, an indication that such limitations had no negative repercussions on our research process.

Based on this, it is suggested that the Department of Adult Education and Extension Studies should duplicate this study but conduct it at national level. Alternatively, future researchers intending to duplicate this study must sample at least one extension centre from each province. Future researchers should also consider adopting stratified random sampling for students so that each credit course has equal representation in the sample proportionate to the total number of students in that course.

5.6. Summary of Chapter 5

This chapter discussed the findings pertaining to *Student's Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Programme in Lusaka District*. The findings were discussed in line with the research objectives and were linked to the

theoretical framework and previous literature presented in Chapter 2. The chapter has also provided the implications of the results. The Chapter also has highlighted the limitations of this study and has given a hint on possible future research.

The next Chapter provides a conclusion for this study. It will also make recommendations for policy adjustments and for practice.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

The forgoing Chapter discussed key findings presented in Chapter 4. This chapter presents a conclusion for this study and provides some recommendations based on the research objectives, the findings and the theoretical framework.

6.2. Conclusion

The puzzle that this study sought to address emerged from the fact that nothing was known with regards to how students in credit courses of the University of Zambia (UNZA) extension programme perceived the teaching techniques used by their Tutors. Thus, its purpose was to establish such perceptions. The objectives were to: i) explore students' views on the types of teaching techniques that dominated their learning environment; ii) ascertain students preferred teaching techniques; and iii) determine students' views on the impact that teaching techniques had on their learning process. A Concurrent Triangulation Mixed Methods Design was adopted. Questionnaires and an interview guide were used to collect data from 115 and 15 graduates respectively. The total sample was 130 respondents. The one hundred and fifteen students (115) were selected using convenient sampling procedure and 15 graduates were traced through snow ball sampling procedure. 2 out of 11 extension education centres within Lusaka District were purposively selected and all respondents were from these same centres.

As stated in the preceding paragraph, the first objective for this study was to explore students' views on the types of teaching techniques that dominated their learning environment. All categories of respondents (graduates and students) confirmed that their tutors used both participatory and non-participatory teaching techniques. However, it was established that majority (99= 86.1% of 115) respondents were of the view that a lecture technique was the most dominant teaching techniques used by their tutors. Only 16 out of 115 students indicated other teaching techniques in the following order: group discussion 8(7.0%); question and answer session 3(2.6%); academic presentation 2 (1.7%); class debates 1(0.9%); and research and report 2 (1.7%). Qualitative findings also revealed use of both students-centred and teacher-centred teaching techniques by tutors in extension education programme but confirmed the fact that

students perceived their learning environment to have been dominated by instructor-centred teaching techniques as opposed to learner-centred ones.

Consistent with previous studies (Ampadu, 2012) therefore, this study also concludes that students' perceptions of their tutors' techniques of teaching in UNZA extension education programme were a 'mixed bag' as they are some who felt that instructor-centred teaching techniques dominate their learning environment than students-centred and vice versa. However, both qualitative and quantitative findings revealed that respondents perceived their tutors to be more inclined to instructor-centred than to student-centred pedagogies. Hence, objective 1 established that despite tutors using both student-centred and teacher centred approaches in teaching, students in the UNZA extension education programme in Lusaka District perceived their learning environment to be dominated by instructor-centred teaching techniques.

Objective two (2) sought to ascertain what students' preferred teaching techniques were in UNZA extension education programme in Lusaka District. As indicated in figure 2 of Chapter 4, qualitative findings revealed that 76 (66% of 115) respondents not prefer a lecture technique. The same figure further shows teaching techniques that were preferred in the following order: group discussions by 107 (93%) respondents; academic presentations by 91 (79%) respondents; class debates by 88 (77%) respondents; research and report by 86 (75%); and question and answer sessions by 85 (74%) respondents. Quantitative findings from respondents were in tandem with qualitative findings. It was established that students preferred teaching techniques which promoted freedom of interaction and participation in the teaching and learning process. They also preferred those teaching techniques that incorporated technological teaching aids, as well as those that improved their research skills.

Just like in objective one, students' preferred teaching techniques were also a mixed bag. It was established that while some students preferred student-centred teaching techniques, others were in favour of instructor-centred teaching techniques. However, student-centred teaching techniques emerged as the most preferred teaching techniques. Hence, objective two (2) ascertained that students in the UNZA extension education programme in Lusaka District preferred student-centred teaching techniques. Among others, these included group discussions, question and answer sessions, class debates, presentations and research and report.

Objective number 3 sought to determine what the views of students were on the impact that teaching techniques had on their learning process. To address this question quantitatively, two survey statements were posed to students with options: Strongly Agree, Agree, Disagree and Strongly Disagree. The two questions were based on the major two categories of teaching techniques (Participatory and Non-participatory) guided by our theoretical framework. These were as follows: (i) *participatory teaching techniques positively influence my learning process*; and (ii) *non-participatory teaching techniques positively influence my learning process*. On the first statement, it was established that majority (82=71%) respondents strongly agreed while 29 (25%) agreed. Only 1 (0.01%) and 3 (0.03%) disagreed and strongly disagreed respectively. On the second statement, It was established that majority students responded negatively as 55 (48%) and 43 (37%) strongly disagreed and disagreed respectively. Only 2 and 15 out of 115 respondents respectively agreed and strongly agreed. Similarly, qualitative findings revealed that student-centred teaching techniques were perceived to have had more positive influence on the learning processes of students than their teacher-centred counterparts. Much preference was shown to those teaching techniques that: i) allowed students to research; ii) incorporated technological teaching aids; iii) promoted freedom of participation and interaction; iv) promoted team work.

