

**STAKEHOLDERS' PERCEPTIONS ABOUT THE INFUSION OF
SECONDARY SCHOOL TEACHING SUBJECTS IN THE ADULT
EDUCATION PROGRAMME AT THE UNIVERSITY OF ZAMBIA**

BY

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UNIVERSITY OF ZAMBIA

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**A RESEARCH REPORT SUBMITTED TO THE UNIVERSITY OF
ZAMBIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
ADULT EDUCATION.**

AUTHOR'S DECLARATION

I, Mutinta Mwanajiti Mabbolobolo, do hereby solemnly declare that this piece of work represents my own work and that all the works of other persons have been duly acknowledged, and that this work has not been previously presented for any degree at this and indeed at any other University for similar purposes.

Author's Name.....

Signed.....Date.....

Supervisor's Name.....

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CERTIFICATE OF APPROVAL

This dissertation by **MUTINTA MWANAJITI MABBOLOBOLO** is approved as fulfilling part of the requirements for the award of degree of Master of Education in Adult Education of the University of Zambia.

Examiner's Signatures

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

DEDICATION

I dedicate this dissertation to my late father, Mr. Jiron Mwanajiti Mabbolobblo and mother, Mrs. Munsaka Siankusule Mabbolobbolo. For without them, I could not have had this opportunity to see this beautiful world and later on attained this education. This great man and woman were God loving and valued education throughout as the most powerful tool that no man could take away from a woman like me. I have no doubt, that wherever they are, they are so proud of my educational achievements. To those who do not value education, may they live long, for them to see its benefits and power.

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ABSTRACT

At the time of independence government considered Adult Education as a tool to address the great challenges of human resource that it needed in its quest to Zambianise the public sector. The Lockwood Committee recommended the establishment of the University of Zambia and urged for the introduction of Adult Education. Therefore, the Department of Adult Education and Extension Studies was established in 1967.

This study was aimed at investigating and analyzing the stakeholders' perceptions regarding the infusion of Secondary School Teaching Subjects in the Adult Education Programme at the University of Zambia. It addressed three objectives which included exploring the meanings of Adult Education among stakeholders, determining stakeholder's perceptions about the infusion of Secondary School Teaching Subjects in the Adult Education programme and to establish the stakeholder's suppositions regarding the infusion of Secondary School Teaching Subjects at the University of Zambia. The study had five categories of the population and these are University of Zambia Lecturers in the Department of Adult Education and extension Studies, graduates of the Bachelor of Adult Education degree of the University of Zambia, Ministry of Education, Science, Vocational Training and Early Education (MESVTEE), the Ministry of Tradition and Chiefs Affairs and Non-Governmental programme officers. The study sample was 150.

For the purpose of obtaining data that was accurate, the researcher used both qualitative and quantitative approaches (triangulation) although the qualitative approach was used mostly. To obtain data, a descriptive survey method was employed in which a questionnaire and an interview guide were used. In order to achieve the study objectives, questionnaires were administered to students whereas, interviews were conducted among Lecturers, Staff from Government Departments, Non-Governmental Organizations and graduates. Quantitative data were analyzed using tables and pie charts whereas, qualitative data were coded and analyzed using themes.

The findings of the study revealed that there was no standard definition for the term Adult Education and that it was an issue of debate among stakeholders and scholars. On the perceptions regarding the infusion in the Adult Education Programme at the University of Zambia, it was established that it was as a result of pressure from graduates of Adult Education

on MESVTEE to be employed. MESVTEE mounted pressure on the Department of Adult Education and Extension Studies at the University of Zambia to introduce teaching subjects on the programme. However, other discoveries were that the infusion had contradicted the principles of Adult Education. On the suppositions regarding the infusion, stakeholders indicated both positive and negative attributes.

Based on the revelations of the study, the following recommendations were underscored: Firstly, MESVTEE should be sensitized on what Adult Education is for them to appreciate it and thereafter, employ, promote and re-assess graduates of Adult Education without teaching subjects. Secondly, graduates of Adult Education must not look at MESVTEE as their main employer because the Department of Adult Education and Extension Studies does not train teachers but Adult Educators.

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LIST OF ACRONYMS AND ABBREVIATIONS

AE	: Adult Education
SSTS	: Secondary School Teaching Subjects
UNZA	: University of Zambia
MESVTEE	: Ministry of Education, Science, Vocational, Training and Early Education
FODEP	: Foundation for a Democratic Process
UNESCO	: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

1.0 Introduction

This chapter provides a rundown of the background data of the study. It further offers the introduction, background information, statement of the problem, purpose of the study, research objectives, significance of the study, limitation of the study, delimitation and operational definitions in order to enhance understanding of the context of the study. Organization of the study and a summary of the chapter form the penultimate and concluding sections of the chapter.

1.1 Background information

Background is a place in a report at the beginning where a researcher lists reasons for the study and some hypothesis the investigator starts with as well as any preliminary information that a person needs to know before wading knee deep into a sea of data. It informs the readers what the researcher would like them to take away from the data, and gives specific information that is relevant, but may not fit into the main document. Combo and Tromp (2006) are of the view that the term background in a study refers to the setting and position of the study or a brief overview of the problem the researcher aspires to tackle. Thus, this section highlights the background to the study.

Adult education specifically aims to train individuals for a more fruitful participation in those smaller collective units which do so much to mold significant experience (Lindeman, 1926). It is meant to emancipate adults from mental slavery and enable them to function effectively and productively in their world bearing in mind past experiences. Mwanakatwe (2013) argues that there is need to increase the number of adult literates in our communities for them to read newspaper reports on their own and learn about government machinery. Through Adult Education, citizens may be made aware of their rights and responsibilities and this is one way of giving true meaning to democracy.

Adult education has however been defined differently by many scholars. Liverright and Haywood (1969) define Adult education as a process whereby persons who no longer attend school on a regular basis and full time (unless full time programmes are specially designed for adults) undertake sequential and organized activities with conscious intentions of bringing about

changes and attitudes, or for the purpose of identifying and solving personal or community challenges. Mwanakatwe (2013) postulates that Adult Education is further education of adults in courses leading to empowerment.

The Zambian perceptions and attitudes have an influence in the growth of formal Adult Education because colonial masters viewed it as a way of dogmatizing Zambians. The content was largely influenced by the functions that the providers had in mind. Adult Education in Zambia began as early as 1890 which was during the pre-colonial and colonial days with missionaries as major providers as they supposed it as a good way of dissemination of the Gospel. The missionaries taught adults how to read and write so that people could read the Bible on their own and be able to share the word with others (Snelson, 1974). This was purely Adult Education. The central purpose of all education of the missionaries was to enable learners to read the scripture so that they could become ardent Christian converts. Adult education has been perceived differently in Zambia. According to Mbozi (2011) it is seen as an instrument of personal growth. When Adult Education is viewed as an instrument of personal growth, then it becomes a means of achieving self-actualization (Knowles, 1980; and Mbozi, 2011). Colonial administrators perceived Adult education as a way of getting people who could help them perform office orderly jobs such as messengers and preparing tea in the offices, help maintain law and order and work in their homes as cooks, gardeners and houseboys. The missionaries did very little at that time to put in place Adult Education activities. One of the few activities introduced was the Badge Scheme in which literacy programmes were included. The scheme was used as a mass campaign in literacy programmes in which participants were taught in their own locations. Graduates in this scheme were given badges (Mwanakatwe, 1974). The badges were a motivating factor for the many adult learners' participation in educational programmes as many of them were not interested in school.

At the time of independence, government considered Adult Education as a tool to address the great challenges of human resources that it needed in its quest to zambianise the public sector. In view of this, government undertook several activities to advance the provision of adult education through the Ministry of Education. One of the activities done was to open the University of Zambia in 1966. The Lockwood Commission which recommended the establishment of the University of Zambia urged the introduction of Adult Education. It regarded the provision of

Adult Education as way of addressing the Country's needs of human resource (Mwanakatwe, 1974). The Department of Extra- Mural Studies which was responsible for adult education was later opened in 1967. At that time, the Department was concerned with teaching extra mural classes, residential courses seminars, and broadcasting.

The provision of Adult Education at the University of Zambia in terms of training adult educators, research and practice had advanced by 1984. Plans unfolded to have a degree programme in Adult Education in the year 1985 but unfortunately, the idea dragged on until the mid-1990s due to lack of staff at the Institution. The need for starting the programme was as a result of a survey carried out on former certificates and diploma students (Adult Education Department, 2007). During the period of consultations, the University passed a policy that certificates were not to be offered but only degrees. Consequently, the Department began offering degree programmes in 1999. The University Graduation booklets (2003-2008) assert that since 2003 the University of Zambia had produced 221 degree graduates in Adult Education.

Currently, the University of Zambia, through the Department of Adult Education and Extension Studies is offering Master of Adult Education degree programme in response to the need for higher level training in Adult Education (Mbozi, 2011). These qualifications were meant to enable graduates perform meritoriously as community development workers, leaders, managers, administrators and facilitators. Recently, there was an infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia. Teaching subjects were infused in the programme in 2013 as a result of pressure from the Ministry of Education Science, Vocational, Training, and Early Education to facilitate employment, promotions and re-assessment of serving teachers. This infusion implies that students are now being trained how to handle adults (Andragogy) as well as children (pedagogy). What this means is that in addition to the normal adult education courses, students are now compelled to learn subjects taught at secondary schools such as Civic Education, Geography, English and Religious Education to mention but a selection.

1.2 Statement of a the problem

In any study undertaken, the statement of a problem is critically important to make sure that the problem is specific enough to avoid confusion and to indicate clearly what the problems are. The statement of the problem should be composed of precisely stated issues that may clearly identify concepts or variables being studied. Kasonde-Ngandu (2013) discusses that the statement of the problem refers to an issue or concern that puzzles the researcher.

Over the years, Adult Education has been observed as education that leads to empowerment by Adult Educators and those who understand it (Mwanakatwe, 2013). It emancipates people socially, economically and politically thereby leading to national development. The University of Zambia has continued producing graduates in Adult education who are being employed by the Ministry of Education, Science, Vocational Training and Early Education, Ministry of Community Development and Ministry of Chiefs and Tradition Affairs. Other graduates in Adult Education have been employed by Non-governmental Organizations. Employers recruit these graduates based on the content of courses offered in Adult the Education degree programme. These facilitate their appointments to management and administrative positions. However, in recent years, beginning 2011, there has been an infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University because of the insistence by the Ministry of Education, Science, Vocational Training and Early Education. Teaching subjects were infused in the programme to facilitate employment of graduates and promotion of serving teachers who pursued Adult Education. It was not known as to what the stakeholders' perceptions were regarding the infusion of teaching subjects in the Adult Education degree programme at the University of Zambia. Consequently, the purpose of this study was to investigate and provide an analysis of the stakeholders' perceptions on the infusion of Secondary School Teaching Subjects in the Adult Education Degree Programme at the University of Zambia.

1.3 Purpose of the study/General Objective

The purpose of the study is to provide a general picture of what the study was like and what the researcher desired to accomplish. Kombo and Tromp (2006) define the purpose of the study as intentions, goals or what the researcher strived to achieve. Ndhlovu (2012) emphasizes that the

purpose is the general statement which reflects one's intentions. Subsequently, this study was aimed at investigating and analyzing the perceptions of stakeholders with respect to the infusion of Secondary School Teaching subjects in the Adult Education degree programme at the University of Zambia.

1.4 Research objectives

Objectives do not provide answers to research objectives but merely help the researcher to bring out assumptions and select methodology. In support, Ndhlovu (2012) explains that objectives are intentions or purposes stated in specific measurable terms. They provide opportunities for providing end results. Hence, this study was guided by the following three objectives:

- i. to explore the meanings of adult education among Stake holders;
- ii. to determine Stakeholders' perceptions regarding the infusion of Secondary School Teaching Subjects in the Adult Education programme; and
- iii. to establish the Stakeholders' suppositions regarding the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia.

1.5 Research questions

This section presents the conceptual development of research questions. A research question is a statement that begs to answer the phenomena to be studied (Kasonde-Ngandu, 2013). Kombo and Tromp (2013) further point out that research questions relate to research objectives. These questions guide the process of research by addressing the variables of the study. Thus, this particular study attempted to answer the following questions;

- i. What meaning do Stakeholders attach to the concept of Adult education?
- ii. What do Stakeholders think about the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia?
- iii. What are the Stakeholders' suppositions regarding the infusion of Secondary School Teaching Subjects in the Adult Education Programme at the University of Zambia?

1.6 Significance of the study

Significance of the study outlines the importance of the study at hand (Tromp and Kombo, 2006). Any research conducted should have an impact on the researched and relevant stakeholders if it is to be relied on. Therefore, this section created a rationale for conducting the study and a statement why the results were relevant. It expanded the introduction in which the researcher briefly mentioned the importance of the problem for the audience (Creswell, 1994; in Kasonde, 2012). Significance of the study brings out the value and relevance of the results. It tells readers how the research can be applied to benefit both the participants of the study and the other people at large.

This study is significant and has notable strengths, especially with respect to the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia. Findings of this study may be worthwhile in many ways. Firstly, the discoveries may guide policy makers at the Ministry of Education, Science, Vocational Training, and Early Education as regards to the direction in Adult Education. Secondly, the Department of Adult Education and Extension Studies at the University of Zambia maybe provided with an insight of Stakeholders' perceptions concerning the infusion of Secondary School Teaching Subjects in the Adult Education Degree Programme at the University of Zambia and thirdly, it is hoped that the finding of the study may add to the already existing body of knowledge.

1.7 Delimitation of the study

Creswell (1994) suggests that delimitation refers to the geographical area where the study is necessary. It is used to address how the study will be narrowed in scope. Delimitation of the study can also be said to be those characteristics that limit the scope of the inquiry as determined by the conscious exclusionary and inclusionary that were made throughout the development of the proposal.

The study was restricted to the Department of Adult Education and Extension Studies at the University of Zambia, two Government Departments, two Non-Governmental Organizations, current students and graduates of the Adult Education degree programme. The University of Zambia was selected for the study because it is one of the Institutions in the Country offering

Adult Education and experiencing the infusion of secondary school teaching subjects. Generally, the field of Adult Education is concerned with imparting knowledge and skills to adults for their survival in society and not training learners who are directly from Secondary Schools to be teachers.

1.8 Limitations of the study

No research has gone without limitations. Kahn and Best (2009) define limitations as those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and generalization of its results. Ngoma (2006) argues that limitations are shortcomings which may adversely affect the usefulness of the results of the study as they usually have a negative impact on the validity and reliability of the results. The main strategies for data collection were questionnaires and interview guides but due to limitations associated with these methods, data collection was triangulated to come up with reliable and valid data. There were challenges in accessing information from graduates of the Bachelor of Adult Education degree of the University of Zambia, however snow bow sampling was employed to overcome this hurdle. Other challenges were delays in returning of questionnaires. In other instances, questionnaires were lost by respondents. This was nevertheless overcome by re-administering the questionnaires using research assistants as the researcher had relocated to another province. The researcher equally exercised a lot of patience. This study was restricted to the University of Zambia, therefore, findings of this study may not be generalized to the other Universities in Zambia.

1.9 Operational definitions

This section defines key terms employed in this study. The rationale behind these definitions was to provide a clear understanding to readers on the contextual meanings of the concepts used (Ndhlovu, 2012). Hence the terms that were used frequently in this study were as follows;

Adult Education: A process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes or skills (Darkenwald and Merriam, 1987).

Perceptions: The way somebody thinks about something and the idea of what it is like.

Suppositions: Assumptions made to account for known facts.

Infusion: The introduction of a new element to an existing programme.

Stakeholders: Groups of people or interested parties in Adult Education. These included Government Departments, Non-Governmental Organizations, and graduates of the Bachelor of Adult Education degree and current students of Adult Education at the University of Zambia.

Secondary School Teaching Subjects: Academic Subjects taught in Secondary Schools.

Programme: A series of courses undertaken by students for a particular period of time.

Andragogy: An art and science of helping adults to learn.

Pedagogy: An art and science of teaching children.

1.10 Organization of the study

Chapter one provides the introduction of the study. The issues presented in the said chapter comprised among others the statement of the problem, objectives of the study, limitations, delimitation of the study, significance of the study and operational definitions. The next chapter presents the literature review. It is concerned with consultations of available literature on the meaning of Adult Education and perceptions of stakeholders regarding the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia. Chapter three offered the methodology that was used in conducting the study. It highlights the research design, population, sample and sampling procedures and data collection procedures as well as data analysis. Chapter four presented the findings of the research. Tables and pie charts were used to present the data and classified themes arising from common responses to research questions of the study. The fifth chapter discusses the findings of the study. Objectives of the study have provided subheadings along with the theoretical framework and reviewed literature have been used to discuss the findings. The last chapter gives the conclusion and provides recommendations bearing in mind the relevant findings of this study.

1.11 Summary of the chapter

This chapter focused on background information on Adult education and perceptions of stakeholders on the infusion of Secondary School Teaching Subjects in the Adult education programme. It is the responsibility of the Adult Education and Extension Studies at the University of Zambia and other stakeholders to ensure that the field of Adult Education is given the right position it deserves in the Education system in the country while it is providing a wide choice in terms of employment. The statements of the problem, research objectives, significance of the study were also highlighted. The chapter equally provided operational definitions of terms used in the study with a view to establish a common understanding.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Literature on the perceptions and attitudes to the field of Adult Education is a dearth. Kombo and tromp (2006) defined literature review as an account of what has been published on a topic by accredited scholars and researchers.

It was not known whether a study had been conducted on the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia hence the need for this study

The Literature review conducted enabled the researcher to understand the study better. Additionally, it was used as a technique to reveal the gaps in other studies that have been carried out by various researchers on perceptions of Adult Education. These included limitations in terms of the research designs employed. A study conducted by Kasimbo in 2010 on perceptions of Head Teachers on Adult Education degree graduate Teachers in the Copperbelt Province used a case study which limited their study to a particular category or unit of the population. This particular study employed a descriptive survey which included five categories of the population. This method enable the researcher to obtain information on the Stakeholders' perceptions and attitudes regarding the infusion of secondary school teaching subjects in the Adult Education Programme at the University of Zambia in details. The Literature review furthermore served as an interaction between the studies conducted and the researcher. Above all, the literature review attempted to bring out issues that address the research questions in the current study.

This chapter begins with an understanding of what Adult Education is and the Stakeholder's perception on the infusion of Secondary School Teaching Subjects in the Adult education programme at the University of Zambia. Various studies on perceptions of Adult education were highlighted. The study also provided the suppositions of the infusion of Secondary School Teaching subjects (SSTS) in Adult Education degree programme at the University of Zambia (UNZA).

2.1 Theoretical Framework

A theoretic framework is a theory that guides a researchers' work. Kombo and Troup (2006) point out that it is a reasoned set of prepositions, which are derived from and supported by data or evidence. It accounts for or explains phenomena.

The theory that guided this study was Lindeman's Meaning of Adult Education. According to this theory, Adult Education is not a specialized field of learning but revolves around the environment and learners' experiences. Lindeman's vision for education was not one bound by the classroom and formal curricula. It involves a concern for educational possibilities of everyday life, non-vocational ideas, situations not subjects and people's experiences (Lindeman, 1926). According to this theory, a teacher is not expected to dictate the learning process but to facilitate the process. Adult Education is viewed as a co-operative venture in non-authoritarian informal learning, the chief purpose of which is to discover the meaning of experience. This is a technique of learning for adults which makes education equivalent with life and hence elevates living itself to the level of an experiment (Lindeman, 1945).

This theory is concerned with methods and not subjects. For Lindeman, the essence of Adult Education lies in its methodology which is facilitation. The role of the teacher in Adult Education is that of providing a conducive learning environment and facilitating the learning process. The teacher is expected to be supportive rather being critical, more understanding rather than judgmental. In Adult Education, grades are not relevant. Only self-evaluation is meaningful. Grades only encourage memorizing and cheating. Subjects introduced in the Adult Education Degree Programme at the University of Zambia may lead to memorizing and cheating. This is because the subjects require that the students obtain good grades in examinations and eventually certified. This is contrary to Lindeman's theory of Meaning of Adult Education. Authoritative teachings, examinations which preclude original thinking and rigid pedagogical formulae have no place in Adult Education (Lindeman, 1926). As far as this theory is concerned, the role of the teacher in the learning process is that of facilitation. Lindeman argued that:

small groups of aspiring adults who desire to keep their minds fresh and vigorous, who begin to learn by confronting pertinent situations, who dig down into the reservoirs of their experience before resorting to texts and secondary facts, who are led in the discussion by the teachers who are also searchers after wisdom and not oracles (Lindeman, 1926).

The subjects introduced in the programme entails that the students will be required to follow a standard curriculum for those subjects designed by Lecturers at their exclusion. The lecturers will deposit information into the students which they will have to memorize for them to obtain good grades. The learners will have no control of their learning and information given will be banked for future use. Lindeman's essence of Adult Education lied in the methodology and not subjects.

This theory backed the researcher to understand and explain how stakeholders viewed Adult Education and their perceptions on the infusion of Secondary School Teaching subjects on the Adult Education degree programme at the University of Zambia.

2.2 The meaning of Adult Education

Adult Education is quite a difficult term to define but different scholars have provided various definitions from their own points of view including the Department of Adult Education at the University of Zambia. Mbozi (2011) contended that the department of Adult Education and Extension Studies at the University of Zambia had not yet adopted the definition of adult education. At the international level, attempts to define adult education have been plagued by controversies over goals, methods, content and objectives. Probably, it is this lack of standard definition of the term adult education that had led to the infusion of Secondary School Teaching Subjects on the Adult education degree programme at the University of Zambia.

Nyerere (1988) defined Adult Education as anything that enlarges men's understandings, activates them, helps them to make their own decisions and implement those decisions themselves. It is education that emancipates people from mental slavery and assists them to live as effective, efficient and productive citizens who contribute to national development. Due to disagreements in definitions some writers who are disciples of Paulo Freire argue that Adult education is education that raises peoples' consciousness of the social and political contradictions in the culture, and view adult education as a vehicle for social, economic and

political change. Those subscribing to the humanistic philosophical orientation view Adult education as a means of achieving personal development and social progress while those believing in the behavioristic orientation regard Adult Education as an instrument for promoting behavior change (Kamwengo, 2006). However, UNESCO gives a fuller and more encompassing definition which was adopted by the General Conference of 1976. The General Conference defined Adult Education as:

the entire body of organizational processes, Whichever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, Colleges and Universities as well as apprenticeship, whereby persons regarded as adults by society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring change in attitude or behavior in the two-fold perspective of full personal development and participation in balanced as independent, social, economic and cultural development (Darkennwald, 1982).

