SCHOOL LEAVERS' UNDERSTANDING OF UNIVERSITY EXTENSION EDUCATION IN LUSAKA DISTRICT

BY

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DEDICATION

I would like to dedicate this dissertation to my wonderful children, Samuel Junior Nkowani and Kanekwa Janet Nkowani, and my dear husband Samuel Nkowani for his moral and financial support during my studies.
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AUTHOR’S DECLARATION

I, Gwenny Malama, do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for award of any degree at this or any other University. Where other people’s work has been used, acknowledgement has been made.

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APPROVAL

The University of Zambia approves the dissertation of Gwenny Malama as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education.

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ABSTRACT

The study’s main purpose was to establish school leavers’ understanding of university extension education in Lusaka District. The objectives of this study sought to establish school leavers’ knowledge levels about university extension education in Lusaka District and to establish school leavers ‘perceptions regarding university extension education in Lusaka District.

In terms of theory, the theory of andragogy also known as theory of adult learning was the preferred theoretical framework for this study. A comprehensive literature review was carried out to determine the works other researchers had done in the area of university extension education. The literature revealed that the concept of university extension education has no single definition.

This study employed a case study design in which triangulation was used in order to verify the information collected during this study. The sample comprised 112 school leavers, 7 guidance teachers, 7 parents from parents teachers association and 1 University of Zambia Extension Education Centre Coordinator from Lusaka District. Simple random sampling procedure was employed in selecting 1 public secondary school from each of the 7 school zones of Lusaka District. Snowball sampling was employed in tracing the whereabouts of school leavers while purposive sampling was used to select guidance teachers, parents and University Centre Coordinator.

The major findings were that school leavers partially understood university extension education. This is due to the fact that most school leavers partially understood university extension education. This is due to the fact that most school leavers had knowledge about the definition and existence of university extension education. However, the majority of school leavers did not have enough information about the programmes offered by university extension education in Lusaka District and the methods used in university extension education. It was also established that while some school leavers in public secondary schools of Lusaka District held positive perceptions about university extension education others had negative perceptions. However, majority respondents had positive perceptions about university extension education. It was, therefore, recommended that the University of Zambia Department of Adult Education and Extension Studies should be adequately funded by the central administration of the university in order for it to sensitize school leavers in public secondary schools of Lusaka District about university extension education. Furthermore, the Department of Adult Education and Extension Studies should offer more new diploma and certificate (credit) programmes and introduce degree programmes.

Extension Education Centre Coordinator from Lusaka District. Simple random sampling procedure was employed in selecting 1 public secondary school from each of the 7 school zones of Lusaka District. Therefore, snowball sampling was employed in tracing the whereabouts of school leavers and purposive sampling was used on guidance teachers, parents and University Centre Coordinator.
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ACRONYMS

UNZA    University of Zambia
PTA     Parents Teachers Association
EMS     Extra-Mural Studies
CHAPTER ONE

1.1 Introduction

This chapter provides background information, statement of the problem, purpose of the study, study objectives, research questions, significance of the study and delimitation of the study. It also describes limitation of the study, operational definition of terms, organisation of the study and summary of the chapter.

1.2 Background information

In research, the term background refers to the setting of the study (Kombo & Tromp, 2006). In this regard, extension education has its origin at Cambridge and Oxford universities in England where discussions began in 1850 about how they could serve the educational needs near to their homes of the rapidly growing populations in the urban industrialised areas. The objective of British extension education was to provide education to all classes in the community. In 1867, a first political attempt was made in what was designated as university extension education with lectures on literacy and social topics.

Jepson (1973:98) says the purpose of university extension movement was to create students not merely from well-born and wealthy classes, but from the whole population out of the raw material of masses. Efforts in Britain for establishing university extension education came as a result of a need to develop human resource who could manage the growing industries, help farmers learn new farming methods and techniques and also to reduce high levels of illiteracy especially in rural areas.

Extra-Mural Studies was developed as a mode of university education in Britain. This later spread to some universities in the former British colonies. Zambia is one of the former British colonies which adopted the Extra-Mural Studies as a mode of university education at the University of Zambia.