Thus, objective 3 determined that both categories of teaching techniques had positive and negative influences on the learning process of students but with active teaching techniques praised by majority respondents. Consequently, it was deduced that participatory teaching techniques were perceived to have had a positive influence on the learning process of learners by majority students than non-participatory teaching techniques. Among others, they included group discussions, class debates, academic presentations and question and answer sessions.

Based on the forgoing therefore, it can be construed that the mostly used teaching techniques by Tutors in UNZA Extension programme were not necessarily the most preferred by students. Additionally, participatory teaching techniques were perceived to have had more positive influences on the learning process of students but were not extensively used by Tutors. Thus, Freire's assumption that school systems tend to adopt the banking approach to teaching is as valid as it was the very day it was pronounced. His hypothesis that adult learners are fond of participatory teaching techniques has also proven to be true. Freire's arguments that a dialogic,

participatory and democratic learning environment leads to effective learning and that such an environment is appropriate for adult learners has also been validated in this study.

6.3. Recommendations

Based on the findings, discussions and conclusion, the study makes the following recommendations:

- i. the University of Zambia (UNZA) through the Department of Adult Education and Extension Studies (DAEES) should start providing refresher courses to tutors in extension education programmes on adult education teaching techniques. This would make them realise how unique adult learners are and that certain teaching techniques should only be employed where necessary;
- ii. alternatively, the Department of Adult Education and Extension Studies must deliberately include Adult education teaching methods and techniques as some of the requirements for graduates intending to be engaged as tutors;
- iii. the Department of Adult Education and Extension Studies must introduce Students' Evaluation of Teachers (SET) system as done in many international universities. This would enable students to air their views on the teaching techniques used by their tutors and these would be used to make amends where possible; and
- iv. the Resident Lecturer and Centre Coordinators must start monitoring the tutors' attendance on daily basis.

6.4. Summary of Chapter 6

This Chapter provided a conclusion for this study in relation to its purpose, objectives and theoretical framework. It has also presented recommendation based on the findings.

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APPENDICES

Appendix 1: Questionnaire for Students -----

Appendix 2: Interview Guide for Graduates -----

Budget 3: Research Schedule -----

Appendix 4: Introductory Letter

Appendix 1: Research Questionnaire for Students

Introduction

Dear Respondents,

I am a student at the University of Zambia reading for a Masters of Education (Adult Education). I am carrying out a research study on *Students Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Programme in Lusaka District* as part of my academic requirement.

I am kindly requesting you to participate in this study by completing this question questionnaire. Please note that the information you provide will be treated as confidential and will be used for academic purposes only and your name will not be required. Please feel free to complete the questionnaire as your participation in the study is purely voluntary.

PART A

You know your tutors who teach you various courses quite well. Think of them while answering the questions below. Fill in the blank spaces by writing your answer or tick (✓) the correct response from the responses given.

1. What is your sex? (a) Female [] (b) Male []

2. What age category do you belong?
 - a) below 18 []
 - b) 18-27 []
 - c) 28-37 []
 - d) Above 37 []

3. What qualification are you pursuing: b) Diploma [] b) Certificate []

4. What programme are your enrolled in?

PART B

Tick (✓) the correct response from the choices given.

5. Do your tutors use the following teaching techniques when teaching? Tick either Yes or No on each of them.

- | | | |
|---------------------------------|---------|--------|
| a) Lecturing | Yes [] | No [] |
| b) Class Discussion | Yes [] | No [] |
| c) Academic Presentations | Yes [] | No [] |
| d) Class Debates | Yes [] | No [] |
| e) Research and report | Yes [] | No [] |
| f) Question and Answer sessions | Yes [] | No [] |
| g) Demonstrations | | |
| h) Other(s) | | |

.....
.....
.....
.....

6. Most of my tutors enjoy explaining a lesson without involving us students.

- (a) Strongly agree [] (b) Agree [] (c) Disagree [] (d) strongly disagree []

7. Most of my tutors encourage us to freely interact with them in class

- (a) Strongly agree [] (b) Agree [] (c) Disagree [] (d) Strongly disagree []

8. How often do your tutors allow you to debate certain topics in class?

(a) Very often [] (b) Often [] (c) Sometimes [] (c) rarely []

9. How often do your tutors allow you to make an academic presentation in class?

(a) Very often [] (b) Often [] (c) Sometimes [] (c) rarely []

10. Are the following techniques part of your preferred teaching techniques? Tick either yes or No to each of them

- | | | |
|---------------------------------|---------|--------|
| a) Lecturing | Yes [] | No [] |
| b) Class Discussion | Yes [] | No [] |
| c) Academic Presentations | Yes [] | No [] |
| d) Class Debates | Yes [] | No [] |
| e) Research and report | Yes [] | No [] |
| f) Question and Answer sessions | Yes [] | No [] |
| g) Demonstrations | | |

11. How would you rate your preference for teaching techniques where you have less freedom to participate and contribute?