Adult Education is long life learning as adults engage in different adult education activities for the purpose of survival in their environments. It prepares people to live effectively and efficiently in their environment. This kind of education is different from children's education which is dependent on the teacher to deposit knowledge in them. Adult Education is for immediate use and not for the future. It is not based on a standard curriculum. Lindeman (1926) postulates that in Adult Education, the curriculum is built around the student's needs and interest. Every adult person finds himself in specific situations with respect to his work, his recreation, and his family life. Adult Education is biased towards the learner's interest and needs. It is for this reason that adult learners come to learn voluntarily. They desire to obtain skills that allow them to solve their immediate problems. In all learning activities of adults, the role of the teacher is that of facilitation.

Lindeman regarded the experience of the learners because people learn new things every day. For him, the resource of highest value is the learners' experience. This is because situations which people find themselves in teach them a lot in life. In reality, if education is life, then life is education. This is what makes Adult Education not to be bound to any rigid curriculum. By and large Adult Education enables people to share in a common life which also looks for a critical understanding of experiences and situations as opposed to subjects. Lindeman attested to the

fact that Adult Education had the potential of collaborative and educational process for people to question taken for granted ideas, beliefs, values and behaviors (Kasimbo, 2010). Contrary to this, academic subjects (SSTS) like Religious Education, Civic Education, History to mention but a few have no room for questioning taken for granted ideas, beliefs, values and behaviors. Teachers are expected to deposit information into pupils as it is given in the syllabi and textbooks instead of facilitating. In this kind of learning, learners are not afforded an opportunity to bring out experiences drawn from previous situations instead they are encouraged to specialize in these mentioned subjects. Liverright and Haywood (1969) defined Adult Education as:

process whereby persons who no longer attend education on a regular and full time basis (unless full-time programmes are especially designed for adults) undertake sequential and organized activities with conscious intention of bringing about changes in information, knowledge, understanding of skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems.

Clearly, the two academicians approve Lindeman's contention that adult learners will engage in learning activities when they know that they stand to benefit in terms of knowledge and skills acquisition that lead to empowerment. It is for this reason that adult learners engage in learning activities when they are ready. This is amplified by Knowles (1973) who states that adult learners are ready to learn those things they need because of the developmental phases they are approaching in their roles as workers, spouses, parents, organizational members and leaders plus leisure time users. These roles are not assumed by secondary school going children. The subjects taught at secondary school are meant for pupils to pass examinations and proceed to other levels and this is obligatory for them.

Mtonga (2011) argues that the clientele of adult education are adults. Adults are not grown up children. Unlike a child, an adult is a person whose mental development has almost reached their peak. His or her social roles and responsibility in society tend to grow. An adult may be receiving some education and a result may be called a student. This student may well be a father, a top politician, a chairman of a club or even a teacher. Children on the contrary, do not become fathers, neither do they occupy such position in society. Admittedly, secondary school children may not assume some role such as occupying top political and other positions in society but may shoulder roles of parenting as a result of the re-entry policy and advocacy of education

for all as one of the millennium development goals. Married adults are now being admitted back in secondary schools.

MacDonald (1985) contends that the aim of Adult Education must reflect the needs of those who participate, for those who have been excluded from the formal education system, Adult Education should provide training in Literacy, numeracy and skills which will enhance the quality of life. For those in employment, or those who are self-employed as farmers or artisans, Adult Education should provide instructions and materials related to income generation and increased production. For professional persons and those in Government and business continuing and Adult Education should be available to improve vocational and managerial performance. It can consequently be argued that secondary school subjects such as History, religious education, and Civic Education to mention but a selection are irrelevant to adult learners as they add no value to their current positions. They may be interested in utilizing their experiences to improve what they are. Adults' desire confronting pertinent situations dig down into the reservoir of experience before resorting to texts and secondary facts who are led into discussion by teachers who are also searchers after wisdom and not oracles: this constitutes the setting for adult education, the modern quest for life's meaning. (Lindeman, 1926a).

Therefore, Adult Education is many things and defined differently by many scholars to the extent that no standard definition has so far been adopted. According to this study, Adult Education was defined as activities designed to bring about change to those whose age, social roles and self-perceptions define them as adults. The clientele for Adult Education are adults and not children. It gives learners the ability to question taken for granted ideas, beliefs, values and behaviours. Teaching subjects infused in the programme have no room for questioning taken for granted ideas, beliefs, values and behaviours because of the ridged curriculum followed. The whole essence of Adult Education lies in its methodology and not subjects.

2.3 The development of Adult education in the world

Adult education takes different forms in different places at different times, reflecting the social functions given to adult learning and the different groups with access to opportunities. In some countries such as Greece, Athenian society was organized in such a small class of people to pursue learning as the central vocation of their adulthood lives. However, the Educational

Advisory body made adult learning universally valuable. In Denmark, as a way of ensuring development, all schools were obliged to make adult education to the regeneration of a poor Agrarian economy inspired in the 19th Century by the Danish poet and educator built on the development support for active and participated democracy. Commitment to participation and social justice remains fundamental to the Nomadic Countries.

In Britain, Adult Education has been regarded as part-time studies that do not attract certification. To the contrary, in America it is viewed as generic and all inclusive. Worldwide, Adult Education is highly associated with literacy programmes of reading and writing for people without schooling.

Worldwide, Adult Education has been regarded as generic and all inclusive for the purpose of development. It does not attract any form of certification and in other Countries offered on part-time basis to those without schooling. In Zambia, at the University of Zambia, Adult Education is offered on full time basis with an infusion of Secondary School Teaching Subjects. This was to facilitate employment, promotions and re-assessment of serving teachers.

2.4 Development of Adult Education in Britain

In the majority of English speaking nations in the World, the forms of Adult Education developed after colonialism drawn on British experience. Widespread Adult Education developed in Britain along with Industrialization and the growth of demand for popular democracy, yet its roots stretch back in religious education to the beginning of organized Christianity in the British Isles in secular education to the Renaissance. In the 19th Century a king called Alfred was passionate and a committed adult learner. His efforts with the others led to the establishment of educational institutions to spread learning among the population. However, books were scarce before the invention of the printing press and popular knowledge was mainly shared through the pulpit.

The Renaissance acted as a fillip to secular as well as religious inquiry and public lecturers on scientific subjects attracting large attendance which were recorded in London in the 16th and 17th centuries. During the war leading up to the English civil war, thousands of pamphlets on how the world should be organized stimulated debate. Later, coffee clubs, Newspapers and libraries

all fostered a learning culture and a wide range of bodies, including the society for the promotion of Christian knowledge, the Welsh graduating schools and dissenting schools, all contributing to spreading adult literacy. World war 2 offered the largest scale general education programme mounted by employers when the army's Bureau of current affairs offered compulsory adult education for soldiers to discuss the shape of the post-war world ((Brookfield, 1991). In Britain there is recognition of the need to invest in adult education for economic prosperity. However, an influential report of the senate standing committee on employment, education and training, "Cinderella", recognized in 1991. The adult and community education sector demonstrated its capacity to respond to the needs and circumstances of millions of Australians to provide educational opportunity where it had been previously denied and to create pathways out of powerlessness. In the new economies the old distinction between vocational and leisure based learning were blur, and information in a rich society was a powerful case for investment in any kind of learning of their interest.

In Australia, as in Canada, Scandinavia and much of Europe, resistance to Adult Education programmes was evident but there was a robust and continuing commitment of individuals and the democratic commitment. This commitment is recognized in the formal identification of Adult Education as a fourth sector in the education system and mandated to enforce in school, complimenting primary, secondary and tertiary education. As it is in Britain, provision of Adult education in Australia is widely different in various states, with highly developed courses offered in Victoria and New South Wales (Kasimbo, 2010). From all these Nations highlighted in this chapter, where adult education in offered, there has been no mention of the infusion of academic subjects in the Adult Education programmes. In view of this adult education is usually tailored towards skills acquisition for survival.

In most Countries however, the struggle for literacy continues to dominate the provision. The content of literacy programmes depends on context and who is providing it. Programmes sponsored by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank have often given preference to national economic activities. According to them, functional literacy programmes are designed to help people to become literate for the purposes of supporting health, Agriculture and Industrial development (UNESCO, 1990). By contrast, the programmes inspired by Latin American popular education movement and

particularly the adult educator Paulo Freire, his focus were on power relations, reading the world as well as reading the words. One padofreirels students in Recife, Brazil explained that, “I want to learn to read and write to stop being a shadow of other people” (Encarta, 2005). Clearly, adult education is for productive living and assertiveness and immediate use as opposed to academic subjects which are deposited in learner’s minds for future use.

In Tanzania, Cuba, and Nicaragua literacy programmes have been made central to the overall government policy. In China and India, millions have learnt through campaigns, yet illiteracy remains a major problem in many parts of the World especially in sub Saharan countries particularly the women and the poor in rural areas.

From all these nations highlighted, where AE is offered there is no mention about the infusion of teaching subjects in the programmes. Clearly AE is tailored towards skills acquisitions for survival. It is meant for productive living and assertiveness as opposed to academic subjects which are merely deposited in the learners’ mind for future use. Adult Education is not meant for employment and promotions but for poverty alleviation and fostering economic development. This is seen in the methodology as advocated for by Lindeman. It is however, not established as to whether or not the infusion of Secondary School Teaching Subjects will add value to the programme.

2.5 Development of Adult Education in Zambia

Zambia attained Independence in 1964. At that time, there was a shortage of technically qualified human resource as a result of high levels of illiteracy. Zambia embarked on a large scale expansion and provision of non-formal educational facilities especially in rural areas. Government established, among other institutions the Adult Education Advisory Board in 1977 and the President’s Citizenship College, the present Mulungushi University in 1974 (Carmody, 2004). These institutions offered academic courses from primary to General certificate of Education ‘o’ level. The University of Zambia began correspondence degree courses where they trained teachers and non-teaching staff. It was noticed that there was need for formal secondary schooling, hence focus moved from older adults to primary and secondary school leavers. The Adult Education section of the Ministry of Education restricted itself to second chance formal

education and while the name had to be changed to Department of Continuing Education (Carmody, 2004).

After Zambia, attained independence, there was need to improve the quality of Human resource hence Adult Education was encouraged in most Government Departments. Mr. John Mwanakatwe who was, the Secretary General to the Government wrote to all Permanent Secretaries in support of the one year Adult Education course. These courses were intended to provide professional strengthening for mature people already working in jobs which involved the Education of Adults. The Students were from Ministry of Education, Community Development and Agriculture. The students were sponsored by their employers and received full salaries or bursaries while on training (Alexander, 1975).

Adult Education in Zambia was initially meant to improve the quality of Human Resource at the time of Independence. This was meant for the purpose of filling in vacant positions left by the colonial masters in most Government Departments. This education was intend to provide professional strengthening of mature people already working in jobs that involved the education of adults and not graduates who were looking for employment and promotions. The infusion of teaching subjects in the programme entail that graduates of the AE will now have to go out and look for employment in Government Departments and Non-Governmental Organizations.

2.6 Adult Education at the University of Zambia

The ideas of setting up of a University in Zambia started in 1963 when a committee of experts under the Chairmanship of Sir John Lockwood visited the then Northern Rhodesia. The Commission published a report in January, 1964 in which it recommended the establishment of a University independent from the one already established at Salisbury (Harare) in Southern Rhodesia (Lockwood Report, 1963). The existing University was not wholly owned by Zambia, implying that it had no control over it hence the need of establishing a new one in Zambia.

Succeeding the Lockwood Report, the Provisional Council of the University was inaugurated and tasked with the responsibility of:

- a) instituting the University,
- b) gaining and having custody of its property and funds, and

c) engaging staff.

The University of Zambia was legally established in November, 1965 when the then President K.D Kaunda gave assent to Act. No. 66 of the Parliament of Zambia and subsequently installed as vice Chancellor. The University of Zambia was established upon the recommendations of the Lockwood Report. The principles outlined by the Lockwood Commission became the basis of the University of Zambia's philosophy. Consequently, the motto of the University is 'Service and Excellence' (Lockwood Report, 1963).

Moonga and Luchembe (2011) contend that the Lockwood Report was the guiding document for the foundation of the University of Zambia and specifically and strongly recommended that the University must have a Department of Extra Mural Studies. The present Department of Adult Education and Extension Studies started in 1966 as two departments namely, the Department of Extra- Mural Studies and the Department of Correspondence Education. This Education was implemented with the view of catering for those people who needed knowledge and skills in certain areas like Agriculture. The first Director of the Extra-Mural Department was Professor Lalage Bown. In July, 1966 the University Senate laid down two principles for the Department's policies and work. These were to maintain the University links with the Community, and recognize that the University has a contribution to make to the socio-economic advancement of the nation and to diffuse University Knowledge and University ways throughout the nation. The Department of Correspondence Studies was set up to cater for qualified working adults living anywhere in Zambia who were prevented by occupational commitments or other acceptable reasons from attending University (Moonga and Luchembe, 2011). The two policies did not include anything to do with secondary school academic subjects as they were not responsive to the needs of people at that time.

On 28th December, 1994, the Senate of the University of Zambia decided to restructure the Centre for continuing Education. It was compelled to move the Department of Correspondence Education into the Vice Chancellor's office and was renamed Directorate of Distance Education. The Department of Adult Education was merged with that of Extension Studies and Conferences to become the Department of Extension Studies and Conferences. The new Department was moved to the school of Education in order to make it more effective (DESC, 1994). The

Department of Mass Communication became a department in the school of Humanities and Social Sciences. On the other hand, the Department of Correspondence Studies became a Directorate of Distance Education and now the Institute of Distance Education.

For the purpose of responsiveness to the needs of the Zambian people, the Department of Adult Education and Extension Studies has instituted a number of programmes and training methodologies. The Department presently runs seven credit programmes. These credit programmes include:

- a) Certificate in Adult Education
- b) Diploma in Adult Education
- c) Bachelor of Adult Education (full-time)
- d) Bachelor of Adult Education through distance learning
- e) Master of Education in Adult Education.
- f) Extension Studies certificate, and;
- g) Extension Studies Diploma

The Extension Studies Certificate and Extension Studies Diploma were initially run as non-credit programmes. The need for the Adult Education degree Programme was necessitated by the survey that was carried out on former Diploma and Certificate students. The findings showed that the programme was necessary hence letters were sent to employers who included the Ministry of Education, community Development, Ministry of Defence and the Civil Societies (Adult of Education Department, 2007).

The programmes were designed to meet the various needs of learners hence the objectives, contents, and structure differ from programme to programme. The Certificate and Diploma programmes are targeted at adult learners that are not able to take full time courses for extended durations and are thus, relatively short. Certificate programmes have a duration of one year whereas Diploma programmes take two years.

The course structure and content for the Bachelor of Adult Education degree programmes is the same. However, it takes only four years to complete full time studies and four to eight years to complete the same programme by distance learning. The Distance education programme is

suitable for learners who cannot afford to take a continuous period of four years and work responsibilities.

The Master of Education in Adult Education was established as a response to the need for higher level training in adult education. The programme follows general eighteen-month duration of masters' programme at the University of Zambia.

Credit programmes in the Department target two broad categories of people. The first category is that of de facto adult educators or people who are involved in the education of adults as trainers, facilitators or administrators without skills in adult education. Some students in these programmes are people who may have Bachelors or masters degrees in other areas but find themselves in need of adult education skills. The second group is that of non-adult educators who are interested in developing a career in adult education. This group of people includes teachers of adolescents in primary and secondary schools as well as school leavers (Mbozi, 2011). Adult education therefore provides adult educators with skills necessary for handling adults in various situations.

The structure of courses for credit programmes are developed based on the needs of learners and diversity in specializations of members of staff. Needs assessments are one influencing factor in the development of courses. Courses such as Non-governmental organizations and Emerging issues in Adult Education respond to the current challenges in the Zambian socio-economic and political context. Training methods are then influenced by the assumptions and perspectives of educators. This is not unique in Zambia, the evolution of various philosophies and consequent training methodologies have been linked to how educators perceive to be the ideal functions of Adult education. Knowles (1970) developed his concept of andragogy to serve his perceived humanistic functions of adult education. Similarly, Agyris and Schon (1978) developed a concept of double-loop learning to serve their purpose of Adult Education which is building learning organizations to improve practice. Mbozi (2011) argues that Paulo Freire links the function of adult education to learning functions. Paulo's concept of dialogue and generative themes were adopted and developed to serve the function of conscientization and social transformation.

Courses are also developed based on the diversity of specializations of the academic members of staff. In 1980s and 1990s the Department used to explicitly encourage members of staff to select Institutions and Universities that offer different subject areas and that are located in various regions of the world. Academic members of staff have completed post graduate programmes in countries such as Canada, United States of America, United Kingdom and Australia, in addition to programmes in Africa. The programmatic focus of Institutions and Universities around the world varies depending on the ideologies and philosophical values of programme developed. Quite often, Adult Educators in the Third World have been associated with radical education, and critical pedagogies, but they have also been associated with Humanistic education. This blend of Adult Education courses at the University of Zambia has been due to adaptation of knowledge, skills, value perspectives obtained from the Universities around the world as much as due to the need to respond to the needs of learners (Mbozi, 2011).

The policies drawn at the inception of the Department of Adult Education and Extension Studies did not mention the infusion of academic subjects because they were not responsive to the needs of the learners at that time. The department was concerned with the method of diffusing University knowledge and ways throughout the nation. The Master of Adult Education was established in response to the need for high level of training in Adult Education. Adult Education is need based thus, the consideration for the degree Programme in Adult Education. Currently, the Department is enrolling school leavers hence the infusion of Secondary School Teaching Subjects.

2.7 The purpose/role of Adult Education

The purpose of Adult Education cannot be over emphasized. Worldwide, Adult Education has been viewed as a tool for liberating people economically, socially, morally and politically. This is because anyone interested regardless of status can engage in Adult Education activities which are income generating and improve on ones' livelihood. No examinations are required to proceed to other level which is opposed to traditional education where there is subject specialization. Kasimbo (2010) concurred with Lindeman that Adult Education, happily requires neither entrance nor exit examinations. Adult learners attend classes voluntarily and leave whenever the teaching falls below their standard of interest. What they learn converges upon life

and not certificates and diplomas. Knowles (1980) acknowledges this by insisting that Adult Education is for every one that had no opportunity to go through regular education. It can take place anywhere, it involves all kind of people, it has no set of curriculum and referred to it as staff development in-service training.

The infusion of teaching subjects in the adult education degree programme at the University of Zambia implies that adult educators will have to deal with both andragogy and pedagogy. This may compromise adult education which respects the experience of learners when it comes to learning especially considering the fact that it is more concerned with preparing people for productive lives. Secondary School Teaching Subjects are for the purpose of ushering learners into tertiary education for them to find jobs to sustain their living in future. Darkenwald and Merriam (1982) argue that Adult Education is concerned not only with preparing people for life but rather with helping people to live more successfully. Consequently, a cardinal function of Adult Education as far as the two scholars are concerned is to assist adults to increase their competencies or negotiate transitions in their social roles such as worker, parent, or retirees to help them gain greater fulfillment in their personal and assist them in solving personal and community problems.

Hearney (1996) argues that the original frame of reference of Adult Education is that it is a vehicle for describing, defining and addressing human concerns as political endeavors. As a result, it enables people to critically examine statements made by politicians and those that occupy government positions. The function of Adult Education graduate teachers in the Ministry of Education is to help adults to think for themselves, to make their own decisions and to execute them. Besides thinking and gaining knowledge, Adult Education graduate teachers prepare people to think more critically, distinguishing between important and not so important information. The aforesaid statement confirms that critical thinking is developed through the process of discovering the answer, but not the from the answer itself kasimbo (2011).

The role of Adult Education therefore, is to empower people economically, socially and politically. It helps people to read the word as well as world for them to live productive lives. It is more concerned with methods of information acquisition as opposed to subjects which lead to

specialization. The infusion of teaching subjects was meant to facilitate employment and promotions which is against the principles of Adult Education.

2. 8 The Zambia Education Curriculum Framework 2013 and Adult Education

In 1996, Ministry of Education developed the National Policy, “Educating Our Future” in response to the developmental needs of the nation as well as those of individual learners. This necessitated the need for a revised curriculum to provide guidance on the preferred type of education for the nation. The father of Adult Education Lindeman advocated for a localized curriculum. A localized curriculum is one which responds to the needs and interests of local people of a particular community with the intension of giving them survival skills. The Zambia Education Curriculum Framework (2013:pp20) concurs with Lindeman to say:

The localization of the school curriculum will allow schools to adapt aspects of the curriculum to match local needs and circumstances. In this way, the curriculum will provide some compensation for the indigenous knowledge, values and practical skills that learners would have acquired in their home environment if they had not been attending school.

Apparently, the Ministry of Education is actually now incorporating the principles of Adult Education in the Education system even when they disregard Adult education at some point. Clearly, the revised curriculum is advocating for pragmatism at every level of Education as a way of helping learners to live productive lives even when they drop out of school. The revised curriculum is providing for vocational subjects in schools as it is believed that these subjects constitute forms of knowledge, skills and values that every person should possess to help him deal with the physical world. Additionally, vocational subjects hold a potential relationship to the world of work and will provide sufficient practical skills to prepare learners entry into the world of work. The new curriculum provides learner with opportunities for hands-on practical experience which is the essence for all the Vocational Subjects (Zambia Education curriculum Framework, 2013).

From the statement above, it can be concluded that Adult Education is of great importance to the Zambian Education system and this is the reason why the Ministry has adopted its principles. The revised curriculum has failed to acknowledge Adult Education and yet it has adopted its principles. Further, it has does not mention the infusion of SSTS in the Adult Education degree

programme at the University of Zambia which is the highest learning institution in the country. Its concentration is giving practical and entrepreneurship skills to learners at early child, primary and secondary schools. The Zambia Education Curriculum Framework (2013) therefore, provides guidelines as well as the structure at all levels, from Early Childhood Education to tertiary Education and Adult Literacy”. Perhaps it would be good for further research to be conducted to discover the reasons why the Ministry of Education has not given Adult Education at the University of Zambia the position it deserves in the Education system as system as opposed to simply adopting its principles without acknowledging it. Even when the Ministry has come up with the revised curriculum, this is not what Lindeman advocated for. As far as he was concerned, education was not one bound by the classroom and formal curricula. This new curriculum is formal, standardized and rigid because teachers are following specific syllabi which translate to specialization.