The University of Zambia, which was born in 1966, adopted the recommendations of the Lockwood Report of 1964 which stipulated that the institution:

- must combine practical service to the nation at a critical time of its life, with the fulfillment of the holistic purposes for the university as
- a seat of learning, a treasure-house of knowledge and a creative centre of research (Lockwood Report, 1964).

The Report also emphasized that the university should make provision both for the extension of its degree and diploma studies to people outside the university and to offer non-credit courses to masses who missed out by not obtaining high level education. Thus was born the
Department of Extra-Mural Studies (DEMS) now the Department of Adult Education and Extension Studies in the school of Education. The University of Zambia has had its Department of Extra-Mural Studies (DEMS) from inception. The senate of the University of Zambia laid down two guidelines for the Department of Extra Mural Studies policy. The guidelines were that:

“the Department of Extra-Mural Studies should maintain the links with the community and recognise that the university has a contribution to make to the socio-economic advancement of the nation and diffuse university knowledge and ways of thought throughout the nation” (University of Zambia, 1966:8-11). The Department of Adult Education and Extension Studies accepted to take up this task and introduced extension studies in the provinces from its inception so as to cater for the masses of the people country wide.

The two principles were further broken into four broad perspectives as follows:

1. Provision of study of the university nature to the community by all means available should be through;
   a) teaching and running of evening classes;
   b) organising seminars/workshops;
   c) delivering public lectures;
   d) organising residential courses(distance or correspondence studies); and
   e) organising theatre for development (Okunga, 1979: 9 as cited in Mandumbwa, 2011:19).

2. Provision of training in adult education for university graduates and undergraduates who might have been expected to become full-time or part-time University Extra-Mural tutors plus workers in Adult Education schemes maintained by the government and other agencies.

3. Conducting research into academic disciplines and Adult Education problems.

4. Promotion of links between the university and the community by any means within its powers (University of Zambia, 1966 pp 8-11).

The number of activities that the department was involved in acted as motivating factors to many people country wide so that they were prompted to attend the university education extension programmes. The question to pose is, what is the school leavers’ understanding of university extension education in Lusaka District?

1.3 Statement of the problem

A research problem is an issue or concern that puzzles the researcher. Therefore, to state a problem is to clearly explain to the readers the concern or issues that puzzle the researcher, that which has not been addressed or that has remained the same despite measures taken (Kombo & Tromp, 2006). University extension education is a type of education that has given an opportunity to people who never managed to obtain a university education on a full time
basis. It imparts knowledge and skills that enable its graduates become independent and self reliant and contribute to poverty reduction and national development.

In Zambia, there are many people, including school leavers, who want to learn but, do not have access to higher education on full time basis due to various reasons. Mwansa (2010) states that due to the inadequate resources it is almost impossible to educate all citizens through on campus teaching. Existing studies on university extension education in Zambia prior to this study focused on challenges faced by resident lecturer in the provision of university extension programmes and their possible solutions (Mandumbwa, 2011), a review of the factors which influence learner participation in university extension education in Chipata District (Ngoma, 2009), the benefits of and possible improvements to university extension education (Ng’ambi, 2013), a study of university extension education in Zambia and the challenges faced in realizing its initial mission: A case of Lusaka and Central Provinces (Phiri, 2013). What has not been tackled before is the school leavers’ understanding of university extension education. It was for this reason that this study was embarked upon.

This research was aimed at establishing school leavers’ understanding of university extension education in Lusaka District.

1.4 Purpose of the study

In the words of Chuma, Ngoma and Mwansa (2007: 18), purpose of the study refers to stating clearly what one wants to find out about the problem which affects a certain community or nation. In research, purpose refers to a general statement which reflects the intentions of one’s research. Therefore, the purpose of this study was to establish school leavers’ understanding of university extension education in Lusaka District.

1.5 Research objectives

Objectives in research are specific statements relating to the defined aim of the study (Kombo & Tromp, 2006). The researcher’s purpose of conducting a research is reflected in the objective.

1.5.1 General objective

The general objective of the study was to establish school leavers’ understanding of university extension education in Lusaka District.