(a)Very High [] (b) High [] (c) average [] (d) low [] (e) very low []

12. How would you rate your preference for teaching techniques where you have more freedom to participate and contribute?

(a)Very High [] (b) High [] (c) average [] (d) low []

13. How do you find learning when a teacher explains alone throughout without involving a class in a discussion?

a) Very interesting [] (c) Interesting [] (d) boring [] (e) very boring []

14. How do you find learning where you are allowed to participate and contribute?

a) Very interesting [] (c) Interesting [] (d) boring [] (e) very boring []

15. Participatory teaching techniques positively influence my learning process

(a) Strongly agree [] (b) Agree [] (c) Disagree [] (d) Strongly disagree []

16. Participatory teaching techniques positively influence my learning process

(a) Strongly agree [] (b) Agree [] (c) Disagree [] (d) Strongly disagree []

PART C

Fill in the blank spaces by writing your answer for the questions.

17. What teaching techniques do most of your tutors USUALLY use when teaching? Please list them

.....
.....
.....

18. Of the MOSTLY used teaching techniques, list your preferred teaching techniques?

.....
.....
.....

19. In your opinion, do you feel your tutors give you enough freedom to contribute and participate in class activities? Please explain how?

.....
.....
.....

20. In your opinion, do you see it necessary for tutors to allow you to freely participate in class sessions? Explain why

.....
.....

21. In your opinion, state the teaching techniques(s) you think make you learn well? Please justify your answer

.....
.....

22. According to you, explain what bad teaching is:

.....
.....

23. What activities make you enjoy lessons most in class?

.....
.....

24. In your opinion, suggest what you feel is good teaching:

.....
.....

25. In your own views, recommend the teaching techniques you would like your tutors to be using frequently:

.....
.....

We have now come to the end of our questionnaire. I wish to thank you very much for finding time to answer the questions in this questionnaire. Should you wish to contact me, the following are my contact details. Email: dvcphiri@yahoo.com; Mobile: 0976810608 /0965810608/ 0950951201

Appendix 2: Interview Guide for Graduates

Introduction

Dear Respondents,

I am a student at the University of Zambia reading for a Masters of Education (Adult Education). I am carrying out a research study on *Students Perceptions of Instructional Techniques used by Tutors in University of Zambia Extension Programme in Lusaka District* as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

1. What teaching techniques did the tutors use when teaching?
2. What teaching technique(s) dominated?
3. How did you participate in class activities?
4. How did your tutors allow you to participate in class activities?
5. How often did your tutors allow class debates and discussions?
6. Where you made to make an academic presentation at any point?
7. Which teaching techniques did your prefer?
8. What is the effect of active participation in classroom on the learning process of students
9. What is the effect of passive participation in classroom of the learning process of students
10. What teaching techniques would you recommend that tutors in extension education should be using frequently.

We have now come to the end of our interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details.

Email: dvcphiri@yahoo.com; Mobile: 0976810608 /0965810608/ 0950951201

Appendix 3: Budget

	DETAILS	QUANTITY	COST	TOTAL COST
Stationary	Reams of Paper	02	30	60
	Pens	20	150	30
	Box File	02	15	30
	Note Pad	03	10	30
Transport	Within Lusaka UNZA Extension Sub- centres		500	500
Allowances	Lunch During Data Collection		500	500
Secretarial Services	Printing Drafts and Final Copies of Proposal and Reports		1500	1500
Miscellaneous			1000	1000
GRAND TOTAL				K3, 650

Appendix 4: Research Schedule

CORE ACTIVITIES	DETAILS OF ACTIVITIES	DURATION	PERIOD
Proposal Writing	a). Problem formulation b). Literature Review c). Designing of the Research	6 months	February 2014 to July 2014
Data Collection	a). Interviews b). Questionnaire Distribution and Collection	2 months	August 2014 to September 2014
Data Analysis	Preparation, Presentation, Organization and Analysis	3 months	Octobers 2014 to December 2014
Report Preparation	Reporting Writing, Typing and Editing	4 months	January 2015 to April 2015
Report Production	Proof Reading, Production and Submission of Final Draft	3 months	May 2015 to July 2015

Appendix 5: Introductory Letter



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

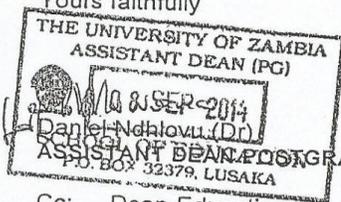
RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms..... DAVIES PHIRI..... Computer number... S.13.20.5.6.14..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully



ASSISTANT DEAN, POSTGRADUATE STUDIES- SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Cc: Dean-Education
Director-DRGS