It is a wonder, why the Department of Adult Education and Extension Studies at the University of Zambia has not engaged government as regards Adult Education later on the revised curriculum which has clearly adopted the principles of Adult Education . Probably guidance on the infusion of SSTS would have been given. Admittedly, the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia does not correspond to the principles of Adult Education. The revised curriculum is also concerned with subjects and content as opposed to the methods.

2.9 Pedagogy versus Andragogy

Pedagogy is the art and science of teaching children. It involves the transmission of knowledge and skills that stood the test of time through fact-laden lectures, assigned readings, drills, rote memorizing and examinations (Knowles, 1945). It is a model of learning that expects the teacher to take responsibility of the learning process. The teacher determines what the learners should learn and how it should be learnt through a standard curriculum. The infusion of secondary school subjects entails that graduates are required to teach children (pupils) following a standard curriculum in given subjects. In this model of learning, information is deposited in the learners and banked for future use. The learners’ experience is of little worthy (Knowles,

1980). This model of learning is at variance with Lindeman's theory on the meaning of Adult Education.

Andragogy is the art and science of helping adults to learn. The role of the teacher in under this model is to encourage and nurture the learning process because unlike children, adults are self-directed (Knowles, 1980). The teacher is seen as a learner as well because under this model, the experience of the learner is considered worthwhile. The teacher merely provides a conducive learning environment. In this model of learning, Knowledge and skills obtained are for immediate use and problem based both at personal and community levels. Lindeman lamented that the wide spread intrusion of continued schooling, vocational training, and myriads other activities, each claiming to be forms of Adult Education. As far as he was concerned, this was not genuine Adult Education. True Adult Education was social democracy (Lindeman, 1926). Adult Education is meant to give people knowledge and skills to help them survive in any given situation and environment. The infusion of SSTS in the A.E Programme at the University of Zambia is contrary to Lindeman's view of A.E. The infusion is subject oriented and leads to specialization. He argued that AE was not a specialized field of learning but bound by the learner's experience and environment. He was interested in the methodology and not subjects.

Pedagogy and Andragogy can exist together to some extent because there are elements of pedagogy which maybe applicable to Andragogy and vice versa. Knowles (1980) argues that whenever a pedagogical assumption is a realistic one, then pedagogical strategies are appropriate regardless of the learners' age and vice versa. This is evident in the Revised Education Curriculum 2013 which has adopted principles of Adult Education in its desire to give learners hands on-practical experience and problem based. The Curriculum advocates for vocational subjects to provide sufficient practical skills to prepare learners for subsequent training or entry into the world of work. Vocational subjects provide opportunities for hand on-practical experience (Education Curriculum Framework, 2013). This proves that pedagogy and Andragogy can exist together. The controversy however, lies in the methodology.

Adult Education is concerned with methodology and not subjects. The learners' experience and environment are more important considering that learners learn from one another based on societal needs. The role of the teacher or tutor is that of being supportive rather than being

critical and more understanding rather than judgmental. He is expected to provide a conducive environment for effective learning to take place. The infusion of teaching subjects is restricted to the classrooms with a standard curriculum which is contrary to Lindeman's vision for Adult Education. The infusion also calls for certification which is irrelevant to genuine Adult Education. Therefore, the infusion of SSTS in the Adult Education programme at the University of Zambia was misplaced.

2.9 Perceptions of Stakeholders on the infusion of Secondary School Teaching Subjects in the Adult Education programme.

Studies have been conducted on the perception of the Adult Education Programme at the University of Zambia. A study was undertaken by Pakuwa in 2010 on perceptions and attitudes of Ministry of Education staff on the Adult Education graduates while a similar research was done by Kasimbo in 2013 on Head Teachers' perceptions on Adult Education degree graduate teachers. This particular study focused on the perceptions of Stakeholders on the infusion of Secondary School Teaching Subjects in the Adult Education degree programme. Perceptions are important not only in affecting adult's participation in Adult Education programmes but are also of potential importance in determining their support of Adult Education programmes. Surprisingly, very few attempts have been made to assess the stakeholder's perceptions towards Adult Education (Darkenwald and Hayes, 1986). Stakeholders at the Ministry of Education have a lot of misconceptions regarding adult education and this explains why it is constantly mishandled.

Among the studies conducted on stakeholder's perception on Adult Education in relation to participation is the study of participation in Adult Education in disadvantaged areas. Results were that members of the socially excluded groups may frequently perceive that they will be frequently perceived that they will be subject to discrimination based on the possible educational range record, where they come from, and the perception of them coming from the lowest stratum of society (Bowman et al, 2000). This is true especially in situations where Adult Education is viewed as second class education offered to those that had no opportunity to go through a formal education system. MacDonald (1999) argues that adult education means second rate courses taught by second rate teachers to second rate students. As a result of this lack of understanding

of Adult Education may have far reaching effects on both adult learners and the instructors especially if the instructor has no basic knowledge and skill for teaching adults. It is therefore of great importance for policy makers and all stakeholders to understand what adult education is all about before infusing teaching subjects in the programme. It is not yet known if this infusion will add value or not to the adult education programme at the University of Zambia.

A study conducted by MacDonald (1985) revealed that Adult Education aims at reflecting the needs of people who participate, for those who are excluded from the formal education system, adult education should provide training in literacy, numeracy and skills which will enhance the quality of life. For those in employment, or those who are self-employed as farmers or artisans, adult education should provide instructions and materials related to income generation and increase production. For professional persons and those in government and business, adult education should be available to improve vocational and managerial performance (MacDonald, (1999). MacDonald's study may be relevant to policy makers and stakeholders on the infusion of secondary academic subjects in the adult education programme.

Walklin (1990) perceived Adult Education as an important provider of education in leisure-time occupation, specialized interests, and skills associated with organized cultural training and recreational activities. For him, Adult Education programmes for the public and their own members are provided by organizations such as trade unions, the industrial society, worker's educational Associations, National federations of women's institutes, National farmers' unions and many social and cultural associations, trade federation's, sports clubs and youth organizations. Perceptions from such studies must serve as guiding principles for policy makers and stakeholders when it comes to matters of Adult education such as infusion of other element.

A study conducted by Pakuwa in 2010 on perceptions of Ministry of Education on Adult Education graduates revealed that the Ministry's staff knowledge of the courses offered in the Adult Education programme was very limited (Pakuwa, 2010). Clearly, the study showed that there was a lot of ignorance of courses offered in this programme by staff at the Ministry. Thus, this may affect the perceptions of stakeholders on Adult Education hence the infusion of SSTS on the programme. Another study undertaken by Kasimbo on the perception of Head teachers on Adult Education on the Copper belt showed that majority Head Teachers indicated that, Adult

Education University degree graduate teachers had no teaching subjects, hence there was no need to have them in schools (Kasimbo, 2013). Probably, it is this perception that led to the infusion of SSTS on the Adult Education programme at the University of Zambia as a way of providing for those graduates teaching in secondary schools.

Therefore, Adult Education is many things hence the different perceptions by stakeholders. Stakeholders like staff at the MESVTEE were ignorant about the courses offered in the programme hence the misconception. The study conducted by Kasimbo revealed that, there was need for teaching subjects in the programme which may explain the infusion. The five categories of the stakeholders interviewed in this particular study stated that the infusion of SSTS was good due to its facilitation for employment, promotions and re-assessment of serving teachers. This was at variance with Adult Education principles that talk against certification and vocational ideas. Adult Education is concerned about Education that revolves around the learners' situation and experience whereby the teacher is required to facilitate the learning process.

2.10 Suppositions of the infusion of Secondary School Teaching Subjects in the Adult Education programme.

Literature on the supposition of Stakeholders on the infusion of Secondary School Teaching Subjects is a dearth. However, the study revealed positive and negative suppositions. Positive suppositions were that despite the infusion of SSTS, graduates would still continue being absorbed by the Ministries where their services were much more needed than just the MESTVEE. Graduates of Bachelors of Adult Education would still pursue Adult Education at Masters level without difficulties. The negative suppositions were that the infusion had created more conflicting understating of what Adult Education was to the public. Additionally, students would drop some of the rich courses in Adult Education to accommodate teaching subjects and the infusion had diluted the programme.

2.10 Summary of Section

The literature review undertaken to a great extent informed and shaped the current study. The Literature review gave an in-depth meaning of Adult Education and its development worldwide

with Britain being highlighted. The development of Adult Education in Zambia and particularly the Department of Adult Education and Extension Studies at the University of Zambia has been emphasized.

The literature review conducted revealed that all adult education programme were concerned with giving skills and knowledge to learners for them to lead an effective, efficient and productive livelihood. It was necessary therefore for this research to examine critically and analytically the perceptions of Stakeholders on the infusion of Secondary School Teaching subjects in the Adult Education programme.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This section addresses aspects of how data collection was done. Research methodology is a process used to collect information for the purpose of decision making. The methodology may include interviews and surveys which could be both present and historical information Orodho (2003) in Kombo and Tromp,(2009). This chapter dealt with the description of the methods applied in conducting research. It is organized under the following sections: research design, study population, study sample, sampling techniques, data collection procedures, data collection instruments and data analysis (Ndhlovu, 2012). The summary of the chapter was likewise highlighted.

3.1 Research Design

A research design is a programme which guides the researcher to collect, analyze and interpret observed facts (Bless and Achola, 1988). It forms the structure of the research. Orodho (2003) in Kombo and Tromp (2009:pp70) defines a research design as “the scheme, outline or plan that is used to generate answers to research problems”. Kombo and Tromp (2009) agree with Orodho and assert that research design acts like glue by holding all the elements of the research together. An appropriate methodology enables the researcher to come with data that is valid and reliable for the purpose of drawing conclusions. It is an arrangement of conditions for collecting and analyzing the data in a manner that is relevant to the purpose of a study. Additionally, it is used to structure the research, to show how all of the major parts of the research project tend to display a detailed plan of how the method was used in a study to answer the research questions succinctly.

The researcher used the descriptive survey to collect data. A survey approach usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study (Kasonde, 2013). A survey is a descriptive research whose purpose is to provide the researcher with information about a given topic or problem. It uses a schedule of questions in form of questions and interview guide (Merriam and Simpson,1995) . A survey can be employed

as part of the larger observational or even experimental methodology. Survey questionnaires concern people's behavior, attitudes, how and where they live and information about their backgrounds. Orodho (2003) in Kombe and Tromp (2009) state that descriptive survey is a method of collection of information by interviewing, or administering a questionnaire to a sample of individuals. A descriptive survey is an approach which seeks to ascertain respondents' perceptive or experiences on a specified subject or predetermined structured manner.

In relation to this study, the descriptive survey design was used to obtain information from respondents as a result of its exploratory nature and allowed the researcher to produce data that was reliable, valid and representative. In a descriptive survey, the questions are usually planned well in advance (Kombo and Tromp, 2006). Therefore, this design helped the researcher to collect and document perceptions of stakeholders on the infusion of secondary school teaching subjects in the Adult Education Degree Programme. The study actually aimed at collecting information from respondents on their perceptions regarding the infusion.

3.2 Study Population

A study population is a group of people or objects or items from which samples are taken for measurement. Kombo and Tromp (2009) postulate that population is the entire group of people from which the sample is taken. Borg and Grill (1979) agree with Kombo and Tromp that a population is all numbers of a hypothetical set of people, event, or object to which we wish to generalize the results of our study. A study population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a certain common binding characteristic or trait.

With regard to this study, there were five categories of the population and these are University of Zambia Lecturers in the Department of Adult Education an Extension Studies, graduates of the Bachelor of Adult Education degree at the University of Zambia, the MESTVEE, the Ministry of Tradition and Chiefs Affairs, and Non-Governmental Organization Programme Officers.

3.3 Study Sample

A sample is a small unit of a population which is representative of a Universe population. It is a subset of the total population that has been well defined (Bliss and Monk, 1983). The sample size population must be representative to come up with data that is valid and reliable. Kombo and Tromp (2009:76) argue that “it is important for the researcher to identify and select respondents that fulfill the questions the research is addressing”. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to derive conclusions that will apply to the entire population. It is much linked to a give-and-take process. The population “gives”, and then, “takes” conclusions from the results obtained from the sample.

The University of Zambia is a big Institution with a vast population. Consequently, the study was restricted to the School of Education in the Department of Adult Education and Extension Studies. The study sample comprised of 10 Lecturers in the Department based in Lusaka including 125 current students. 10 graduates of Bachelor of Adult Education degree at the University of Zambia. 2 members of staff from MESTVEE in the Open and Distance Learning Department whereas at the Ministry of Chiefs and Tradition Affairs 1 staff from the Human Resource Department was targeted. As for the Non- Governmental Organizations, 2 Programme Officers were targeted. Therefore, the sample of the study was 150.

3.4 Sampling Techniques

Sampling Techniques are procedures adopted by researchers in coming up with a study sample. Kombo and Tromp (2009) intimate that sampling is a procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of participants or objects from a population in such a way that the selected group contains elements representative of the characteristic found in the entire group (Orodho and Kombo, 2002; in Kombo and Tromp, 2009).

Lecturers from the University of Zambia, staff from Government Departments and staff from civil societies were selected purposively based on the fact that they were conversant with Adult Education. In purposive sampling, the researcher purposely targets a group of people believed to

be reliable for the study (Kombo and Tromp, 2006). For students, stratified and simple random sampling was used. Stratified random sampling involves dividing the population into similar subgroups. It is based on the principle of dividing the population into different groups called strata, such that each element of the population belongs to only to one stratum. Then within each stratum random sampling is performed using either the simple or the interval sampling method (Ngoma, 2006). Simple random on the other hand is a method that is used for a relatively small and clearly defined population. This study used papers labeled “Yes” and “No” which students at each level of study in the Department of Adult Education and Extension Studies picked. This ensured participation of everyone in the population.

For graduates, snowball sampling was engaged. Snowball sampling involves selecting participants based on probing known participants. Kombo and Tromp (2006) argue that snowball sampling begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people you started out with. Respondents were selected based on information provided by graduates identified. Three graduates were identified at first. These subsequently led the researcher to others.

3.5 Data collection procedures

This process explains how the researcher entered the field. Creswell (2009) argue that in piecing a research design, data collection procedures answer the who, when, and how of research proposal or research project. Therefore, in this study a letter of introduction was obtained from the Department of Research and Graduate Studies (DRGS). The letter enabled the researcher to seek permission from the District Education Board Secretary in Lusaka District for her to gain access to Government Departments and Civil Society. The letter from DRGS also assisted the researcher to obtain information from lecturers and students at the University of Zambia. The researcher encountered challenges of delays in responding to questionnaires, unwillingness of participation by respondents due to busy schedules and loss of questionnaires by students. Additionally, during the period of data collection, the researcher relocated from Lusaka Province to Southern province as a result of a promotion. This paused a great challenge in terms of data collection. It caused difficulties in obtaining a letter of authority from the District Board Secretary’s officer to move in the field because clearance of the researcher by the MESTVEE

was delayed. To overcome these challenges, the researcher exercised a lot of patience and engaged assistant researchers and relied so much on the letter of authority from the Department of Research and Graduate Studies (DRGS) to get into the field.

Data collection may involve administering a questionnaire, conducting an interview, focus group discussion or merely observing what is going on among the subjects of study. Data collection involves the gathering of specific information aimed at providing results or facts (Patton, 2002). The researcher used the questionnaire and the interview guide to collect data from the respondents. The questionnaire was administered by the researcher to the participants. Participants were allocated five (5) days in which to complete the questionnaires although this was not possible to achieve. Questionnaires were numbered for easy identification. For the interview guide, responses from respondents were written down in a note book by the researcher. Where possible, the interviews were recorded on tape recorders with the permission of respondents.

3.6 Data collection Instruments

Research instruments refer to the tools or techniques that the researcher uses in data collection. Research instruments include questionnaires, interview schedules, observations, and focus group discussions (Kombo and Tromp, 2006). It is advisable to use appropriate data collection instruments because the process of data collection is critical. Ngoma (2006:55) states that “without high quality data collection technique, the accuracy of research conclusions are easily challenged”.

Therefore, in collecting data for this research the questionnaire and the interview guide were used. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2009). The questionnaire was used because it upholds confidentiality and saves time. Since questionnaires are presented on paper format there is no opportunity for interviewer bias. An interview guide is a written list of questions or topics that need to be covered by the interviewer. Borg and Grill (1991) are of the view that an interview guide is a method used to get people to express their views broadly on a certain issue and this consists of asking people to comment on widely defined issues. In this study, the questionnaire was administered by the

researcher to the students who were selected in the sample whereas interviews were conducted physically.

3.7 Data Analysis

According to Bliss and Monk (1983), data analysis is the process of examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. Ngoma (2006) echoes that data analysis gives a researcher an opportunity to give an account of the methods that were used in analyzing data.

There are two types of data, qualitative and quantitative. Thus, in this study each of them was analyzed differently and in relation to the study objectives. Data collected on all tape recorders from the interviews was transcribed. The structured questions from the semi structured schedule were used to generate quantitative data. Statistical procedures were used to analyze quantitative data which was later summarized and presented using frequency distribution tables and percentages. The structured questions were used to generate qualitative data which was analyzed using categories of themes. Since this was a survey, generalization of the findings to fields outside the University of Zambia would be inappropriate.

3.8 Ethical Considerations

These are rules and regulations that the researcher followed when conducting this study. Kombo and Tromp (2009) suggest that researchers whose subjects are human beings or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out of their study. Therefore, this study ensured that respondents were protected throughout the study. Confidentiality was upheld by not disclosing respondents' names and this was explained to participants. They were equally told that information obtained from this study was strictly for academic purposes. Participants were therefore, at liberty to withdraw from the study at any point that they felt uncomfortable with questions, and that they could sign agreement forms where possible to show willingness of participation in the study.

3.10 Summary of Chapter

This chapter discussed the methodology of the study. It dealt with the description of the methods utilized in carrying out the research. It underscored the research design, study sample, sampling techniques, data collection procedures, data collection instruments and ethical matters. The summary of the chapter of the chapter was encompassed.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 Introduction

This study sought to find out the Stakeholders' perceptions regarding the infusion of Secondary School Teaching Subjects (SSTS) in the Adult Education (AE) degree programme at the University of Zambia. The findings were presented as obtained from questionnaires and interviews conducted among stakeholders. Questionnaires were administered to students at the University of Zambia (UNZA) whereas interviews were conducted to lecturers at UNZA, Staff in Government Departments, staff in Non-Governmental Organizations and Graduates of AE. 150 respondents participated in the study.

The findings of the study were described in relation to the study's goal. The study's goal was to find out the Stakeholders' perceptions regarding the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia. In order to attain this goal, the researcher had the following research questions;

- i) What meaning do Stakeholders attach to the concept of Adult Education?
- ii) What do stakeholders think about the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia?
- iii) What are the Stakeholders' suppositions regarding the infusion of Secondary School Teaching Subjects in the Adult Education degree programme at the University of Zambia?

The responses to the above questions were given by various Stakeholders who included students at the University of Zambia, Lecturers in the Department of Adult Education and Extension Studies, Graduates of Bachelor of Adult Education degree at the University of Zambia, staff in two Government Departments and two programme officers from Non-Government Organizations.

4.1 Respondents Bio Data

Distribution of students by gender: The sample of students was 125

Table 1: Students by sex

GENDER	FREQUENCY	PERCENT
Female	59	47
Male	66	53
Total	125	100%

The above table 1 shows that 66 (53%) were male respondents, whereas 47(47%) were female. Therefore, the majority of students that participated in this study were male.

4.1.1 Distribution of students by age

Table 2: Students by age

AGE GROUP	FREQUENCY	PERCENT
16-25 Years	96	77%
26-35Years	16	13%
36-45Years	09	07%
Over 46	04	03%
Total	125	100%

The study showed that 79(77%) respondents were in the age group of 16-25, 16 (13%) were between 26-35, 9(7%) were between 36 and 45 years whereas 04 (3%) were over 46years. It was discovered that majority 79(77%) students were in the category of 16 and 25 years.

4.1.2 Distribution of students by year of study

Table 3: Student by year of study

YEAR OF STUDY	FREQUENCY	PERCENT
Year 1	13	10%
Year 2	21	17%
Year 3	39	31%
Year 4	37	30%
Postgraduates	15	12%
Total	125	100%

The study revealed that 13(10%) participants were in the first year of study, 21 (17%) were in the second year of study, 39(31%) were in the third year of study, 37(30%) were in the fourth year of study, whereas 15(12%) were postgraduate students. Majority respondents were third year students.

4.1.3 Distribution of lecturers by sex: The sample of lecturers was 13

Table 4: Lecturers by sex

GENDER	FREQUENCY	PERCENT
Male	09	69%
Female	04	31%
Total	13	100%

As indicated in table 4 above, 9 representing 69% of the respondents were male whereas 04(31%) were female. Majority 9 (69) respondents were male. However, three of the lecturers were not interviewed. One lecturer could not be interviewed because he was the supervisor to the researcher, the second lecturer declined as she thought the topic was too emotive. The third one could not be reached due to lack of time.

Distribution of Graduates by sex: The sample of graduates was 10

Table 5: Graduates by sex

RESPONSE	FREQUENCY	PERCENT
Male	04	40%
Female	06	60%
Total	10	100%

The above table indicates that 6 respondents representing 60% were female whereas 40 representing 40% were male. Majority6 (60%) respondents were female.

Year of graduation by graduates

Table 6: Year of graduation by graduates

YEAR	FREQUENCY	PERCENT
2008	01	10%
2011	07	70%
2013	01	10%
2014	01	10%
Totals	10	100%

From table 6 above, out of 10 graduates interviewed 7 representing 70% of the respondents graduated in 2011, 1(10%) graduated in 2011, 1(10%) graduated in 2014. Majority 7 (70%) respondents interviewed indicated that they graduated in 2011.

4.1.5 Distribution of Respondents from Government Departments and Non-Governmental Organizations by sex

The sample population of Government Departments and NGOs was 5.

Table 7: Government Departments and NGOs staff by gender

GENDER	FREQUENCY	PERCENT
Male	2	40%
Female	3	60%
Totals	5	100%

The frequency distribution in table 7 above, indicates that 2(40%) respondents were males and 3(60%) were female. Majority 3 (60%) of the respondents were female.