1.5.2 Specific objectives

In order to establish school leavers’ understanding of university extension education in Lusaka District, the specific objectives for this study were to:
(1) establish school leavers’ knowledge levels about university extension education and;
(2) establish school leavers’ perception of university extension education.

1.6 Research questions

A research question is a statement that identifies the phenomenon to be studied (Kasonde-Ng’andu, 2013). Aside from this, Kombo and Tromp (2006) suggest that research questions guide the research process by addressing the variables of the study. The study attempted to respond to the following questions:

(1) What is the school leavers’ knowledge levels regarding university extension education? and
(2) what is the school leavers’ perception of university extension education?

1.7 Significance of the study

It is important to explain why the study is important. In the views of Kombo and Tromp (2006), significance refers to the importance of the study at hand. In the same vein Chuma, Ngoma and Mwansa (2007:30) explain the significance of the study as the usefulness of the results of the study to society or government and other agencies. Significance of the study is the rationale for conducting a study, its importance and implications for researchers, practitioners and policy makers (Kasonde-Ngandu, 2013). In this connection, University of Zambia and other institutions of higher learning offering extension education may benefit from the findings of the study because they will understand how school leavers’ perceive and understand university extension education and how extension education programmes are perceived by school leavers.

Additionally, it is hoped that findings of the study may help potential students of extension education and the general public to have a clear understanding of university extension education.

Added to the aforesaid, other researchers in the field of extension education may be able to use the findings for future studies on the understanding of extension education by school leavers. The findings may also contribute to the already existing body of knowledge on the subject under study.

1.8 Delimitation of the study

Delimitation is about a geographical area where the study is to be undertaken (Kombo & Tromp, 2006). In other words, delimitation refers to boundaries of the study within the control of the researcher. Simon (2011) alludes to delimitations as section study explicating the
criteria of participants to enroll, in the study, the geographic area covered and the profession organisations involved. This study was conducted within Lusaka District. The views of the 2014 secondary school leavers, guidance teachers and parent of public secondary schools of Lusaka District, and Centre Coordinator of University of Zambia Department of Adult Education and Extension Studies were of use in this study. Information obtained from school leavers was triangulated with that from guidance teachers, parents and Centre Coordinator. Lusaka was selected for the study because it is the capital city of Zambia and where the University of Zambia is located.

1.9 Limitations of the study

Chuma et al. (2007: 33) define limitations as shortcomings faced by the researcher when conducting the study. In other words limitations are challenges anticipated by the researcher (Kombo& Tromp, 2006). Thus, limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings. This research was limited to Lusaka District. Therefore, the findings may not be applicable to other areas.

1.10 Operational definitions of terms

Operational definitions simply refer to all terms which were used from time to time in the study (Chuma, et al., 2007:33). Kasonde –Ng’andu (2013) define operational definition of terms as concepts that are extra ordinarily or not widely understood by everybody. Defining such terms is a necessary undertaking because they are peculiar to this study.

Extension Education: is a process of education focused on developing the knowledge, will power and the skill of the people to solve their problems by their own efforts, instead of waiting for the government to do it for them (Savile, 1965:4)

Education: is any long term learning activity directed at preparing a person for a variety of roles in life. It can be undertaken through formal, non-formal and informal systems.

Perception: is an idea, a belief or an image that an individual has as a result of how one sees or understands something.

Knowledge: the awareness and understanding of facts, truth or information gained through experience or learning, or through introspection.

School leaver: in this study, a school leaver is a pupil who has recently left school after writing examinations at grade twelve level.
**Andragogy:** the teaching strategies developed for adults. It is often interpreted as the process of engaging adult learners with the structure of human experience.

**Adult Education:** in this study, adult education will mean education activities undertaken by people that are considered as adults in their own society.

### 1.11 Organisation of the study

The issues presented in chapter one include, among others, background information, statement of the problem, objectives of the study, significance of the study, delimitation and limitations of the study.

The literature review is presented in chapter two. This chapter attempts to explore some of the existing literature on school leavers’ understanding of university extension education in Lusaka District. The theoretical framework of Andragogy is also discussed.

Chapter three provides the methodology which was used in conducting this study. It describes the research design, population of the study, sample size and sampling procedure, and data collection procedures.

The research findings of the study are presented in chapter four. Research findings are presented using bar charts and classified themes that emerge from responses to the research questions of the study.

Chapter five discusses the findings of the study. The discussion has been organised using the objectives of the study as sub-headings. The conclusion and recommendations are based on the findings of the study.

### 1.12 Summary of chapter one

This chapter focused on background information on university extension education. The chapter has discussed that university extension education work (Extra Mural Studies) in Zambia was influenced by the growth and success of university extension education work (Extra Mural Studies) in Britain. The statement of the problem and purpose of the study have been presented. The researcher has also stated the research objectives, research questions and significance of the study. Finally, the delimitation and limitations of the study and operational definition of terms used in the study have been highlighted.

The next chapter discusses the theoretical framework of Andragogy and reviews literature that is relevant to the study.
CHAPTER TWO

2.1 Introduction

The purpose of this chapter is to discuss the theoretical framework which guides this study. The chapter will also review other studies that are related to the topic under investigation. In this study, the literature was purposefully searched and selected on the basis of school leavers’ understanding of university extension education. According to Kombo and Tromp (2006), literature review is a critical look at the existing research that is significant to the work that the researcher will be carrying out. Literature review entails compiling a review of research findings on a particular topic that has already been published (Welman, Kruger and Mitchell, 2005:38). Some of the issues that will be dealt with in this chapter are the meaning of university extension education, brief history of university extension education in Zambia, provision of university extension education in Zambia, methods and techniques used in university extension education in Zambia, challenges faced by university extension education in Zambia and perceptions about university extension education in Zambia.

2.2 Theoretical framework

Extension education is not carried out haphazardly but falls within structures of a given operational mode. Education has a great social, economic, political, and cultural importance in our society. Consequently, various theories have come into being. Theories are necessary because they help us to understand, communicate and predict the nature of a field of study in terms of its purpose, goals and method. Kombo and Tromp (2006) say a theoretical framework is a reasoned set of propositions, which are derived from and supported by data or evidence. The whole purpose of adult education generally is to foster critical thinking through dialogue and that the skills and dispositions of critical thinking can and should infuse teaching and learning.

The theory on which this research rested is Andragogical theory which is also known as the theory of adult learning. In the words of Knowles (1980:67), andragogy is the art of and science of helping adults learn as a methodology for facilitating the enhancement of personal growth and development. Knowles (1973) identifies the principles of adult learning that articulate the guiding values that underpin the way adults learn. The theory emphasises the value of the process of learning. It uses approaches to learning that are problem-based and collaborative rather than didactive and also emphasises more equality between the teacher and the student. The Andragogical theory is based on at least four main assumptions that are different from those of pedagogy. Knowles’s key assumptions about adult learners were that, adults are motivated to learn as they experience needs and interests that learning will satisfy; adults’ orientation to learning is life-centred; experience is the richest source for adult’s learning; adults have a deep need to be self-directing; and individual differences among people increase with age. The four assumptions expounded in andragogy are explained below.
A. Changes in the self concept

This first assumption talks of changes in the self-concept. It explains that as a person grows and matures their self-concept moves from one of total dependence to one of increasing self-directedness. Andragogy assumes that the point at which an individual achieves a self-concept of essential direction is the point at which he or she psychologically becomes an adult. A very critical thing happens when this occurs; the individual develops a deep psychological need to be perceived by others as being self-directing. Thus, when individuals find themselves in a situation in which they are not allowed to be self-directed, they experience a tension between that situation and their self-concept. Their reaction is bound to be tainted with resentment and resistance (Knowles, 1973).

B. Role of experience

The assumption of the role of experience implies that as individuals mature, they accumulate an expanding reservoir of experience that causes them to become an increasing resource for learning, and at the same time provides them with a broadening base to which to relate new learning. Adults like to be given opportunity to use their existing foundation of knowledge and experience gained from life experiences, and applies it to their new learning experiences. Rodgers (1992), says learning opportunities should treat the learners as adults and learning methods used should allow the learner to use experience for their own purposes and meet their own needs.