4.1.6 Distribution of Government Departments and Non-Governmental Organizations by Organization

Table 8: government departments and NGOS by organization

ORGANIZATION	FREQUENCY	PERCENT
Ministry of Education	2	40%
Ministry of Tradition and Chiefs Affairs	1	20%
Share Zambia	1	20%
FODEP	1	20%
Totals	5	100%

Table 8 above shows that 2(40%) respondents were from MESVTEE, 1(20%) from Chiefs and Tradition affairs, 1(20%) from Share Zambia and 1(20%) from FODEP. Majority 2 (40%) were from MESVTEE. The study shows that majority of respondents 2 (40%) were from MESVTEE.

4.2 THE MEANING OF ADULT EDUCATION BY STAKEHOLDERS

Stakeholders were asked for the meaning they attached to the concept of Adult Education which addressed the first research question. This was because the meaning of Adult Education was a

matter of debate among stakeholders. However, the study established that Adult Education is Education that included all activities intentionally designed to bring about learning to people who are defined economically, socially and politically as adults. It was also discovered that it was offered to adults and not fit for children. Adult Education was meant for development and economic emancipation considering the knowledge and skills given to adults to enable them survive in any given environment to alleviate poverty.

4.2.1 Responses from students

The sample population of students was 125. Quantitative data from them was collected using questionnaires which were self-administered.

Table 9: Meaning of Adult education by students

	RESPONSE	FREQUENCY	PERCENT
1	Activities designed to bring about learning to those whose age, social roles and self-perceptions define them as an adult	56	45%
2	Impartation of knowledge, skills attitudes and values in adults which are of immediate use and benefit them to become self-reliant	35	28%
3	A programme which involves different kinds of activities and facilitates change in society, liberating and conscientising adults in communities	15	12%
4	Continuing Education outside formal education	16	13%
5	No idea	03	02%
	Total	125	100%

The responses in table 9 above indicate that 56 respondents representing 45% defined Adult Education as activities designed to bring about learning to those whose age, social roles and self-perceptions define them as adults, 35 representing 28% defined it as impartation of knowledge, skills attitudes and values in adults which are of immediate use and benefited them to become self-reliant, 15 representing 12% stated that it was a programme which involved different kinds of activities and facilitated change in society, liberating and conscientising adults in societies, 16 respondents representing 13% felt that it was Continuing Education for Adults outside formal Education, 3 representing 2% had no idea of what Adult Education was. Majority 56 (45%) of the respondents defined Adult Education as activities designed to bring about change to those whose age, social roles and self-perception define them as Adults.

4.2.2 The meaning of Adult Education by Lecturers at the University of Zambia

The sample population of lecturers was 13 although only 10 were interviewed. Qualitative data was obtained using the interview guide. Interviews were conducted by the researcher.

The meanings of Adult Education by Lecturers were as quoted:

Lecturer A

Adult Education is a process of learning that prepares individuals for a variety of roles in life.

Lecturer B

Adult Education is a specific field of study which focuses on providing education to adults based on their different needs and much more providing knowledge and understanding how adults learn.

Lecturer C

Adult Education is education provided to out of school youths and Adults.

Lecturer D

Adult Education is education provided to adults and multifacitated depending on the category of adults and based on their needs.

Lecturer E

Adult Education is education offered to adults and may not be fit for children. Adults come to learn with knowledge. Adults are not forced to be in school like children. They are volunteers hence the need to give them what is suitable.

Lecturer F

Adult education is all activities intentionally designed for the purpose of bringing about learning.

Lecturer G

Adult Education is education for Adults in order that they may also transmit education to others in the community.

Lecturer H

Adult Education is a field of study that brings about development in communities through working with adults as its main clientele.

Lecturer I

Adult Education has a lot of meanings. To sum it up in the context of the University of Zambia, it is education that is offered to people from almost everywhere. It is a developing field and becoming an academic discipline.

Lecturer J

Adult Education is a type of study for people who are known as adults though sometimes this is mixed with children. It is education for people who are grown up to the level of maturity for instance those that have reached matrimonial age. This maturity gives an understanding of their roles in society. Out of them we get a variety of leaders.

4.2.3 The meaning of Adult Education by Graduates of Adult Education

Graduates sampled were 10. They were identified and interviewed thereby obtaining qualitative data using an interview guide. They gave different meanings of Adult Education and the responses were as quoted;

Graduate 1

Adult Education is a form of education given to anyone who is an Adult and able to interpret and understand what they are being taught.

Graduate 2

Adult Education is given to any one considered socially, physically and biologically matured.

Graduate 3

Adult Education is education for adults.

Graduate 4

Adult education is education offered to people who are viewed as adults by society.

Graduate 5

Adult Education is education given to people considered as adults. Knowledge and skills acquired from Adult Education help them leave effectively and survive in any environment.

Graduate 6

Adult Education is broad. It is a process of imparting knowledge and skills to adults. It is a long life process where functional skills are given.

Graduate 7

Adult Education is education for empowerment.

Graduate 8

It is education offered to adults in those areas that they are not well informed.

Graduate 9

Adult Education is education which helps learners to read the words as well as the world. It helps learners to think systematically and critically.

Graduate 10

Adult Education is a discipline of study that makes people logical and critical in their thinking and helps graduates to contribute to national development.

4.2.4 The meaning of Adult Education by Organizations

The sample population of Organizations interviewed was 4 and qualitative data was obtained using an interview guide. The researcher sought to find out what the meaning of Adult Education was among those organizations that employed graduate of Ault Education and the following responses were given by each Organization:

a) Ministry of Education Science Vocational Training and Early Education Staff

Adult education is education given to adults who are out of school and want to acquire knowledge, skills, attitude and values in different areas.

b) Ministry of Chiefs and Traditional Affairs

The officer admitted not being familiar with the programme but gave a response according to what she thought it was. Adult Education is sought of education with courses concerned with developmental issues. It has rich courses which are developed for teachers for capacity building in developmental matters around the country.

c) Share Zambia Staff

Adult education is the type of education offered to those that are above 18 years and grown up.

d) Foundation for a Democratic Process Staff (Fodep)

Adult education is education given to people above normal age of school and had no opportunity to enter school.

4.2 Role of Adult Education

i) Role of Adult Education by Students

Table 10: Role of Adult Education by Students

RESPONSE	FREQUENCY	PERCENT
To impart knowledge, and skills to adult in order to facilitate development in a country/ community	56	45%
Engage adult in literacy activities	29	23%
To prepare an individual in various activities so as to earn a living	40	32%
TOTALS	125	100%

Students at the University of Zambia were asked what the role of Adult Education was and their responses were indicated in table 10 above. Those with common responses were grouped and tallied together as a single response. Thus, the table above shows that 56 (50%) said that the role of Adult Education “was to impart knowledge and skills to adults in order to facilitate development in a country”, 29 (23%) pointed that the role of Adult Education was “to engage adults in literacy activities” whereas 40 (32%) pointed out that the role of adult education was to “prepare and empower individuals in various economic and social activities so as to earn a living”. Therefore, majority students 56 (45%) indicated that the role of Adult Education was to impart knowledge and skills to adults in order to facilitate development in country.

ii) The role of Adult Education by Lecturers at UNZA

On the role of Adult Education lecturers' responses were coded into common themes. Five themes crystalized from the responses which are training of leaders and facilitators, imparting knowledge and skills to learners, development, employment and Adult Education for adults.

a. Training of leaders and change agents

Adult Education was for training leaders and facilitators. It was pointed out that the programme was for producing leaders at various levels in societies. There was a feeling that Adult Educators were to occupy leadership position in some Government Departments because they were in a better position to handle Adults and train Adults in different programmes. One of the responses was that “the role of Adult Education was to train leaders and facilitators and those holding leadership positions in ministries like Community Development, Chiefs and Tradition affairs and Education”. It was also felt that the role of Adult Education was to train change agents in society for the purpose of adding value to development and making contributions to the well-being of society. Adult Educators were expected to run various programmes outside school programmes thereby empowering people economically, socially and politically. One respondent supposed that “the role of Adult Education was to train manpower to run programmes outside the school programme”

b. Imparting of knowledge and skills

One category of lecturers thought that the role of Adult Education offered at the University of Zambia was to impart knowledge and skills to learners. A respondent indicated that the role of Adult Education was “to impart knowledge and skills to learners who will in future interact with Adult learners at different levels”. The knowledge and skills acquired were for helping Adult Educators to work with adults in communities.

c. Development

Some Lecturers felt that Adult Education was for nothing but development. This was observed in the following response “the role of Adult Education is to see to it that development takes place in

Banks, Education and Communities”. It was felt that Adult Education played an important role in the production of learners who will in turn contribute to national development since AE is concerned with developmental issues.

d. Employment

The other theme that emerged from the responses was that Adult Education was meant to provide employment for the graduates. A lecturer responded that “to students Adult Education is becoming a profession. After completion they get employment into various areas in society”. It was observed that graduates of AE had a lot of employment opportunities. Those who did not desire to be teachers would still be employed in Non -Governmental Organizations, other Government Departments including being self-employed.

e. Adult Education for Adults

The last theme that emerged from this question was that Adult Education was for Adults. There was a feeling that Adult Education was to be restricted to people whose social, economic and political roles defined them as Adults and that it was not meant for children. One lecturer indicated that “the role of Adult Education offered at UNZA should be restricted to teaching Adults. In other ways, you cannot teach adults in the same manner as children”. It was strongly felt that the students currently being enrolled in the Department were very childish because they were still children. Students enrolling for Adult Education should be carefully selected for the benefit of the department. One participant had this to say” UNZA should be on the look out to select people who are really adults. UNZA is likely to come up with a negative outcome because four (4) years is not enough to bring these children to full children to full adulthood”.

iii) The role of Adult Education to Organizations

a. Ministry of Education Science Vocational Training and Early Education

The respondent categorically stated that the role of Adult Education was critical. Adult Education played an important role in term of literacy programmes. A few graduates that were working in the Ministry were executing their work well using the knowledge and skills of Adult Education. These graduates were helpful when dealing with open learning centers. The respondent pointed out that “currently graduates of Adult education though few at the Ministry were able to execute their duties well in the Directorate of Open and Distance Education

(DODE)”. This was as a result of understanding how Adults learn with the skills of Adult Education. These officers were quiet critical on matters of Adult learning and gave advice accordingly.

b. Ministry of Chiefs and Tradition Affairs

Adult Education was playing a very important role at the Ministry. The researcher was informed that Adult Education had rich courses like Community Developments, Planned Change and Adult psychology which were helpful in communities. The respondent pointed out that “most of the courses offered by the programme are related to work done by our Ministry because we deal with chiefdoms”. The Ministry has partnered with chiefs in different parts of the country to spearhead development. Currently the country was embarking on developing Chiefdoms in terms of farming and fishing. The Ministry was using Adult Educators to sensitize people in communities on the best methods of farming for empowerment. The officer spoken to indicated that Adult Educators had indeed helped where the settlement of chiefdoms was concerned. “Adult educators were able to penetrate communities through chiefs using Adult Education skills and knowledge. They were indeed patient with them. Southern Province was faring well in the adoption of farming methods because of Adult Educators”.

c) Share 1 Zambia Staff

The role of Adult Education was to help people outside the Education system. It was meant to change minds of adults. Adult Education was important as it had helped the organization to conscientising people on developmental issues. The organization was involved in programmes that train leaders at levels. People trained included chiefs, permanent Secretaries and chiefs. When handling such people different of high profile, the principles of Adult Educators become necessary. The respondent was quoted as saying “such projects require Adult Educators for handling adults appropriately.”

Adult education was considered important because it helped other people in the organization to change attitude towards proper development. Adult education was seen as a programme which had empowered people in communities.

d. Forum for a Democratic Process Staff (FODEP)

The role of Adult Education was to help build on uneducated citizens who had no chance to enter tertiary education and to provide opportunities for adults to advance themselves in various professionals. FODEP was involved in Civic Education. The respondent indicated that “Civic

education is concerned with educating people about their rights, duties and responsibilities”. Therefore, the services of Adult Educators become relevant using its principles. Civic education is given in form of voter education. This type of education is provided to all that participate in voting and not only learned people.

On employment of graduates of Adult Education, all the respondents from the organizations interviewed indicated that they had employed one or two graduates of Adult Education. In the case of Ministry of Chiefs and Tradition Affairs it was revealed that they had employed a lot of them and deployed them to all parts of the country as District Cultural Officers. It was also pointed out that the Ministry intended to employ more when the employment freeze would be lifted. The respondent said that “most of the Districts in the Country lack Districts Cultural Officers hence the need to employ more after the employment freeze in 2016”.

All these officers interviewed indicated that Adult Education was adding value to their Organizations as it raised peoples’ consciousness. Adult Educators were considered relevant in all the Organizations interviewed because of the Education skills and knowledge that they possessed when it came to dissemination of information to people at all levels.

iv. Relevance of Adult Education at the University of Zambia

a) University of Zambia Students views about the relevance of adult Education

At the University of Zambia Adult Education was considered relevant because of its contribution to national development and its nature of advocacy. One of the respondent interviewed stated that, “Adult Education is very relevant to students at the University of Zambia because it encompasses different courses which are relevant to the development of an individual as well as the nation”. Another student felt that Adult Education was relevant at the University of Zambia as it was all about advocacy and empowering student for the purpose of producing enlightened citizens who would later help other people in society thereby enhancing change.

However, three of the respondents out of the 125 interviewed were of the view that Adult Education was not relevant at the University of Zambia. According to these respondents Adult Education was not relevant at the University of Zambia as a result of the University not attaching importance to the programme and having no clear focus. One of the respondents stated that “Adult Education is only relevant to students doing it. To the University of Zambia it is not

relevant because it is not considered an important subject. It has no clear focus which makes it hard for people to understand it”. All in all, Adult Education was considered relevant by majority 122 (98%) of the student as it was viewed as a programme which empowered students economically, socially and politically thereby leading to national development.

b) Relevance of Adult education at the University of Zambia by lecturers

At the University of Zambia Adult Education was considered relevant because of its contribution to national development and its nature of advocacy. One of the respondents interviewed responded that “Adult Education is very relevant to students at UNZA because it encompasses different courses which are relevant to the development of an individual as well as the nation.” The respondent in the explanation shared the same view with Lowe (1970) on development that the more adults are educated, the more a country develops economically, socially and politically.

All the Lecturers representing 100% indicated that Adult Education (AE) was relevant to students at the University of Zambia because students were given a lot of opportunities to work in any given environment as the programme was general. This was based on an understanding that in every community, society, institution and organization, there were adults. Therefore it was felt that students at the University of Zambia needed the knowledge and skills for their survival in any environment. One lecturer believed that “AE Education was relevant at UNZA because it imparted special leadership and administrative skills in Students”.

c) Relevance of Adult Education in Secondary Schools by students

Table 11: Relevance of Adult Education by students

RESPONSE	FREQUENCY	PERCENTAGE
YES	90	72%
NO	35	28%
Totals	125	100%

Out of the 125 respondents, on the relevancy of Adult Education to secondary school, 90(72%) contested that Adult Education was relevant to secondary schools whereas 35 (28%) were of the view that Adult Education was not relevant to secondary school. Those who thought Adult Education was relevant to secondary school brought out responses like “it is useful in

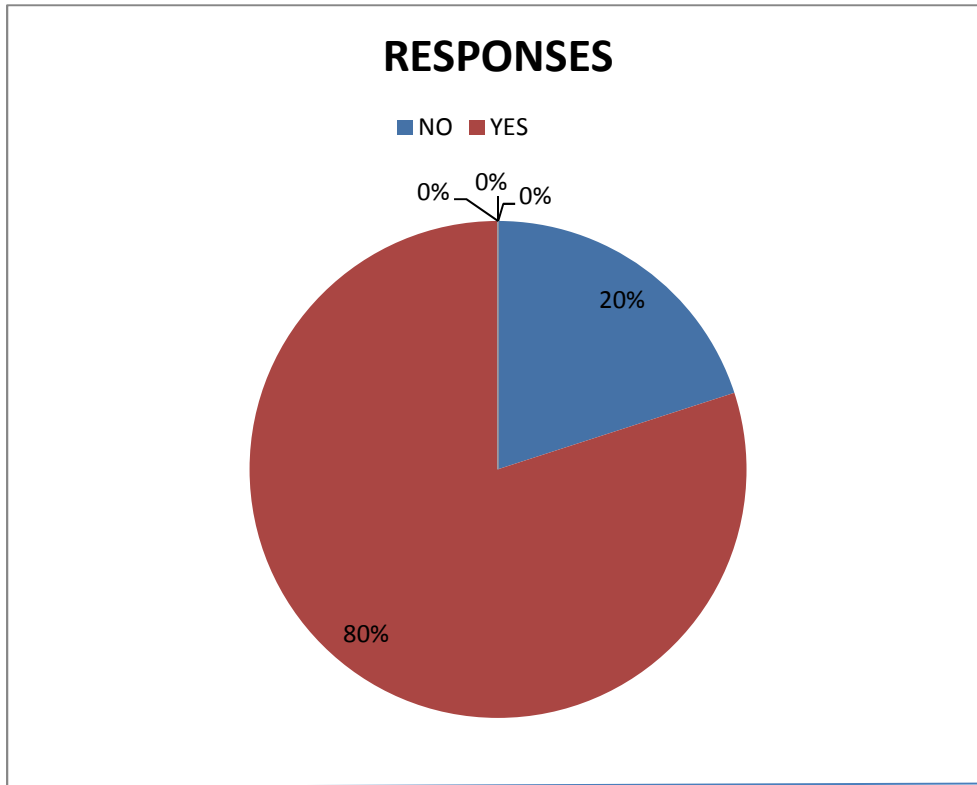
administration work. Administrators will understand the pupils and workers psychologically, socially and biologically”. This was alluded to the fact that people in administrative positions dealt mostly with adults of different classes such as parents, teachers and support staff. Additionally, Adult Education was viewed as a relevant programme in secondary Schools because of subjects like Agricultural Science, wood work and home management which were practical. Adult Education (AE) principles were applicable in these subjects

Whereas some students thought that Adult Education was relevant to Secondary Schools, others felt it was irrelevant. It was considered irrelevant because the knowledge given to pupils in secondary schools was not for immediate use. Whatever was taught was banked for the future. One respondent indicated that “I don’t think so because majority of pupils are young youths who just bank what they learn and use it after University”. AE was meant for immediate use and empowerment for people in communities to foster development in the country.

It was also felt that Adult Educators were not given the opportunity to apply Adult Education knowledge that they had acquired and not re-assessed as expected and therefore not perceived important in secondary schools. Majority respondents 79(79%) were of the view that Adult Education is relevant to Secondary schools because of its contents and principles.

Relevance of Adult Education in Secondary Schools by Lecturers

Pie chart 1: Relevance of Adult Education in Secondary Schools by Lecturers



From pie chart 2, it was observed that 8 out of the 10 representing 80% lecturers interviewed indicated that Adult Education was relevant to secondary schools whereas 2 representing 20% thought that Adult Education was not relevant to secondary school .

Therefore, majority lecturers 8 (80%) felt that Adult Education was relevant in Secondary schools because Adult Education was not about teaching pupils in classrooms but interaction with Adults from different backgrounds. This was as a result of Secondary schools having different categories of Adults such teachers, support staff and parents.

d) Relevance of Adult Education to Secondary Schools by Graduates

On the relevance of Adult Education to Secondary School 8 (80%) respondents out of 10 thought that it was relevant to secondary schools because of its methodologies which helped learners to live productive lives. It was felt that in secondary schools there were different categories of

people. There were pupils, administrators, teachers, support staff and parents that visit these schools. Methodologies from Adult Education would help teachers to handle each category of people appropriately as observed by one respondent “to improve on how to handle people because methodologies used are appropriate”. An Adult educator may help others in secondary schools to understand that learners and other people come to these secondary schools with different background.

However, 2 (20%) respondents were of the view that Adult Education was not relevant in secondary schools and urged that it was only applicable to administrators. A graduate mentioned that “Adult education is only relevant to administrators.” It was felt that adult education principles were only applicable to administrators.

4.3 STAKEHOLDERS’ PERCEPTIONS ABOUT THE INFUSION OF SSTS IN AE AT UNZA

This particular question addressed the second research objective which focused on the stakeholder’s perceptions regarding the infusion of Secondary School Teaching Subjects (SSTS) in the Adult Education degree programme at the University of Zambia. In establishing perceptions, quantitative and qualitative data were obtained from stakeholders using questionnaires and an interview guide.

The study established that majority of the students (72 =58%) felt the infusion of SSTS in the Adult Education programme was a good idea because the programme would now be recognized by MESVTEE which was not the case in the past. Other stakeholders were all of the view that the infusion was meant to facilitate the employment of graduates of Adult Education by the MESVTEE and other Government Departments. Additionally, the infusion of teaching subjects in the programme would lead to the promotion and up-grading of serving Teachers.

4.3.1 Perception of Students on the infusion of Secondary School Teaching Subjects in Adult Education Degree Programme at the University of Zambia

Table 12: Students' perceptions

Response	Frequency	Percentage
Good idea	72	58%
Not good idea	53	42%
Total	125	100%

The study revealed that 72 (58%) students at the University of Zambia perceived the infusion of Secondary School subjects in the Adult Education degree programme as a good idea where as 53(42%) felt that it was not a good idea. It was felt that with the infusion of teaching subjects, the programme would now be recognized by the Ministry of Education Science, Vocational Training and Early Education. One of the respondents who supported the infusion had this to say: “it is a good move because Adult Education graduates are not recognized by the Ministry and not on the Establishment. The introduction of teaching subjects will help Adult Education graduates to be absorbed in the Ministry of Education’s Establishment as teachers at Secondary schools. Apart from increasing one’s employability, the infusion will help Adult Educators to understand both pedagogical and andragogical methods of teaching thereby putting them at an advantage”. It was also noted that the infusion was a good idea since the ministry had not given attention to the programme. A student lamented that “since the government of Zambia has failed to recognize the role of Adult Education in society, it is fine to infuse teaching subjects. However, this should not have happened because Adult Education is broader. It is also responsible to change the curriculum for survival and practical skills if given a chance to take part in education policies”.

Students that were not for the idea of the infusion of secondary school teaching subjects gave various responses. They argued that the idea of the infusion would dilute and devalue the programme as it was concerned with development and sustainability. It was felt that the Department had lost focus by accepting the element of teaching subjects in the programme. A respondent pointed out that “basically i want to believe that was not the focus of Adult Education. It was important if they had chosen another course and not teaching subjects. The infusion has really jeopardized the effectiveness of the programme”.

From the various responses given, majority (78 = 58%) participants perceived the infusion of secondary school teaching subjects as a good idea in that it had created a wider choice of job opportunities. Graduates of Adult Education would now have the opportunity to choose to be an adult educator or to teach at a Secondary School. Additionally, graduates of Adult Education would be re- assessed and promoted.

4.2.3 Perception of Lecturers on the infusion of Secondary School Teaching Subjects in the Adult Education Degree programme at the University of Zambia

On the perceptions of the infusion of Secondary School Teaching Subjects (SSTS) in the AE Degree at University of Zambia among lecturers who were 10, qualitative data was gotten using an interview guide. Common responses which emerged were grouped and coded into themes which included promotions, job opportunities, upgrading/re-assessment, meeting the needs of clients, demise of AE and adding value to the programme.

a. Promotions

Respondents stated that the infusion of Secondary School Teaching Subjects (SSTS) was good in that teachers that were already serving maybe promoted upon completion. Prior to the infusion, the Ministry of Education, Science, Vocational, Training and Early Education was not considering teachers with Adult Education qualifications and denied them opportunities for promotion. It was generally felt that the move to sideline such teachers was wrong as noted by one of the respondents: “the infusion is good to those already in the teaching field as they were denied promotions by the Ministry which was wrong”. It was felt that the infusion was a good idea as many serving teachers would be promoted to various positions in a school set up as well as the Ministry of Education, Science, Vocational, Training and Early Education.

b. Job opportunities /employment

The general feeling of lecturers was that the infusion was meant to create employment for Adult Education graduates. With the infusion of SSTS, graduates would easily be absorbed by the Ministry of Education and other Ministries such as Community Development, Chiefs and Tradition Affairs plus other institutions. They pointed out that it was difficult for graduates to find employment because the Ministry of Education did not understand Adult Education. The

infusion of SSTS had made the programme bifurcated in that graduates could now choose to be teachers or merely pure Adult Educators. One lecturer responded that “the infusion allows for those young ones that are not in any industry to be accorded a choice opportunity between being a teacher or an adult Educator”. Generally it was felt that the infusion was meant to have a wider market level and prevent graduates from depression as they searched for employment as Adult Educators.

c. Upgrading/re-assessment

The respondents indicated that the infusion of SSTS would help serving teachers to be re-assessed upon completion of the programme. With the infusion, the Ministry of Education would easily recognize it and upgrade serving teachers without difficulties. For serving teachers the infusion would enable them to equally be upgraded in terms of the salary scale other than just being upgraded from a secondary diploma to a degree holder. One respondent pointed out that “it will allow for upgrade in terms of salaries”. This meant that graduates would no longer have challenges in terms of upgrade/ reassessment as it would be done easily like the other programmes being offered at the University of Zambia.

d. Meeting the needs of clients

Adult Education is need driven. Therefore, some lecturers felt that the infusion of Secondary School Subjects (SSTS) was meant to respond to the needs of the students and the Ministry of Education. These were the clients of the University of Zambia. A Lecturer mentioned that “it is good because the clientele is worried about employment. UNZA is responding to the needs of the clients”. Students demanded re-assessment and employment upon completion whereas the Ministry of Education failed to respond to this demand as a result of lack of knowledge of Adult Education. To this extent the Ministry of Education demanded to have secondary school subjects infused in the programme. The University of Zambia succumbed to pressure from the Ministry and introduced teaching subjects in the Department.

e. Demise of Adult Education

The respondents also observed that the infusion of SSTS would lead to the demise of Adult Education. It was strongly felt that the infusion had compromised the programme. The

programme was not expected to train teachers for secondary schools but Adult Educators. One lecturer responded that “the infusion may kill the indigenous Adult Education”. Adult Education was a specialized field which was to be on its own. According to the respondents the infusion merely came up as a result of challenges of employment.

f. Adding value to the programme

When asked whether the infusion of SSTS would add value on the programme one category of lecturers thought the infusion had added value to the programme. This was as a result of increasing employment levels among graduates. One respondent pointed out that “the infusion has enabled graduates to find employment in teaching and applying knowledge acquired in other areas to bring about desired change.” Another lecturer answered that “the infusion has a multiplier effect and in the long run add a lot of value. Some lectures at UNZA have diverted from their fields to join Adult Education”. This revealed that the programme would still be attractive despite infusion.

To the contrary, the other category of lecturers felt that the infusion was not adding value to the programme. It was merely helping those in the teaching fields not to be depressed as they looked for promotions and re-assessments. As it was, most students did not like to be teachers but merely dragged into the programme by parents and teachers. One respondent alleged that “most students don’t like teaching subjects but are merely forced to do it by their parents and other lecturers in the department”. This showed that some students were simply forced to enroll into the programme. One lecturer felt that the infusion had not added value to the programme but instead diluted it. He lamented that “the infusion will negatively affect the quest to understanding what Adult Education is, and that it was all about teaching”.

4.3.3 Graduate’s Perceptions Regarding the Infusion of Secondary School Teaching subject in Adult Education Degree Programme

In establishing the graduates’ perceptions regarding the infusion, an interview guide was used to collect qualitative data among the sample population of 10. When they were interviewed, responses were grouped and equally coded into themes such as upgrading, job opportunities, and dilution of programme, productivity and recognition.

a. Upgrading

The study revealed that graduates thought the infusion of Secondary School Teaching Subjects (SSTS) in the Adult Education degree programme was a good idea because it would provide and

enable them to be recognized and upgraded. Serving teachers were considered as diploma holders as opposed to degree holders which had frustrated many graduates. Out of the 10 respondents 5(50%) were still teaching while 5(50%) had found employment in other Ministries. This is what has led to their upgrades. A graduate pointed out that: “I could not be upgraded as a degree holder until i found this current job. I was still considered as a diploma holder.” It was felt that with the infusion, graduates would be upgraded immediately by the Ministry of Education.

b. Job Opportunities /Employment

There was a general feeling among the graduates interviewed that with the infusion they would easily be employed as teachers immediately. There would no longer be the need to hunt for jobs as it was the case now. The infusion would help the graduates to have a choice between being a teacher and an Adult educator. A respondent indicated that “it is another way of finding employment in the Ministry of Education because there are no vacancies for Adult Educators as jobs are limited but with the infusion, graduates will easily be employed and upgraded”.

c. Dilution of the Programme

This was yet another theme that crystalized from the responses. Graduates felt that the infusion was diluting the programme. It was strongly felt that Adult Education was a rich programme on its own as it was cross- cutting. The infusion necessitates that some students that had decided to take teaching subjects would have to drop certain rich courses to accommodate teaching subjects and in the long run have overloads. A respondent pointed out that” Some courses have been removed from the programme which has led to the dilution of the course.”

d. Productivity

The study revealed that the infusion of Secondary School Teaching Subjects (SSTS) was a good idea because one of the subjects that had been introduced was Civic Education. It was revealed that Civic Education was an element of Adult Education that helped learners to become productive and responsible. It was thought that this kind of combination would enable learners in secondary schools to be productive and effective in communities. A respondent mentioned that: “most of the content in Civic Education is good. Learners at Secondary level need Adult Education for them to be productive and effective in communities.”

f. Infusion adding value to the Programme

Accordingly, 4 (40%) respondents indicated that the infusion had added value to the programme because it would easily be marketed and increased subscription as noted “with the infusion many will enroll for the programme.”

While some thought the infusion was adding value to the programme, 6 (60%) respondents were of the view that no value had been added to the programme because it would no longer be marketed as a stand-alone course. It was strongly felt that the programme was for development and not teaching. The feeling was that Adult Education was for Andragogy where there is critical thinking and immediate use of skills and knowledge acquired. It was not meant for pedagogy which is based on the banking type of learning. “No value has been added”, said a respondent.

4.3.4 Perceptions of Secondary School Teaching Subjects in the Adult Education degree at the University of Zambia by Government Departments and Non-Governmental Organizations

In obtaining the information regarding the infusion among Government Departments and Non-Governmental Organization an interview guide was employed. Qualitative data was collected from 4 Organizations.

All the officers interviewed from various Organizations were aware of the infusion of SSTS in the Adult Education Degree Programme at the University of Zambia. Each organization gave its own thoughts as follows:

(i). Ministry of Education Science Vocational Training and Early Education

The staff from the MESVTEE indicated that the infusion was good for graduates as it now facilitated their employment and re-assessment by the Ministry of Education. Prior to the infusion of teaching subjects, it was difficult for graduates to be absorbed because vacancies were limited. The officer observed that “The infusion is good for graduating students because upon completion they will be employed by the Ministry of Education.”

On the other hand, the officer stated that the infusion was not good because the Department was departing from Adult education Principles of Andragogy. According to the officer. “Adult education deals with adults, with the infusion people are merely running away from andragogy to pedagogy.” It was strongly felt that this was confusion to the public. People out there don’t understand Adult education as it is taken to be night school. The infusion would in the long run

dilute Adult Education because students are now required to focus on Adult Education as well as a teaching subject.

Another officer at the Ministry of Education admitted that the infusion was meant to create employment for graduates of Adult Education with mixed feelings. According to her the Adult Education programme at University of Zambia was not the baby of the Ministry of Education but the University of Zambia. She had this to say “of course UNZA started the Adult Education programme with an objective. Where did they want their graduates to work? Adult Education is a programme for UNZA and not Ministry of Education. Where are you supposed to work? Yes there is Education but their objective is not known. Ask UNZA they know better”. She strongly felt that Adult Education was not for teachers and wondered why graduates of Adult Education pressurized the Ministry for employment as they could be employed anywhere else, their services were required. She argued that “Adult Education is not meant for Education only but can fit anywhere. At Ministry of Education, graduates were employed in managerial positions such as ESO ODL, SESO ODL. One District Co-ordinator has to work in two Districts as per establishment. The establishment does not allow going beyond that”. From her responses it was clearly indicated that graduates of Adult Education must not only look up to the Ministry of Education for deployment but consider other Government Departments and Non-Governmental Organizations where their services were required. As it was, vacancies for Adult Educators at the Ministry were very limited.

ii. Ministry of Chiefs and Tradition Affairs

The interviewee thought that the infusion of secondary school teaching subjects was a good idea because it would give learners at both the university of Zambia and Secondary School broad perspectives. This was as a result of the programme’s ability to train learners as teachers in various subjects as well as Adult Education. According to the interviewee, “combining Adult Education with a teaching subject like Civic Education and Mathematics is good because people in the chiefdoms are also given skills in entrepreneurship”. Therefore other than just concentrating on Adult Education students would have knowledge in mathematics and able to teach others how to compute figures and calculate profits from their businesses. It was pointed out that subjects like Civic Education would educate people in the chiefdom to be aware of their rights, responsibilities and question certain statements. The respondent pointed out that: “the

infusion will broaden learners' knowledge on a number of issues which would lead to development".

(iii) Share Zambia

The programmes Officer at Share Zambia thought that the idea of the infusion of secondary school subjects was a wrong approach. It was stated that it was a wrong approach because Adult Education was meant for Adults and development. It was further pointed out that Adults are the ones that bring about development in any country.

The infusion of teaching subjects contradicts the principles of Adult Education which state that it is not a specialized field but based on experience and the environment that people find themselves in. The respondent argued that "Adult Education was purely for farming. It is useful in cases where farmers are given skills in the new farming methods. Adult educators helps farmers for instance to acquire skills by applying different methods through participatory approaches".

It was also indicated that the infusion of teaching subjects was as a result of lack of understanding of what Adult Education was by Stakeholders especially the Ministry of Education. The respondent postulated that "Adult Education has different courses for development and a management degree not a teaching course". It was felt that the infusion would lead to the compromise of the programme. Adult Education was not relevant in secondary schools except for Administrators who needed certain skills to handle adults of different backgrounds.

iv. Foundation for a Democratic Process

According to the Foundation for a Democratic Process staff, the infusion of Secondary School Teaching Subjects was a good idea. This was attributed to the fact that graduates would no longer have difficulties in finding employment. It was observed that graduates would in the long run be able to handle both children and Adults appropriately. It was also pointed out that the infusion would lead to the production of a citizen who would be enlightened on many issues such as economic, social and political especially if Adult education was introduced at an early stage.

The researcher was informed that Fodep had a lot of programme under Civic education which required skills and knowledge of Adult Education. It was felt that the Civic Education introduced in the programme would add value to their organization because when students graduate they would have knowledge on both Adult Education and teaching pupils.

All the Organizations interviewed were aware of the infusion of SSTS in the Adult Education Degree Programme at the University of Zambia.

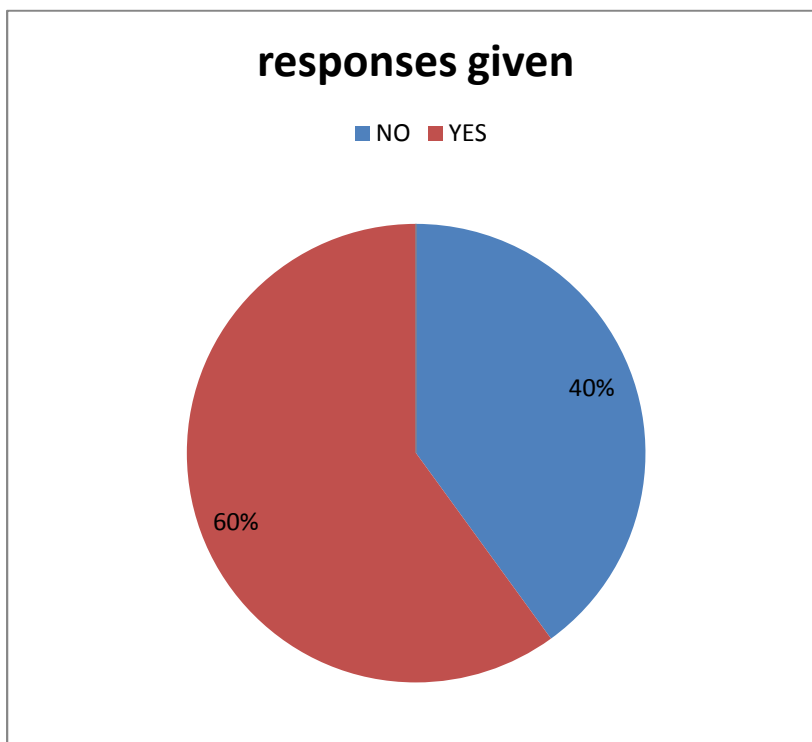
Stakeholders indicated that the infusion of Secondary School subject was good because it facilitated employment, promotions and re-assessment of serving teachers. The study also established that even when the infusion facilitated employment, promotion and re-assessment of serving teachers, it had contradicted the principles of Adult Education and indeed diluted the programme. Respondents were of the view that the University of Zambia had to succumb to pressure from the Ministry of Education and allowed for the infusion

4.3. A Contradiction of the Principles of Adult Education

i. Lecturers

Responses were given as indicated pie chart 2 below;

Pie chart 2: Contradiction of the principles of Adult Education as perceived by Lecturers



Pie chart 14 above, indicate that 6 representing 60% respondents felt that the infusion of SSTS in the AE programme had contradicted the principles of Adult Education owing to the fact the programme was concerned with Andragogy where dialogue was promoted. The infusion brought to the fore pedagogy which is all about banking type of learning. On the other hand, 4

(40%) respondents indicated that the infusion of SSTS had not contradicted the principles of AE. This was alluded to the fact that the programme was still offering all the fundamentals of AE. Therefore, Majority (6=60%) respondents were of the view that the infusion of SSTS had contradicted the principles of Adult Education.

ii. Graduates

The respondents gave responses as shown in the 15 below.

Table 13: Contradiction of principles of Adult Education by graduates

RESPONSE	FREQUENCY	PERCENT
YES	8	80%
NO	2	20%
Totals	10	100%

In table 15 above 8 (80%) respondents felt that the infusion had contradicted the principles of Adult Education whereas 20(20%) thought the infusion had not contradicted the principles. Majority (8= 80%) of the respondents were of the view that the principles of Adult Education had been contradicted by the infusion.

4.3. B) Upholding of the Infusion of SSTS in the Adult Education at UNZA

i. Students views

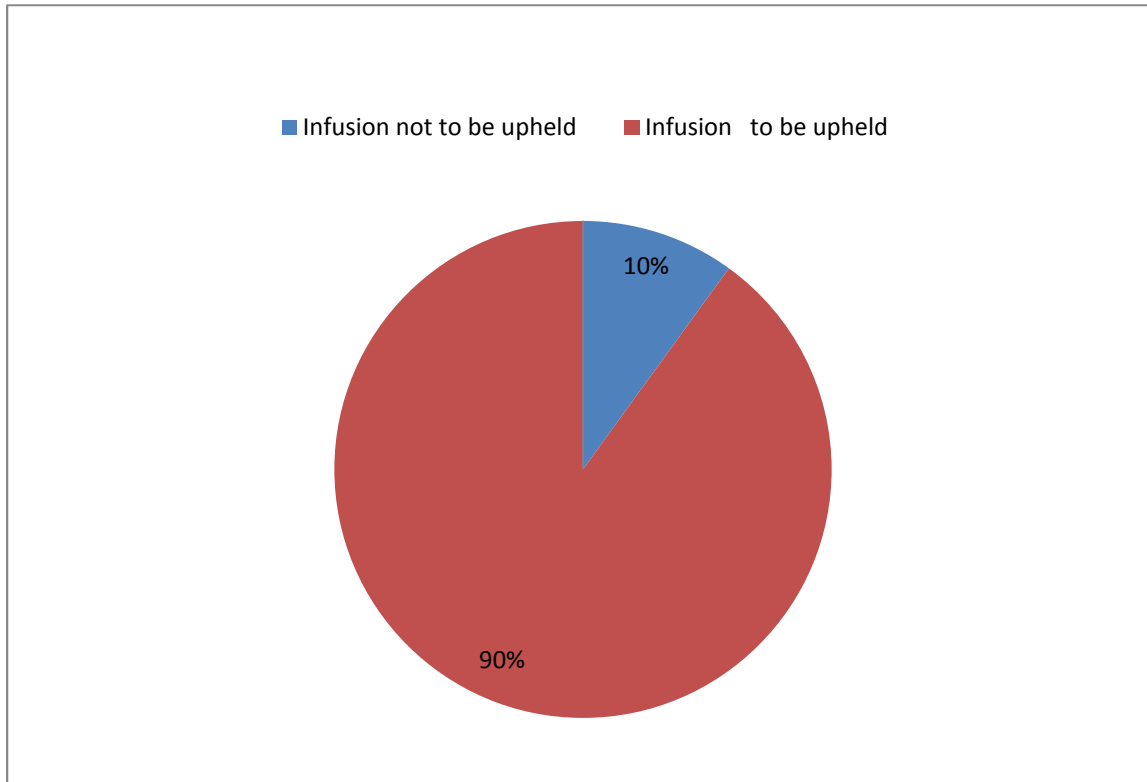
Table 14: Responses on whether or not the infusion should be upheld by students

RESPONSE	FREQUENCY	PERCENT
Yes	65	52%
No	54	43%
Not sure	06	5%
Total	125	100%

From the above responses, it is evident that 65(52%) respondents were of the view that the infusion of Secondary School teaching Subjects (SSTS) in the Adult Education degree programme should be upheld at the university of Zambia, 54(43%) felt that it was not necessary for it to be upheld whereas 6(5%) were not sure. Majority respondents (65 =52%) pointed out that it was necessary to uphold Secondary School Teaching Subjects at the University of Zambia.

i. Lecturers' views

Chart 3: Responses on whether or not the infusion should be upheld by Lecturers



On whether the infusion should be upheld at UNZA, 9 representing 90% responded that the infusion of SSTS should be maintained for purpose of responding to the needs of the clients which among them are promotions and re- assessments. One of the 10 respondents, representing 10% was of the view that the infusion should not be upheld to allow students to focus on pure Adult Education. Other Departments should focus on offering teaching subjects as it has always been the case. The infusion was viewed as pollution to the programme.

iii. Graduates

On upholding of the infusion of SSTS in the Adult Education degree programme by graduates responses were as shown in the table below.

Table 14: Responses on whether the infusion should be upheld by graduates

RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	70%
No	3	30%
Totals	10	100%

7 (7%) of the respondents felt that the infusion of SSTS should be upheld while 30(30%) were of the view that it should not be upheld in the Adult Education programme. Majority 30 (30%) thought the infusion should be upheld.

4.3. C) Knowledge about the Infusion at the University of Zambia

i. Graduates

Graduates were asked if they had knowledge regarding the infusion of SSTS in the Adult Education degree at the University of Zambia and responses were as given in the table below.

Table 15: Graduates' knowledge about the infusion

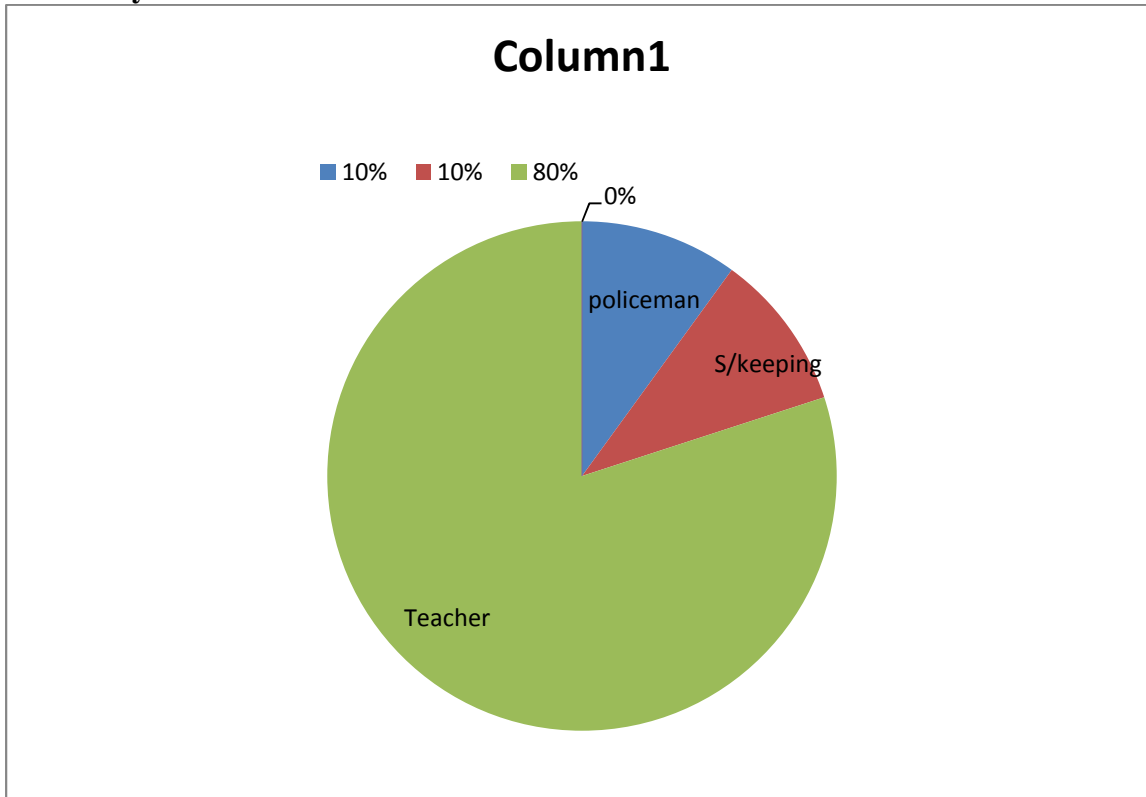
RESPONSE	FREQUENCY	PERCENTAGE
YES	8	80%
NO	2	20%
Totals	10	100%

The responses indicate that 8 (8%) of the respondents were aware of the infusion whereas 2 (20%) were not aware of the infusion. Majority (8=80%) respondents had knowledge about the infusion of Secondary school teaching subjects in the Adult Education degree programme at the University of Zambia.