Accordingly, in the technology of andragogy there is decreasing emphasis on the transmittal techniques of traditional teaching and increasing emphasis on experiential techniques which tap the experience of the learner and involves them in analysing their experiences. The use of lectures, caned audio-visual presentation and assigned reading tend to fade in favour of discussion, laboratory, simulation, field experience, team project, and other action-learning techniques (Knowles, 1973).

Children identify themselves in terms of external definers. They look at who their parents are, their brothers and sisters, to what school and church they go to and where they live. As they mature, individuals increasingly define themselves by their experience. To a child experience is what happens to them, to an adult, experience is what they are . In a situation in which adults’ experience is ignored, the adult perceives this as not just rejecting the experience, but rejecting them as an individual. Andragogues demonstrate their respect for people by making use of their experiences as a resource for learning.

C. Readiness to learn

This assumption states that as individuals mature, their readiness to learn is decreasingly the product of their biological development and academic pressure and is increasingly the product of the developmental tasks required for the performance of individuals evolving social roles. Adults become ready to learn when they experience a need to learn it in order to cope more satisfying with real-life tasks or problems (Knowles, 1980: 44).
In a sense, pedagogy assumes that children are ready to learn those things they ought to because of their biological and academic development. However, Andragogy assumes that learners are ready to learn those things they need to because of the developmental stage they are approaching in their role as workers, spouse, parents, organisational members and leaders. The critical importance of this assumption is the importance of timing learning experience to coincide with the learner’s developmental tasks.

D. Orientation to learning

Orientation to learning presupposes that children have been conditioned to have a subject-centred orientation to most learning, whereas adults tend to have a problem-centred orientation to learning. This difference is primarily the result of the difference in time perspective. The child’s time perspective towards learning is one of postponed application. The adult on the other hand, comes into an educational activity largely because they are experiencing some inadequacy in coping with current life problems. Adults want to apply what they have learnt today, so their time perspective is one of immediacy of application. Therefore, they enter into education with a problem centred orientation to learning (Knowles, 1973). This is supported by Tobert (2003) who says adults are influenced to learn if the programmes meet their goals.

Meaning of adulthood

Having looked at what the theory of andragogy also known as the theory of adult learning means and involves, it is imperative that the term adult is defined to provide an insight of what adulthood is all about. The importance of highlighting the meaning of adulthood in this study is to help those who may not be well vested with adulthood so that they understand the concept and also draw a line on who qualifies for adult university extension education.

The concept of adulthood is too wide to be confined to a specific age limit since adulthood is from as low as 16 to above 55 depending on the context. Lindeman (1926) argues that the concept is called adult education not because it is confined to adults but because adulthood and maturity defines its limits. Adult education has no specific age limit but cut across all the sections of age groupings depending on how a particular community defines it. According to Mtonga (1986) from the legal and political scenario, the acquisition of National Registration Card (NRC) at the age of 16 years and voting at the age of 18 years would signify the adulthood of a person. This is supported by Knowles’s (1978) observation of an adult being a person recognised by law, which sets a given age at which a person perceives self-realisation of one’s maturity; performs assigned social roles and takes responsibility of his own life as well as for, lives of others.

In traditional African societies, adulthood was concerned with fulfilling certain sociocultural roles such as making pottery, hunting, farming, black smith. Adults were expected to marry, raising children and provide for them (Mbiti, 1991). The African concept of adulthood has changed, however, due to Western influence. Many cultures in Africa consider the
puberty stage as the entry to adulthood. Adulthood stages and developmental tasks in the general Western perspective have three periods of adult life as the age ranging from 18 to 30 years classified as early adulthood, the middle age adulthood is from 30 to 55 years of age and the final stage of developmental task is the later maturity stage from 55 years and above. To this extent it can be argued that the theory of Andragogical could be applied to the school leavers’ understanding of university extension education study in order to help the school leavers understand university extension education.

2.3 LITERATURE REVIEW

2.3.1 Meaning of university extension education

University extension education is very versatile; environment based and responds to the needs of the people in different ways. The environment in which the clientele is found determines the educational needs. Since its inception, university extension education in Zambia has undergone several changes. This is due to the ever-changing needs and demand of the society. In this regard, the concept of extension education has no precise definition.