4.3. D) Occupation before enrolling for Adult Education

The study revealed that most respondents were working as teachers before enrolling for Adult Education as depicted in the pie chart.

Pie chart 4 shows occupations of graduates before enrolling for Adult Education at the University of Zambia

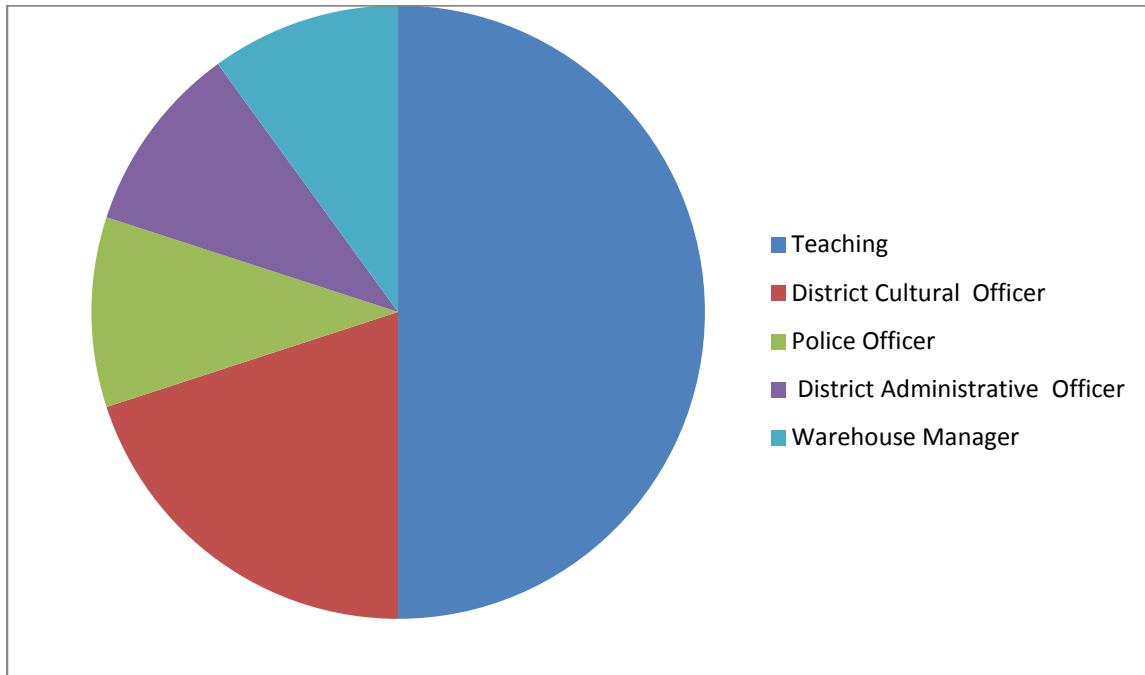


8 respondents representing 80% worked as teachers, one representing 10% was a policeman and another one representing 10% was a shop keeper before enrolling for Adult Education. Majority 8(80%) of the respondents were working as teachers.

4.3. F) Current occupations

Majority of the graduates interviewed showed that most of them were still working as teachers as depicted in the pie chart below.

Pie chart 5: Graduates current occupations



The pie chart shows that 5 graduates representing 50 % were still teaching, 2 representing 20% were District Cultural Officers, 1 representing 10% percent was a police officer and another 1 representing 10% percent was an assistant Warehouse Manager. Majority 50 (50%) were still working as teachers.

4.3. F) Job satisfaction

Graduates of Adult Education were asked whether they were satisfied with their current jobs. Out of the 10 respondents 7(70%) were not satisfied with their current jobs whereas 3 (30%) graduates were satisfied. The graduates that indicated dissatisfaction to present jobs attributed this to failure to apply AE knowledge and skills. The two District Cultural Officers expressed happiness because they were working with communities in their current jobs and had the opportunity to apply Adult Education knowledge and skills. One District Cultural Officer said that “It feels good because dealing with the community and applying Adult Education knowledge and skill to exercise your duties is simply great”. Being employed as District cultural Officer was inspiring because this enables graduates to practice Adult Education effectively. Another District Cultural officer who was initially a teacher was quoted saying” I’m practicing Adult Education more than as a teacher for example dealing with arts, cultural heritage and intangible culture hence the satisfaction.”

Contrary to this, 7(70%) respondents revealed that they were not happy with their current jobs. This was coming from graduates still serving as teachers in Secondary Schools. The dissatisfaction was arising from failure by government to recognize their qualification and henceforth re-assess them. This was really frustrating to the graduates. One graduate pointed out that “the degree obtained has not helped because Adult Education is misunderstood by stakeholders.”

4.4 STAKEHOLDERS’ SUPPOSITIONS REGARDING THE INFUSION OF SECONDARY SCHOOL SUBJECTS

This section was based on the third research question which was aimed at discovering what the Stakeholders’ suppositions were regarding the infusion of Secondary School Subjects at the University of Zambia. Stakeholders brought out both positive and negative suppositions concerning the infusion of Secondary School Subjects at the University of Zambia.

The study showed that the idea was good in that it would now give Graduates of Adult Education a wide choice of job opportunities. Graduates would now easily be observed by the Ministry of Education. Additionally serving teachers will easily be upgraded to better salary scales upon completion. While the idea of the infusion is good, there were also fears expressed that the infusion posed as a threat to the programme as a result of the feeling that it had divided attention between adult education and teaching subjects. The study has also revealed that the programme has been devalued by the infusion and that the department had failed to guide students on how the infusion should be handled which has left students confused. The infusion has also compromised the principles of Adult education which among them states that Adult Education is not a specialized field.

4.3.1 Students

In establishing the students’ suppositions regarding the infusion of Secondary School Teaching subjects (SSTS) in the Adult Education Programme at the University of Zambia, qualitative data was obtained using questionnaires among the 125 students.

Positive and negative suppositions were quoted as outlined below:

Positive Suppositions were quoted as follows:

- a. Broader knowledge in Education sector is acquired.
- b. One gets to be equipped with two different professionals
- c. The serving teachers especially those from secondary schools will be upgraded.
- d. It is an advantage to those who need to become teachers in government or private schools.
- e. Adult Education will become relevant in secondary schools
- f. It has created some form of specialization otherwise Adult education is too wide.
- g. Facilitators will be able to handle adults in secondary schools appropriately.
- h. It will improve vocational subjects in Secondary Schools.
- i. Creates opportunities for graduates to find jobs in different Ministries. It also helps students in secondary schools acquire Adult Education skills.
- j. Broadens the knowledge base of graduates
- k. The degree is made into a double major and not a single major. There is diversity
- l. It creates more chances of promotions in the Ministry of Education as District Education Board Secretary (DEBS), Provincial Education Officer (PEO) and District Education Standard Officer (DESO), Heads of Schools and Deputy Heads in Schools.

Negative suppositions were as quoted below:

- a. It will devalue the programme.
- b. Students will have divided attention and hence less concentration will be being given to Adult Education programmes.
- c. The programme will no longer be well organized
- d. It makes students drop some courses from the main stream
- e. It is an overload for Adult Education student to get a teaching course
- f. It reduces the work of the Adult Educator to that of a teacher in a formal classroom
- g. The programme was not well co-ordinated hence the clashing of some lectures to the detriment of the students.
- h. It will deny Adult Education students to make use of knowledge and skills obtained and people in the community are denied of appropriate development

- i. It will makes it difficult to define or describe what Adult education is all about
- m. It will make it difficult for the public to differentiate teaching from the role of an Adult Educator.
- n. It acts as a threat to the development of Adult Education hence, in future students would not have confidence in the programme.
- o. It is disturbing the whole purpose and role of Adult Education.
- p. It compromises the pure field of Adult Education.
- q. There may be possibilities of using the Andragogy and Pedagogy approaches inappropriately.
- r. Learners are now compelled to learn adult psychology as well as child psychology which is quite confusing.
- s. It will reduce the number of Adult Educators as many of them will become teachers
- t. Students are not fully baked to be adult educators
- u. It is demeaning adult education experts
- v. The department has shifted focus and failed to harmonize the programme.
- w. Lecturers have failed to guide the students on what courses should not be done by those who are doing a teaching course.

4.3.2 Suppositions by Lecturers

Qualitative data on the lecturers' suppositions regarding the infusion was collected among the 10 lecturers using an interview guide.

Positive Suppositions

The following were the positive suppositions of the infusion as given by the lectures at the University of Zambia as quoted:

- (i) Graduates will find employment as teachers and not only as leaders and managers. Students are still able to pursue Adult Education at masters' level without difficulties.
- (ii) Graduates will still able to work as facilitators, leaders and community development workers despite the infusion of SSTS
- (iii) The infusion will lead to increase in promotions and re-assessment of serving teachers.

- (iv) Help graduates to run distances Education continuing Education, Seminars and conferences efficiently and effectively
- (v) Graduates of Adult Education will no longer be stranded as the infusion has widened their scope and horizons.
- (vi) Students will still be able to focus on pure Adult Education without teaching subjects.
 - (i) With the infusion of SSTS graduates will be better administrators and managers in a Secondary School set up as it is now recognized by the ministry of Education.

Negative suppositions

- (i) The infusion will provide more conflicting understanding of what Adult Education is to the general public. It has not really clearly been explained.
- (ii) The infusion of SSTS in the programme will lead to the production of half-baked graduates. Students will no longer have full packages of Adult Education as they will be required to master Adult Education as well as a teaching subjects
- (iii) With the infusion, students will have overloads and other have been forced to drop out some subjects for them to cope with work.
- (iv) The infusion may dilute the programme because learners' attention may be divided between AE and teaching subjects for them to be employed as teachers.

4.3.3 Suppositions by Graduates

In getting the graduates' suppositions on the infusion of Secondary School Teaching Subjects, an interview guide was employed where qualitative data was obtained among the 10 graduates.

Positive suppositions

These were as quoted below:

- i. Adult education will become relevant to the system and graduates will easily be employed by the Ministry of Education
- ii. The infusion will help serving teachers to be re-assessed by the Ministry.
- iii. Graduates will still continue being employed in other Ministries and NGOs despite the infusion of secondary school teaching subjects

- iv. Serving teachers may be helped to rise through the ranks because promotion will be possible with the infusion.
- v. Graduates will be given a choice of employment. They will be able to have a choice if whether to become teachers or remain pure Adult Educators and contribute to the development of the country.
- vi. Students will have a broader horizon of knowledge from Adult education and the teaching subjects selected.
- vii. Double barreled programme meaning students focus on both pedagogy and andragogy.

Negative suppositions

- i. The infusion will dilute the programme because it is adding an element of pedagogy where knowledge and skills learnt are banked for the future.
- ii. Serving teachers will no longer be motivated to move to other Ministries where their skills are required. This entails that national development will suffer because Adult Educators are movers and shakers of development
- iii. The infusion means that some rich course in Adult Education will be dropped to accommodate teaching subjects. Additionally, students will have over loads. The quality of Adult Education will then be compromised.
- iv. The infusion was not done in good faith as stake holders who are mostly students were not consulted. It was merely done to respond to the demands of the Ministry and to facilitate the re-assessment and promotions of serving teachers.
- v. The infusion will lead to the production of half-baked graduates. Graduates of Adult Education will now be likened to the jack of all trades and master of non with Adult education and a teaching subject.
- vi. Adult education will eventually lose value and its original purpose defeated.

4.4.4 Supposition of the infusion by Government Departments and NGOs

In order to establish the Government Departments' suppositions regarding the infusion of Secondary School Teaching Subjects in the Adult Education Programme at the University of Zambia, qualitative data was collected using an interview guide and officials from 4 organizations were interviewed. All officials interviewed gave similar views as indicated below:

Positive suppositions

They were as quoted:

- (i). Graduates of Adult Education will be provided with a wide choice of employment. They will choose to be pure adult educators or teachers in Secondary schools. Others will be entrepreneurs and provide employment to others.
- (iii) Serving teachers will easily be re-assessed by the ministry of Education as the infusion will add recognition to the programme.
- (iv) The infusion of Secondary school teaching subjects will provide skills and knowledge of Adult Education to those who choose to be teachers and give them the abilities to perform well in their jobs.
- (v) Graduates of Adult Education will still be employed by other institutions and ministries such as Community Development, Chiefs and Traditional Affairs and Zambia Police.
- (vi) Infusion is for conscientising undergraduates and prepares them for masters.

Negative Suppositions

- (i) The skills and knowledge acquired in Adult Education will not be used appropriately in secondary schools as a result of having children who are not volunteers in the learning process.
- (ii) The infusion has brought total confusion because there is now a combination of andragogy and pedagogy. Principles applicable to andragogy may not be applicable to pedagogy.
- (iii) The Department of Adult Education and Extension studies was equally confused and not handling the infusion appropriately.
 - (v) The Infusion will lead to students having overloads and dropping some courses in Adult Education to accommodate teaching subjects. This will in turn dilute and compromise the programme
 - (vi) The infusion entails a shift from critical thinking to the Banking system of learning. Graduates will no longer be as critical as expected because they will have divided attention. The likelihood of producing half-baked graduates would be high.

4.4.5 Has the infusion of SSTS added value to the Adult Education Degree at the University of Zambia?

4.4.6 i. Students

Table 16 Shows whether or not the Infusion had added value to the Adult Education Programme

RESPONSE	FREQUENCY	PERCENT
Yes	63	50.4%
No	62	49.6%
Total	125	100%

The study revealed that 63(50%) felt that the infusion of secondary school teaching subjects in the Adult Education degree programme at UNZA had added value to the program while 62(50%) were of the view that the infusion had not added value.

ii. Lecturers

The lecturers gave opinions on the infusion. One category of lecturers viewed the infusion as adding value to the programme as a result of facilitating promotions, employment and re-assessment of serving teachers. One respondent indicated that “the infusion will enable graduates to find employment in teaching and applying knowledge acquired in other areas to bring about the desired change. Another category of Lecturers were of the view that the infusion had not added any value to the programme but had instead diluted the programme. He pointed out that “the infusion will negatively affect the quest to understanding what Adult Education was all about”.

Majority of the Lecturers and students felt the infusion had added value to the programme as it facilitated the employment and promotions of graduates.

4.4.7 Provision of Adult Education at UNZA in view of infusion of SSTS

i. Students

Table 17: Provision of Adult Education at UNZA in view of the Infusion by Students

RESPONSES	FREQUENCY	PERCENT
Very good	27	27%
Good	39	31%
Satisfactory	30	24%
Unsatisfactory	29	22%
Totals	125	100%

On the rating of the provision of Adult Education in view of the infusion of Secondary School Teaching Subjects at, UNZA, 27(27%) respondents felt that it was very good, 39 (31%) thought that it was good, 30(24%) were of the view that it was satisfactory whereas 29 (22%) felt that it was unsatisfactory. Thus, majority (39= 39) respondents were of the view that it was good.

ii. Lecturers

On the provision of the Adult Education in view of the infusion three themes were generated as a result of responses given by respondents. These included no change to the provision of Adult Education, uncertainty and Adult Education not valued by the University of Zambia and Ministry of Education.

a. No Change to the Provision of Adult Education.

One category of lecturers felt that there was no change in the provision of Adult Education AE at the University of Zambia despite the infusion. They thought it was still a good programme. A lecturer replied that “Adult Education has maintained its classic position despite the introduction of Secondary School Teaching Subjects.” Another respondent agreed and said that “the infusion has not changed the programme. The department has maintained the organic stream of the field. The department has just provided choice to student. Nothing has changed”. The respondents confirmed that the infusion of Secondary school teaching subjects has not changed the programme and that it has maintained its classic position of providing change agents.

b. Uncertainty

While some lecturers felt that the infusion had not altered the programme, others were of the view that it was quite challenging to tell if the provision of Adult Education at UNZA was still good considering the infusion. This was attributed to the fact that the infusion was quite recent and no intake had graduated as yet. One lecturer noted that “it was difficult to tell because no intake had completed for the assessment of impact. However, four respondents agreed that the provision of Adult Education at UNZA was good.

c. Adult Education not valued by the Ministry of Education at UNZA

One of the respondents interviewed felt strongly that Adult Education at the University of Zambia was not valued by the institution as well as the Ministry of Education. The feeling was that Adult Education had not been given the right position it deserves in the Education System. The respondent viewed the infusion as not a good idea and attributed this to lack of concern by relevant authorities even when themselves are adults. The respondent reacted that” the Ministry of Education does not care about the field of Adult Education. Actually, workers in these institutions underrate themselves by degrading the field even when themselves are adult.”

4.4.8 Recommending the programme to another person in view of the infusions

i. Students

Table 18 Shows whether or not students would recommend another person to pursue the programme in view of the infusion

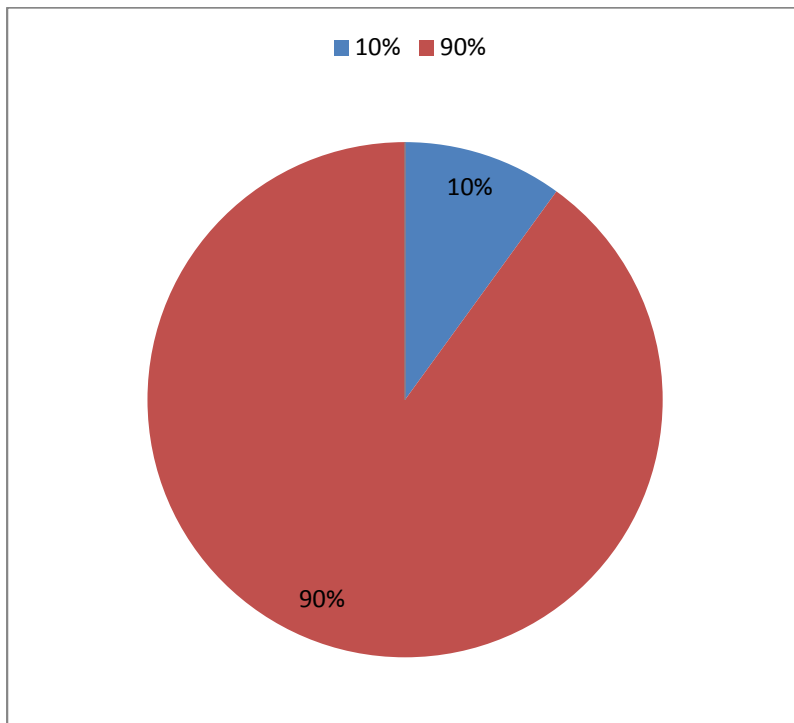
RESPONSE	FREQUENCY	PERCENT
Yes	81	70%
No	44	35%
Total	125	100%

Table 5 above that 81(65%) would recommend other people to pursue the programme, 44(35%) respondents did not agree to recommend the programme to other people. Majority (81=65%) participants would recommend other people to pursue the Adult Education degree programme despite the infusion of teaching subjects.

ii. Graduates

When the graduates were asked if they could recommend Adult Education programme to other people considering the infusion, respondents gave responses as indicated in the pie chart below.

Pie chart 6: Recommendation by Lecturers



Pie chart 6 indicates that 9 representing 90% of the respondents would recommend Adult Education degree programme to others whereas 1 representing 10% would not. Majority (9=90%) of the graduates would recommend the programme to other people to pursue it.

ii. Recommendation of other members of Staff to Enroll for Adult Education Degree Programme in view of the Infusion by Organizations interviewed

The respondents were asked if they could recommend members of staff in their organization to enroll for Adult Education at the University of Zambia considering the infusion. They all indicated that they would because of the nature of the programme. It was felt necessary as Adult Education helped people to acquire knowledge and skills on how to handle people in communities and places of work. Adult education was critical in many areas of society. One

respondent observed that “Adult Education is useful in churches, NGOs, and communities for the purpose of enhancing development”.

It was further stated that they would recommend members of staff in their organizations to enroll for the programme because they desired to develop human resource from academic advancement. It was also observed that these organizations wanted staff that was conscientized, and generally reduces vulnerability in society.

4.4.8 Is Ministry of Education handling Adult Education at UNZA appropriately?

All the lecturers interviewed representing 100% felt that the Ministry of Education was not handling the Adult Education field appropriately. This was as a result of the Ministry not understanding and appreciating what Adult Education was all about. It is actually wrong for the Ministry to deny graduates employment and promotions due to lack of teaching subjects. The Unit responsible had not done much about Adult Education as a field. It was merely offering a lip service to the field as lamented by one lecturer “very little is said about the levels of Adult Education as opposed to other fields. No provision or allocations of funds are given to the field of Adult Education”. The study revealed that the Lecturers at the University of Zambia were not satisfied with the manner in which Adult Education was handled by the Government. It was generally felt that it was lack of understanding of the meaning of Adult Education by the MESVTEE that led to the infusion of Secondary school Subjects at the University of Zambia. The Department merely succumbed to pressure by the Ministry.

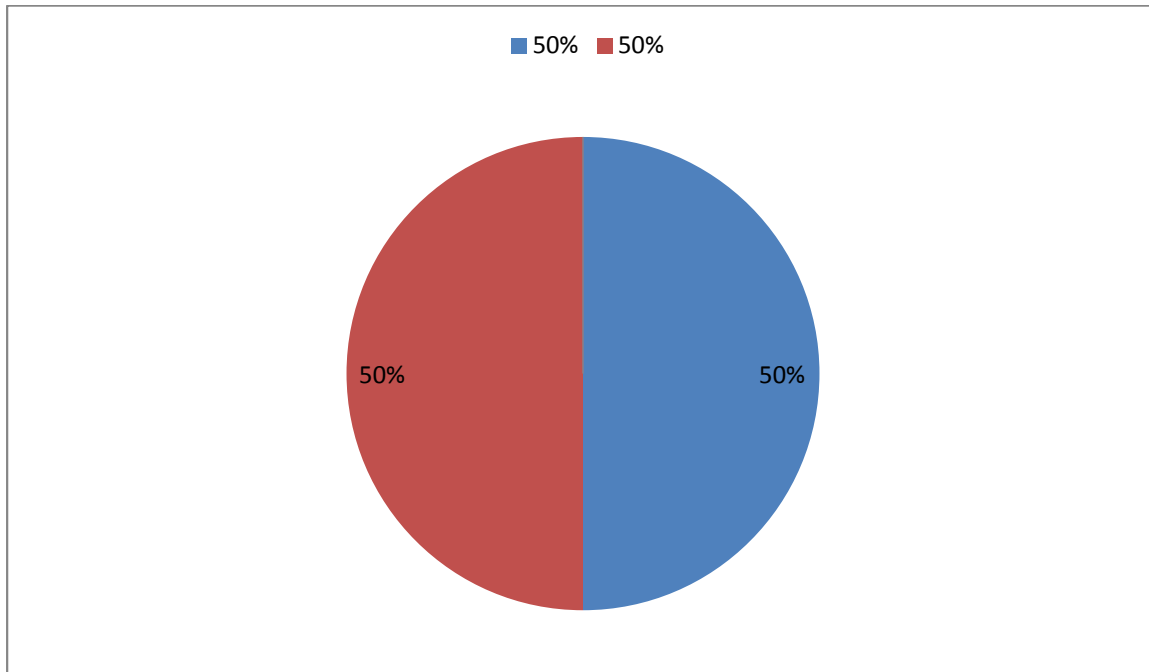
4.4.9 Jobs currently done by other graduates

The researcher sought to discover the whereabouts of other graduates and current occupations. Indications were that majority ($\frac{3}{4}$) of graduates were still teaching whereas ($\frac{1}{4}$) of them had been employed by other Ministries like Tourism, Community Development, Zambia Police, Chiefs and Traditional Affairs, District Administrative Officers. Additionally, other graduates were employed by non- governmental organization. Under MESTVEE some graduates have been elevated to positions of District Education Board Secretaries (DEBS), Schools Heads and Deputy Heads based on the qualifications of Adult Education.

4.4.10 would you study Adult Education again if offered an opportunity in view of the infusion?

Graduates were asked if they could study Adult Education again if offered an opportunity at the University of Zambia and respondent were as highlighted in the pie chart below;

Pie chart 7 shows whether or not Graduates would study Adult Education again



The study revealed that 5 representing 50% of the graduates would study Adult Education at the University of Zambia if offered an opportunity whereas 5 representing 50% would not pursue it again. Therefore, the researcher obtained balanced views from the respondents.

SUMMARY OF CHAPTER

This chapter presented the findings on the perceptions of stakeholders regarding the infusions of secondary school teaching subjects in the Adult Education degree programme at the University of Zambia. Quantitative data were presented in form of tables and pie charts while qualitative data were coded and themes were generated.

The study revealed the meaning of Adult Education and perceptions of the infusion among various stakeholders. To obtain this information, the researcher administered questionnaires to students and conducted interviews with lectures at the University of Zambia. Data was equally obtained from Government Departments and Non-Governmental Organizations. These included MESVTEE, Ministry of Chiefs and Tradition Affairs, Share one Zambia and Forum for a Democratic Process (FODEP). The next chapter discusses the findings of this study.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter debates the findings of the stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education degree Programme at the University of Zambia. The study focused on three objectives which were: to establish the meaning of Adult Education among stakeholders; to determine stakeholders perceptions regarding the infusion of Secondary School Teaching Subjects in the Adult Education Programme at the university of Zambia; to investigate the stakeholders' suppositions of the infusion of Secondary School Subjects in the Adult Education degree Programme at the University of Zambia.

5.2 The meaning of Adult Education

The study was guided by three objectives. The first one was to establish the meaning of Adult Education among stakeholders. The study established that the meaning of Adult Education was a matter of debate and that there was no standard definition of the term. Mbozi (2011) argued that the Department of Adult Education and Extension Studies had not adopted a definition of Adult Education. At the international level, attempts to define Adult Education had been plagued by controversies over goals, content and objectives. This argument was supported by Mtonga (2011) who agreed that the term Adult Education had a multiplicity of uses which depended upon the context and the intention of the user. However in this study, focus was on Lindeman's Meaning of Adult Education which states that Adult Education was not a standard curriculum but built around the learners' needs and experiences (Lindeman, 1926). Therefore, stakeholders gave definitions according to their experiences as indicated in the findings.

The study revealed that Adult Education included all activities intentionally designed for the purpose of bringing about learning and the impartation of knowledge, skills and values in adults to bring about desired change. This was in line with (Darkenwald and Merriam 1982) who stated that Adult Education was a situation where adults undertake sequential and organized

activities with conscious intentions of bringing about changes in information, knowledge and widening of skills, appreciation and attitudes, or for the purpose of identifying and solving personal or community problems. Adults Engage in Adult Education activities for the purpose of improving their livelihoods when they release the need to get out of poverty. This leads to development at both individual and national levels. Coles- Townsend (1969:pp31) in Mtonga (2011) pointed out that Adult Education may include activities like literacy teaching, women's club work, fundamental, foundation and social Education, liberal correspondence studies, all which are undoubtedly within the province of the concept of Adult Education. When properly analyzed, these activities are aimed at creating an empowered and enlightened adult who can survive in any environment. Academic subjects which are learner centered are not encouraged in this kind of Education.

In order to bring about change in knowledge, skills, and values and achieve the desired outcome among adults, there is need for Adult Educators to appreciate learners' needs and experiences. It is often argued that experience is the highest resource of knowledge. Therefore, Adult Education does not follow a standard curriculum but based on experience and situations as contested by Lindeman. According to Lindeman (1926), education was not one bound by formal classrooms and formal curricula. Education for him involved a concern for the educational possibilities of everyday life, non-vocational ideas, situations not subjects. Adult Education can be offered to anyone who wishes to attain economic independence through acquisition of skills in income generating ventures such as poultry farming, fish farming and bee keeping to mention but a selection which do not require a person to have specific credentials. Such income generating activities are given to individuals in order to uplift them from poverty and fractured lives.

One positive issue about Adult Education is that it allows for dialogue which enables the learner to interact freely with the Educator as they explore each other's 'experiences. Adult Education encourages dialogue which enables people with fractured lives to be assisted. Freire (1972) argues that dialogue is a conversation between and among human beings where views and ideas are exchanged and shared amicably. In the learning process, facilitators must also be students and that students can also be facilitators. This kind of arrangement is not possible in Secondary schools where there is banking type of learning and this may be the reason why the

infusion of Secondary School Subjects in the Adult Education degree programme at the University of Zambia may not be well received by certain sections in the Department.

The study also established that the role of Adult Education was for development. Development was considered to have taken place when people or Countries move from a low status to a higher one. Knowledge and skills offered in Adult Education are for immediate use to bring about economic independence thereby leading to development. Adult Education is regarded as education that is concerned with immediate solutions to problems of hunger, diseases and poverty or challenges of underdevelopment. It increases adults' working skills, which in the long run increases productivity. Adult Education helps Adults to make important political, cultural and social decisions and tries to change attitudes of adults whose old values are incompatible with contemporary, social economic and technological development (Mtonga, 2011).

Mbozi (2011) stated that historically, Adult Education crystalized as a response to particular needs of society. It had a symbiotic relationship with the environment in which it occurred and tends to respond to social change and further social change. Mbozi insisted that Adult Education can and should play an integral role in improving not only individuals' lives but also improving society and promote change as well as respond to it. Therefore, this is what would foster development and possible only when Education focuses around non-vocational ideas. Non-vocational ideas arise from peoples' environments and not a ridged curruilum as it is the case in many institutions of learning especially secondary schools. Unfortunately, the infusion of Secondary School Subjects at the University of Zambia entails that learners would have to deal with both vocational and non-vocational ideas. Vocational ideas are against Lindemans' vision for education which was education not bound by the classroom and formal curricula.

In the absence of learners' experiences, the learning process becomes controlled and the assumption at this point is that learners come to learn as empty vessels for the teacher to deposit knowledge into them. This is what prevails in Secondary Schools and makes learning there authoritative. For Lindeman (1926) Adult Education is some sort of non- authoritarian co-operation among learners whose main goal was to ascertain the meaning of experience. It is this experience that is used to help develop people from what they already know to eradicate poverty

and the dependency syndrome especially on government handouts. Adult Education through literacy does not only help people to read the word but also to read their world which is the environment.

5.3 Stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education Programme at the University of Zambia

The second objective of the study aimed at determining the Stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education Programme at the University of Zambia. The study established that among stakeholders, there was a category that viewed the infusion of Secondary School Subject at the University of Zambia as a good idea and another which thought that it was a bad idea. Each category of stakeholders gave reasons for their thoughts. Those who thought the infusion was a good idea gave reasons which include promotions, employment, re-assessments, meeting the peoples' needs and productivity.

a. Promotions

Stakeholders who indicated that the infusion was a good idea thought that it would facilitate promotions among serving teachers. Over the years, the Ministry of Education had not recognized Adult Education as a discipline and denied graduates promotions. To this effect, the Ministry of Education demanded that teaching subjects be introduced in the Adult Education degree programme at the University of Zambia with a view of considering graduates of Adult Education for promotions. This was initiated to allow graduates of Adult Education to compete with others when it came to promotions in various positions within the Ministry of Education. Graduates of Adult Education have for a long time remained frustrated because very few have been considered for promotions in schools and at the Ministry of Education.

The infusion cheered some graduates and students. The infusion was believed to have brought hope among graduates and students of Adult Education because the programme was going to be recognized by the Ministry. This particular reason and finding was at variance with Adult Education principles. Adult Education is a field of learning where credentials of learners were not considered. It is concerned about the learners' experiences, needs and the environment and not promotion from one level to another. Promotions are not in tandem with Lindeman's' vision

for Adult Education. For someone to be promoted certification is necessary. For Lindeman Adult Education was a voluntary affair and not tied to credentials. For someone to obtain credentials, it means that there was some kind of specialization. According to Lindeman (1926) Adult Education is not a specialized field of learning but revolved around the environment and the learner' experience. In seeking promotions from the Ministry of Educations, Adult Educators are required to take teaching subjects hence the infusion.

In Adult Education, promotions are not regarded because learning is an everyday process. People get involved in Adult Education activities for them to be empowered economically, socially and politically. Adult Educations really aims at enabling people to survive in any kind of environment with the knowledge and skills of Adult Education. Darkenwald and Merriam (1982) contest that Adult Education assist adults to increase their competencies or negotiate transitions in their social roles such as worker, parent, or retirees to help them gain greater fulfillment in their personal roles and assist them solving personal and community problems. Therefore, promotions have no space in Adult Education.

b. Employment

Employment was another reason given in support of the infusion. It was discovered that prior to the infusion of Secondary School Subjects in the Adult Education Programme, graduates were not employed by the Ministry of Education. It was believed that with the infusion, graduates would easily be absorbed by the Ministry of Education thereby reducing frustrations among graduates. Graduates of Adult Education stayed for years without getting employment. The study revealed that a few graduates of Adult Education were employed by the Ministry of Education in Administrative positions such as Senior Education Standard Officer Open and Distance Learning and Co-coordinators in Districts. This was an indication that Adult Educators are not expected to be classroom teachers but holding Administrative and Management positions.

Adult Education in Zambia was originally for adults who were already working and required sharpening skills for their work in various organizations. Alexander (1975) stated that Mr. John Mwanakatwe, who the Secretary General to the Zambian Government then, wrote to all Permanent Secretaries in support of the one year Adult Education course. These courses were intended to provide professional strengthening for mature persons already working in jobs which

involved the Education of adults. The students were from Ministry of Education, Ministry of Community Development and Ministry of Agriculture. The students were sponsored by their employers and received full salaries or Bursaries while on training. The infusion was thus misplaced as it included learners who enrolled for the programme as school leavers. These learners had not worked anywhere for their skills to be sharpened.

It was also established that graduates of Adult Education must not only look up to the Ministry of Education for employment. They were to think outside the box. Their services were required in several places to help people from all walks of life to get empowered economically, socially and politically. According to the Adult Education Department (2007) the need for starting the programme was as a result of the survey carried out on the former diploma and certificate students. Letters were also sent to employers who were Ministries of Education, Community Development Defense and Civil Societies. The study also showed that other graduates were employed by Zambia Police, Chiefs and Traditional Affairs and Provincial Administrative Offices. The infusion of Secondary School Subjects can also be attributed to graduates who pressurize the Ministry of Education for Employment when they could also be employed elsewhere. Adult Educators could actually be entrepreneurs and provide employment to others instead of being employed as Secondary School teachers by the Ministry of Education.

c. Re-assessments

This was yet another finding on the support of the infusion of Secondary School Subject in the Adult Education programme at the University of Zambia. Graduates of Adult Education demanded for re-assessment upon graduation which was not guaranteed without a teaching subject. The re-assessment was viewed in terms of being upgraded from being a certificate or diploma holder to a degree holder and elevation from a lower salary scale to a higher one. This meant those students were expected to undergo a four years training at the University of Zambia for that to be achieved. Certification was only attained through a successful completion of the programme and led to re-assessment. This finding was not in line with Lindeman's' Meaning of Adult Education. The infusion was associated to vocational ideas and called for certification and qualifications. According to Lindeman (1926) Adult Education was a voluntary affair and not tied to credentials. Certification and qualifications were not important.

Adult Education was not bound by classrooms and formal curriculum (Lindeman, 1926). Lindeman was concerned about everyday life, situations and not subjects and peoples' experiences. For him, the whole life is learning and not preparation for the future. The teaching subjects introduced in the Adult Education Programme at the University of Zambia call for specialization which in turn would lead to the banking type of learning. Adult Education is against this type of learning and interested in creation of enlightened learners who will question taken for granted ideas and certain statements. Credentials are a requirement of most institutions but do not enable a person to be critical in handling certain issues. Lindeman (1929) lamented the widespread intrusion of continued schooling, vocational training, and a myriad of other activities each claiming to be forms of Adult Education. According to him, true Adult Education is social democracy. Agreeing with Lindeman's' view of Adult Education, the infusion of Secondary School Subjects at the University of Zambia is misplaced in the Department of Adult Education and Extension Studies.

d. Meeting the needs of the clients

The study also revealed that the infusion of Secondary School Subjects in the Adult Education degree programme at the University of Zambia was done in response to the needs of the clients. One of the principles of Adult Education was to respond to the needs of the clients. The major clients of the University of Zambia were the Ministry of Education and students. It was discovered that the students upon completion of their studies at the University of Zambia pressurized the Ministry of Education for employment and re-assessment. This compelled the Ministry of Education to demand for the introduction of teaching subjects in the Adult education programme at the University Zambia. The Department of Adult Education and Extension Studies at the University of Zambia had to succumb to pressure of the infusion to respond to their needs. This finding was in agreement with Knowles (1980) who stated that adult learners are ready to learn those things they need because of developmental phases they are approaching in their roles as workers, spouses, parents, organizational members and leaders plus leisure time users.

The Ministry saw it necessary to demand for the infusion of Secondary School subjects in the Adult Education Programme at the University of Zambia because they realized how much the

graduates desired to be employed and re-assessed by the Ministry. The Department of Adult Education at the University of Zambia reluctantly allowed the infusion because they equally realized the needs of their graduates who were kind of frustrated after obtaining the qualifications and remained jobless. Adult Education demands that programmes for adults be designed in such a manner that the programmes meet the needs and interests of the clients. With the infusion, students feel that their immediate needs were now being fulfilled by the Department of Adult Education and Extension Studies at the University of Zambia and hoped to be employed and re-assessed upon completion of their studies. Mtonga (2011) contested that the content of Adult Education is easily noted for its flexibility as it is often easily altered and its content is reflected in the peoples' needs.

e. Improvement of Practical Subjects in Secondary Schools

Another finding in support of the infusion of Secondary School Subjects in Adult Education degree programme at the University of Zambia was that the infusion would lead to the improvement of practical subjects such as Agricultural Science, Woodwork and Home Economics. It was believed that, once Schools have Adult Educators, then the skills and knowledge of Adult Education would be transmitted to the learners in those subjects. Practical subjects are meant to equip learners with entrepreneurship skills for them to survive after completion of school at both grades 9 and 12 levels in any environment. This was in agreement with the Zambian Education Curriculum Framework which is now advocating for the vocational subjects in Secondary Schools. According to the Zambia Education curriculum Framework (2013:29) vocational subjects will provide sufficient practical skills to prepare learners for subsequent training or entry to the world of work, the curriculum provides learners with opportunities for hands-on practical experience which is the essence for all vocational subjects.

If the infusion of Secondary School Subjects was specifically on practical skills in Schools, then it would have worked well to be combined with Adult Education which is biased towards pragmatism. The revised curriculum is in tandem with Lindeman who advocated for the incorporation of the world of work in life. The revised curriculum has incorporated principles of Adult Education which leads to self-reliance among learners even though it did not mention anything regarding the infusion of Secondary School Subjects at the University of Zambia.

Entrepreneurship education and training is meant to inculcate abilities in learners at all levels with knowledge, values, skills and motivation to encourage entrepreneurial success in a variety of settings. Such Education is important because learners will be able to transform innovative ideas into economic goods and services (Zambia Educational Curriculum Framework, 2013:p25). With the infusion, Adult Educators in Secondary Schools may help learners and adults to appreciate practical subjects using the knowledge and skills of Adult Education.

The other category of stakeholders who felt that the infusion of Secondary School Subjects in the Adult Education Programme at the University was a bad idea gave reasons which included: the contradiction of Principles of Adult Education, dilution of the programme, and demise of the programme.

a. Contradiction of the Principles of Adult Education

The study revealed that the infusion had contradicted the principles of Adult Education. The clients for Adult Education are Adults. This was in agreement with Mtonga (2011) who stated that the Clientele of Adult Education was adults. Unlike a child, an adult is a person whose mental development has almost reached their peak. His or her social roles and responsibility in society tend to grow. The programme is for adults who are already working and with other responsibilities in society. The infusion of Secondary School Subject meant that the Department was now enrolling school leavers who hope to be employed as teachers upon graduating. The students that enroll for the programme still young and enroll as school leavers. Adult Education deals with Adults who learn under certain conditions and will engage in learning activities because they desire to achieve certain skills. Adults come to learn when they know they are ready and want to achieve certain benefits. Knowles (1980) pointed out that adults become ready to learn something when they experience a need to learn in order to cope more satisfyingly with real-life tasks or problems. The educator has the responsibility to create conditions and provide tools and procedures for helping learners discover their needs.

Adult Education aims at empowering people economically depending on their experience and environment. It is not about training learners to become teachers in schools with degrees. It is about enabling people to survive in a given environment. It is a non-authoritarian venture where people dialogue and exchange ideas on developmental issues. The infusion is making the

programme authoritarian in the sense that the learners were also encouraged to teach children. This is contrary to Lindeman's vision for Adult Education. Lindeman (1929) argues that Adult Education begins where vocational Education leaves off. Its purpose is to put meaning into the whole of life. The infusion is encouraging the banking kind of learning where learners get the skills but use them in future. The teaching skills obtained from the Adult Education programme are for future use to teach children in schools after graduating. The infusion has indeed defeated the initial idea of Adult Education in Zambia. When the programme was considered important by Government, a directive was given to all Permanent Secretaries to send workers to pursue it as it was considered that it would enhance development (Alexander, 1975). The Programme was meant to increase workers' performance but with the infusion people are now simply pursuing the Programme with a view of getting employed by the Ministry of Education.

b. Dilution of the Programme

The findings also revealed that the infusion of Secondary School subjects in the Adult Education degree programme at the University of Zambia had diluted the programme. This was attributed to the fact that in addition to Adult Education, learners were also going to specialize in teaching subjects like Civic Education, Religious Education and History to mention a few. This was contrary to Lindeman (1926) who argued that Adult Education was not a specialized field of learning but revolved around the learner's experience. His vision for Education was one not bound by the classroom and formal curricula. These teaching subjects introduced call for specialization and teaching of the subjects and borders around vocational ideas. The subjects introduced add very little value in terms of developmental issues. The subjects introduced were likely to create more conflicting views on the understanding of what Adult Education was to the public.

The Infusion had surely diluted the programme because it was now combining two different disciplines being Bachelor of Adult Education and Bachelor of Arts with Education. These two disciplines have different learning conditions. The former deals with Andragogy whereas the latter deals with pedagogy. The finding with regard to the dilution of the programme was in line with Knowles (1980) who contested that andragogy was the art and science of teaching Adults to learn in contrast to pedagogy which is the art and science of teaching children. The two forms of

learning cannot be merged together because one discipline was likely to suffer. As it was, some students had to drop some of the rich courses of Adult Education to accommodate teaching subjects. The effect of the infusion may be that as a Country, we are likely to produce half-baked Adult Educators. This was as a result of learners having divided attention. The graduates would no longer be as effective as expected because of the aspect of child psychology.

Pure Adult Education is guided by passion and the principle to help learners develop conscious of freedom, recognize authoritarian tendencies and connect knowledge to power and the ability to take constructive action. It also assists learners to question and challenge domination and beliefs and practices that support the proposed domination (Freire, 1972). Knowledge gained from teaching subjects only prepares learners for white collar jobs and thereafter remain in the status quo. The infusion only promotes employment of graduates as teachers as opposed to creation of an enlightened citizen who would use his/her experience wisely and survive in any kind of environment without depending on government handouts. The infusion was viewed as having reduced Adult Educator to classrooms which Lindeman opposed.

c. Demise of the Programme

The study also revealed that the infusion of Secondary School Subjects in the Adult Education degree Programme at the University of Zambia would lead to the demise of the Programme if not checked. The indigenous Adult Education at the University of Zambia was at stake as students were dropping some of the rich courses of Adult Education to accommodate teaching subjects. This was done in the name of wanting to find employment as teachers after graduation at the expense of indigenous Adult Education. This was contrary to Lindeman's vision for Adult Education. Lindeman (1929) was concerned about the educational possibilities of everyday life, non-vocational ideas, situations and not subjects. Therefore, it is wrong for Adult Educators or graduates to find solace in being employed as teachers when Lindeman advocated for situations and not subjects. Adult Educators are movers and shakers of development of any Country meaning that they have the ability to create employment for themselves and others.

What may lead to the demise of the programme may be the failure by Lecturers in the Department to guide students appropriately on the infusion. As a result of this many students have gone for the infusion even when they can still survive as indigenous Adult Educators. If the

demise of the programme was to be avoided at the University of Zambia, the Department was to be pro-active. As the situation was, more students of Adult Education were pre-occupied with being employed as teachers and re-assessment upon graduation by the Ministry of Education. Before the Department realizes it, they may be taken over by the other discipline which is Bachelor of Arts with Education. Students must be sensitized that with Adult Education, they could be employed anywhere else their services maybe required and not be being employed as teachers by the Ministry of Education. The Department of Adult Education and Extension studies at the University of Zambia is not expected to produce teachers but leaders, facilitators, Manager or Administrators, instructors, Community development Officers, Extention Officers and facilitators. According to Alexander (1975:p15) “government was in support of the one year Adult Education course. These courses were intended to provide professional strengthening for mature persons already working in jobs which involved the Education of Adults”. The persons being referred to were from Ministry of Education, Ministry of Community Development and Ministry of Agriculture.

5.3 Suppositions regarding the infusion of Secondary School Subjects in the Adult Education programme at the University Zambia

On the suppositions, findings were positive and negative. Positive suppositions were that graduates would still pursue Master of Education in Adult Education despite the infusion of Secondary School Subjects in the Adult Education degree Programme at the University of Zambia. Graduates would still continue being absorbed by Ministries where their services were much more needed than the Ministry of Education. The study actually established that the Ministry of Chiefs and Traditional Affairs was happy with the work done by Adult Educators. Adult Educators were very instrumental when dealing with Chiefdoms. The Ministry indicated that it was looking forward to the lifting of the employment freeze for it to employ more graduates of Adult Education. Currently, the Ministry had a shortage of District Officers Countrywide.

The study showed that the negative suppositions were that the infusion created more conflicting understanding of what Adult Education was to the Public. The infusion was not clearly explained which had led to confusion among students as well as lecturers. The Department had not handled the infusion appropriately. While some students have maintained pure Adult Education

a good number have opted to go for teaching subjects and dropped some courses of Adult Education. This would lead to the production of half-baked students. Since some students opted for teaching subjects, they may miss out on participatory techniques such as dialogue which are encouraged in Adult Education.

Summary of Chapter five

This chapter presented the discussion of findings of the study using objectives as subheadings. The discussion has established that the meaning of Adult Education was an issue of debate among stakeholders and scholars. Adult Education included all activities intentionally designed for the purpose of bringing about learning among adults and that it was a field of study meant for development at individual and national level.

The infusion of Secondary School Subjects in the Adult Education programme at the University of Zambia was as a result of pressure from MESTVEE to facilitate employment, promotions and re-assessment of serving teachers of Adult Education. Adult Education was need based hence responded to the needs of its clients. The infusion was also viewed as a way of improving practical subjects in Secondary Schools. However, the infusion of Secondary of Schools subjects has contradicted the principles of Adult Education and may lead to the demise of the programme if not well handled by the Department. The next chapter presents the conclusions and recommendations of the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions and recommendations of the study based on the findings and discussions of the Stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education Programme at the University of Zambia.

6.2 Conclusions

The study was based on three objectives and responded to the three research questions. The first objective aimed at establishing the meaning of Adult Education among Stakeholders. The first objective and research questions were answered accordingly. The findings of the study revealed that the definition of Adult Education was an issue of debate among stakeholders and that it included many things. In connection with this Kamwengo (2006) agrees that in terms of definitions, the term Adult Education was difficult to develop a common terminology because Adult Education is many things.

The respondents explained that Adult Education included all activities intentionally designed for the purpose of bringing about learning among adults and a field of study meant for development through working with adults as its main clientele. The knowledge and skills acquired from Adult Education were for immediate use to bring about development at individual and national levels. Adult Education was a non-authoritarian venture and a process coterminous with life revolving around non-vocational ideas (Lindeman, 1926). Adult Education was regarded as a discipline which emancipated people economically, socially and politically as a result of its participatory practices such as dialogue. It helps people to be analytical and question taken for granted ideas and certain statements made by those in leadership positions.

Adult Education was also regarded as a discipline that responded to social change and furthered social change. It could and should play an integral role in improving not only individuals' lives

but also society (Mbozi, 2011). Therefore Adult Education must be concerned about the learners' experience and environment and help people survive.

The second objective and research question sought to determine the stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education programme at the University of Zambia. It was discovered that the infusion of SSTS was as a result of pressure from the Ministry of Education to facilitate employment, promotions and re-assessment of serving teachers. There were increasing demands from the graduates of Adult Education to be employed by the Ministry of Education. Adult Education was need based thus the Department of Adult Education and Extension Studies at the University of Zambia considered the infusion to meet the needs of their clients being students and the Ministry of Education. This was in line with Knowles (1980) who pointed out that Adults are ready to learn those things they need because of development phases they approach in their roles as workers, spouses, parents, organizational members and leaders.

It was also established that the infusion would lead to the improvement of vocational Subjects such as Home Economics and Woodwork in schools. This would be facilitated by Adult Educators who would be deployed in schools. This was in agreement with the Zambian Education Framework (2013) which supported vocational subjects. It believed that they held a potential relationship to the world of work and provided practical skills. This was meant to prepare learners entry to the world of work as advocated by Lindeman.

Other discoveries were that the infusion had contradicted the principles of Adult Education. The subjects introduced called for specialization which was contrary to Lindeman's theory of the Meaning of Adult Education. According to Lindeman, Adult Education was not a specialized field of learning but revolved around the environment and learner's experiences. The infusion was likely to create more conflicting views on the understanding of what Adult Education was to the public. The Programme was for Adults who no longer attend regular school and not children.

The third and last objective and research question aimed at determining the stakeholders' suppositions regarding the infusion of Secondary School Subjects in the Adult Education Programme at the University of Zambia in future. Positive and negative suppositions were given by respondents. The positive suppositions were that graduates of Adult Education would still

continue being employed by the Ministry of Education and other Government Ministries where their services were needed. Graduates of Adult Education would still pursue Master of Education in Adult Education despite the infusion.

Negative suppositions were that the Department of Adult Education risked going into extinction if the infusion was not handled appropriately. This was attributed to the fact that some students drop some of the rich courses in Adult Education to accommodate teaching subjects. This was done with the view of getting employment as teachers upon graduation from the University of Zambia. The Department was not meant to produce teachers but indigenous Adult Educators. There was already a Department offering a Bachelor's degree in Education. The infusion was kind of duplication of programmes and may lead to the production of half-baked graduates in both Adult Education and the teaching subject.

6.3 Recommendations

In view of the discoveries, the following recommendations are made:

- (a) The Ministry of Education, Science, Vocational Training, and Early Childhood requires serious sensitization on what Adult Education is all about. This may be achieved through regular workshops and seminars. These activities should be organized by the Department of Adult Education and Extension Studies at the University of Zambia. All stakeholders should be represented at these workshops and seminars. Stakeholders should include MESVTEE, graduates of Adult Education and students of Adult Education. The seminars should also be open to the public.
- (b) The Department of Adult Education and Extension Studies at the University of Zambia must provide appropriate guidance to students and the public regarding the infusion. Lecturers in the Department must educate each other on the infusion by holding in-house Continuous Professional Development (CPD). This will enable them to appreciate the Programme and handle the infusion appropriately and advise students adequately. It is their duty to prevent the Department from going into oblivion since graduates are going for teaching subjects to secure jobs as teachers as opposed to Adult Educators.
- (c) MESTVEE must employ, promote and re-assess graduates of Adult Education without teaching subjects. The programme has rich courses which enable these graduates to be

appointed to Management positions at Ministry Headquarters, provincial offices, District offices, in schools as Heads and Deputy Heads. Adult Education is not for teaching children in schools but prepares learners for Administrative jobs and entrepreneurs.

- (d) In schools, Heads, Deputy Heads and Heads of Departments must be encouraged to enroll for the Adult Education Degree Programme at the University of Zambia. This is because these handle fellow adults on a daily basis hence the need for them to acquire Adult Education knowledge and skills. Additionally, Adult Education will help them to be analytical and critical in their jobs. These managers will have the capacity to question certain pronouncements made by their ministers and others.
- (e) MESTVEE must amend its establishment in the Directorate of Open and Distance Learning to create vacancies for Adult Educators. Currently, some graduates of Adult Education are employed as District Coordinators for Open and Distance learning and are in charge of two District each because that is what the establishment can accommodate. This will create more opportunities for graduates of Adult Education.
- (f) There is need to strengthen the Association for Adult Education. When this is done, the association must begin organizing symposiums on Adult Education where Government Departments such as Agriculture, Chiefs and Traditional Affairs, Community Development, Zambia Police, Provincial Administration offices, Tourism and NGOs must be invited. The symposiums would be a good forum for advertising the programme and sell the graduates.
- (g) Graduates of Adult Education must not limit themselves to be employed by the Ministry of Education. They should learn to cast their nets widely because their services are required in many places. The word “education” does not imply that they can only be employed by MESTVEE. It is this kind of thinking that has led to the infusion of Secondary School Subjects in the Programme. The study showed that their services are needed most by Departments like Chiefs and Traditional Affairs, Tourism, Community Development and NGOs.
- (h) The revised curriculum which is “The Zambian Educational Framework (2013)” supports the principles of Adult Education. A good number of participatory methods are being encouraged to be used when teaching learners in both Primary and Secondary Schools.

Therefore, MESTVEE must revisit Adult Education and give it the right position in the Zambian Education system.

- (i) Further studies may consider why graduates of Adult Education perceive the Ministry of Education, Science, Vocational Training and Early Childhood as their main employer.

6.4 Summary of the Chapter six

Chapter six provided a conclusion and made recommendations of the study. The conclusions were based on the objectives while recommendations were drawn from findings. The study concluded that the meaning of Adult Education was an issue of debate hence stakeholders gave the meaning of Adult Education according to their experiences. All in all Adult Education includes all activities designed for the purpose of bringing about learning among adults and a field of study of development through working with adults as its clientele. Adult Education is not a specialized field of learning but revolves around the learners' situations and the environment. It promotes dialogue and discourages the banking type of learning which the infusion promotes. It was therefore recommended that the MESTVEE needed serious sensitization of what Adult Education was all about.

It was also concluded that the infusion of Secondary School Subjects was a result of demands from graduates of Adult Education to be employed, promoted as re-assessed by the MESTVEE. MESTVEE was prompted to mount pressure on the University of Zambia to introduce teaching subjects in the Adult Education Programme. The study equally concluded that Adult Education was need based hence the infusion was embraced to respond to the needs of its clients who were the MESTVEE and students at the University of Zambia. However, the infusion of Secondary Subjects had contradicted the principles of Adult Education. In line with these conclusions, the study recommended that MESTVEE should employ and promote graduates of Adult Education without teaching subjects. Graduates should be appointed to management positions within the Ministry and in schools. Graduates of Adult Education must not limit themselves to be employed as teachers by MESTVEE.

Additionally, it was established that despite the infusion, graduates of Adult Education would still be employed in other Government Departments and NGOs. In connection

with this, the study recommended that the Adult Education Association should be strengthened and hold symposiums for Adult Education and advertises the programme in that manner. Furthermore, the study concluded that the infusion had contradicted the principles of Adult Education and that it may lead to the extinction of the programme at the University if not handled appropriately. The study recommended that the Department of Adult Education and Extension Studies at the University of Zambia should be hold in-house Continuous Professional Development programmes for them to enhance and appreciate the infusion. This will enable the lecturers in the Department to advise students and the public adequately and prevent the demise of the program.

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APPENDIX 1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR STUDENTS AT THE UNIVERSITY OF ZAMBIA

Dear Respondent.

I am a masters student at the University of Zambia following a study in Adult Education and in the process of data collection which will be used in my dissertation. To this extent, I should be most grateful if you could spare some time to respond to questions on this questionnaire. The information gathered here is purely for academic purpose and as such, it will be highly confidential.

INSTRUCTIONS: Please answer all questions by [] in the appropriate spaces provided or write where necessary. You are advised not to write your name on the questionnaire. It is not obligatory for you to answer this questionnaire but your help and co-operation will be highly appreciated.

1. Gender of the respondent

(a) Female []

(b) Male []

2. Age of the respondent

- (a) 16 – 25years []
- (b) 26 – 35 years []
- (c) 36 – 45 years []
- (d) Over 46 []

3. Marital status of the respondent

- (a) Single []
- (b) Married []
- (c) Divorced []
- (d) Widower []

4. Year of study

- (a) First year []
- (b) Second year []
- (c) Third year []
- (d) Fourth year []
- (e) Post graduate student []

5. What do you understand by Adult Education?

6. What is the role of Adult Education? -----

7. Do you think in your opinion that Adult Education is relevant to students at the University of Zambia? -----

8. Do you think in your opinion that Adult Education is relevant in Secondary Schools?----

9. What makes Adult Education relevant in Secondary Schools?-----

10. What are your perceptions on the infusion of Secondary School teaching subjects on the Adult Education degree programme at the University of Zambia?-----

11. What are the merits of the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia?-----

12. What are the demerits of the infusion of secondary school teaching subjects on the Adult Education degree programme at the University of Zambia?-----

13. Do you think the infusion of secondary teaching subjects has added value on the Adult Education degree programme at the University of Zambia?

- a) Yes
- b) No

14. Give reasons for your answer in (13) -----

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15. How do you rate the provision of Adult Education at the University of Zambia in view of the infusion of Secondary School Teaching Subjects?

- (a) Un Satisfactory []
- (b) Satisfactory []
- (c) Good []
- (e) Very Good []

16. Do you think the infusion of secondary school teaching subjects will increase the employment levels of graduates of Adult Education?

- (a) Yes []
- (b) No []

17. If your answer in (15) is yes, state your reasons? -----

18. Do you think the infusion of secondary school teaching subjects on the Adult Education degree programme should be upheld at the University of Zambia?

- (a) Yes []
- (b) No []

19. Give reasons for your answer in (17)-----

19. Would you recommend Adult Education Degree programme at the University of Zambia to another person considering the infusion of Secondary School Teaching Subjects?-----

20. Anything else that you would like to highlight on the infusion of Secondary School Teaching on the Adult Education degree programme at the University of Zambia? -----

Thank you very much for participating in this study. Below are my contact should you wish to contact me.

Mutinta Mwanajiti Mabbolobolo

Njase Girls' Secondary School

P.O.Box 630181

Choma

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APPENDIX 2

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR GOVERNMENT DEPARTMENTS AND NON- GOVERNMENTAL ORGANISATIONS

Dear Respondent,

I am a Masters student at the University of Zambia in the Department of Adult Education and Extension Studies conducting a research on the perceptions of stakeholders on the infusion of Secondary School Teaching Subjects on the Adult Education Degree Programme at the University of Zambia.

I am currently in the process of collecting data for my dissertation. The information that will be collected is purely for academic purposes and as such it will be highly confidential.

1. What does Adult Education mean to you?
2. Have you ever heard about the Adult Education degree programme at the University of Zambia?
3. What do you think is the role of Adult Education degree programme offered at the University of Zambia?

4. Do you have Adult Education degree graduates or those that are pursuing it in your Organization?
5. Why do you employ these graduates?
6. Have you heard about the infusion of Secondary School teaching Subjects on the Adult Education Degree programme at the University of Zambia?
7. What do you think about the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia?
8. Do you think the infusion of Secondary School Teaching Subjects will add value to the Adult Education degree programme at the University of Zambia?
9. Give reasons for your response in (8)
10. In your opinion, do you believe that Adult Education is relevant to Secondary Schools?
11. What are the positive suppositions regarding the infusion of Secondary School Teaching Subjects on Adult Education degree programme at the University of Zambia?
12. What are your negative suppositions regarding the infusion of Secondary School Teaching Subjects on the Adult Education programme at the University of Zambia?
13. Would you recommend staff in your Ministry/Organization to enroll in Adult Education degree programme at the University of Zambia bearing in mind the infusion of Secondary School Teaching Subjects?
14. Give reasons for your answer in (12)
15. If you were given an opportunity to study at the University of Zambia, would you study Adult Education taking into account the infusion of Secondary School Teaching Subjects?
16. Give reasons for your answer in (14)

We have now come to the end of the interview. I wish to thank you most sincerely for participating in this study. Below are my contact details should you wish to contact me.

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APPENDIX 3

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR LECTURERS AT THE UNIVERSITY OF ZAMBIA

Dear Respondent,

I am a Masters student at the University of Zambia the Department of Adult Education and Extension Studies conducting a research on the perceptions of stakeholders on the infusion of Secondary School Teaching Subjects on the Adult Education at the University of Zambia.

n Degree Programme at the University of Zambia.

Currently, I am in the process of collecting data for my dissertation. The information gathered is purely for academic purposes and as such, it will be treated with confidentiality that it deserves.

1. What is the meaning of Adult Education?
2. What is the role of the Adult Education degree programme offered at the University of Zambia?
3. Briefly describe how you rate the provision of Adult Education degree programme at the University of Zambia bearing in mind the infusion of Secondary School Teaching Subjects?
4. Do you think Adult Education is relevant to students at the University of Zambia?
5. Do you think in your opinion, that Adult Education relevant in Secondary schools?
6. What is your opinion on the infusion of Secondary School Teaching Subjects on the Adult Education Degree programme at the University of Zambia?

7. Do you think in your opinion the infusion of Secondary School Teaching Subjects will add value to the Adult Education Degree Programme?
8. Give reasons for your answer in (7)
9. Do you think the infusion of Secondary School subjects will increase employment levels of Adult Education graduates?
10. Give reasons for your response in (9)
11. In your view, has the infusion of Secondary School Teaching Subjects on the Adult Education degree programmes contradicted the principles of Adult Education?
12. Give reasons to your answer in (9)
13. Do you think the infusion of Secondary School Teaching Subjects on the Adult Education Degree programme should be upheld?
14. Give reasons for your answer in (11)
15. What are the merits of the infusion of Secondary of School Teaching Subjects on the Adult Education degree programme at the University of Zambia?
16. What are the demerits of the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia?
17. Do you think in your opinion, that there should be a separate policy on Adult Education considering the infusion of Secondary School Teaching Subjects?
18. Do you think that the Ministry of Education is handling the Adult Education at the University of Zambia appropriately?
19. Would you recommend someone to enroll for Adult Education at the University of Zambia considering the infusion of Secondary School Teaching Subjects?

We have now come to the end of the interview. I wish to thank you most sincerely for your participation in this study. Below are my contact details should you wish to contact me.

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Choma

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Email: tintamm@yahoo.co.uk

APPENDIX 4

THE UNIVERSITY ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR ADULT EDUCATION GRADUATES

Dear Respondent,

I am a Masters student at the University of Zambia in the Department of Adult Education and Extension Studies conducting a research on the perceptions of stakeholders on the infusion of Secondary School Teaching Subjects on the Adult Education Degree Programme at the University of Zambia.

I am currently in the process of collecting data for my dissertation. The information that will be collected is purely for academic purposes and such it will be highly confidential.

1. When did you graduate from the University of Zambia?
2. Who sponsored your training?
3. What job were you doing before you enrolled for the Adult Education degree programme at the University of Zambia?
4. What job are you currently doing?
5. Are you satisfied with your present job?
6. Give reasons for your answer in (5)
7. Have you heard about the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia?

8. What do you think about the infusion of Secondary School Teaching Subjects on the Adult Education programme at the University of Zambia?
9. Do you think the infusion of Secondary School Teaching Subjects will add value on the Adult Education degree programme at the University of Zambia?
10. Give reasons for your answer in (8)
11. Do you think the infusion of the Secondary School Teaching Subjects on the degree programme at the University of Zambia should be upheld?
12. Give reasons for response in (10)
13. What do you think are the effects of the infusion of Secondary School Teaching Subjects on the Adult Education degree programme at the University of Zambia?
14. Do you think Adult Education is relevant in Secondary Schools?
15. Are you in touch with other Adult Education degree graduates?
16. What are they currently doing?
17. Do you think the infusion of Secondary School Teaching Subjects on the Adult Education degree programme will increase employment levels of graduates of Adult Education?
18. Would you recommend Adult Education degree offered at the University of Zambia to another person bearing in mind the infusion of Secondary School Teaching Subjects?
19. If offered an opportunity to study at the University of Zambia again, would you choose Adult Education?
20. What do you think are the effects of this infusion on the Adult Education degree programme?

We have now come to the end of the interview. I would like to thank you most sincerely for your participation in this study. Below are my contact details should you wish to contact me:

Mutinta M. Mabbolobolo

Njase Girls' Secondary School

P.O. Box 630181

Choma

Mobile Line 0977-715897

APPENDIX 5

RESEARCH TIME SCHEDULE: 2014

ACTIVITY	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Identification of area of problem	X X								
Formulation of the research topic		X X							
Literature review			X X						
Development of research instruments				X X					
Data collection						XX	XX		
Data Analysis								XX	XX

RESEARCH TIME SCHEDULE: 2015

ACTIVITY	JAN	FEB	MAR	APRIL	MAY	JUN	JULY	AUG	SEPT
Data Analysis	XX								
Report preparation		XX	XX	XX					
Report production					XX	XX			

APPENDIX 6**RESEARCH BUDGET LINE**

Running costs	Zmw
Printing edited documents at K1.00 X 130 pages per copy	K 750.00
Internet browsing	K 350.00
Travelling costs: Choma to Lusaka, Fuel within Lusaka,	K 2,400.00 K 1,000.00
Reams of paper (5 X 29)	K 145.00
Editing and proof reading	K 800.00
Binding 6 copies @ K250	K 1,500.00
10% contingent fund	K 694. 50
Grand total	K 7, 639.50

Informed Consent Form

Dear Respondent,

My name is Mutinta Mwanajiti Mabbolobolo. I am currently a student at the University of Zambia pursuing a Master of Education in Adult Education. This research is a major requirement for the completion of my programme. Therefore, this exercise is purely academic.

1. Purpose

The researcher wishes to discover the stakeholders' perceptions regarding the infusion of Secondary School Subjects in the Adult Education Programme at the University of Zambia.

2. Consent

Participation in this study is purely voluntary. You are at liberty to decline participation in the study.

3. Confidentiality

All data collected from this research is treated with ultimate confidentiality. Participants are assured that they will remain anonymous and untraceable in this study.

4. Rights of Respondents

All efforts will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

3. Declaration of Consent

I have read and fully understand this document. I therefore agree/disagree to participate in this exercise.

Signature

Date.....