Savile (1965:4) defines extension education as a “process with a constant aim of developing knowledge, the will power and the skills of the people to solve their problems, by their own efforts, instead of relying on the government to do it for them”.

In the same vein, Jones (1994) defines extension education as the provision of university education to society for the purpose of helping society to attend to its needs and aspirations. This is because extension work is conceived as the development of the individual, village leaders and the rural society as a whole as a continuous process, (Bown&Olu-Tomori 1979:11 as cited in Chakanika, 1989).

Additionally, Luchembe (2010) says university extension education is that education which is knowledge based and delivered straight to the people where they live and work. It provides education opportunities to help people, individually and collectively, make decisions about their lives, businesses and community and develop economically, socially and culturally. This education broadens people’s horizons and enables them to transform their environment and respond to the needs surrounding them.

The above discussion about the definitions of extension education has revealed that it is impossible to provide a comprehensive definition of extension education which is acceptable across the board. Perhaps the most significant criteria in terms of the information is to provide categories to be included in a definition of extension education. The three types of extension education are Extramural work, continuing education and community development.

Extramural work is also known as geographical extension or extension education. This type of extension education involves the provision beyond campus walls of some of the credit
bearing educational opportunities, or approximate equivalent, offered by the proper, typically by means of off the campus classes, evening classes, correspondence instructions and radio and television instructions, all aimed at students working towards conventional college degrees. In this pristine form, university extension is concerned only with the carrying out of the regular curriculum of the institution to a clientele who for one reason or another cannot come to the campus for their education (Shannon &Schoenfeld, 1965:4).

Continuing education extension is sometimes referred to as chronological education or higher adult education. It involves the selection, provision, and promotion of intellectually demanding educational activities for adults who have completed formal schooling; the curriculum is designed to enhance the quality of individuals and to increase their effectiveness in their vocations or professions and as citizens of a free society.(Shannon &Schoenfeld, 1965: 4).

Functional extension encompasses what are called educational services, community development and applied research, this type of university extension represents the adaptation of university resources to the needs and interests of off-campus youths and adults with regard to age, sex, religion, or previous academic experience. Such consultation may be rendered to individuals, groups, organisations, and agencies (Shannon &Schoenfeld, 1965:4-5).

It is worth supporting Savile’s (1965:4) definition of university extension education which focuses on developing the knowledge, will power and the skill of the people to solve their problems by their own efforts, instead of waiting for the government to do it for them.

University extension education empowers citizens to effectively participate in a nation’s development progress by increasing their knowledge, self confidence and self esteem and improving their perception of self in relation to others as well as broadening their world view. From the above discussion about the definitions of extension education, one would conclude that it is essential that school leavers understand the broad concept of university extension education born out of the need to develop agriculture in order for them to have a clear understanding of university extension education. Extension has been developed as the only logical scientific and successful way of bringing knowledge to farmers to help them farm their lands efficiently (Bradfield, 1966:11). But the question that arises is what is the school leavers’ understanding of university extension education?

2.3.2A brief history of university extension education in Britain

University extension education started with the work of James Stuart of Trinity College of Cambridge University. He is often considered “the father of university extension” (Jones, 1994). He gave lectures to women’s associations and working men’s clubs in England.

University extension education in Britain arose as a response to the political, social, educational, and economic challenges. Discussions on university extension education began in Oxford and Cambridge universities around 1850. The focus was on how they could serve the educational needs, near to their homes of the rapidly growing population in the industrial
and urban areas where, most of the community members had no opportunity to study at the university.

Kelly (1970:216) observes that at the beginning, university extension in Britain meant primarily the extension of facilities for full time university education. In later years there was an extension of facilities for part time university education. In 1973 the towns where Stuart lectured made petitions to the University of Cambridge on the possibility of establishing and formalising the outreach teaching programmes to the community.

The establishment of university extension education in Britain was based on the following proposals:

(a) that universities be opened up to non-college students, by increasing the number of colleges within the universities and by founding new colleges in other parts;
(b) that there should be establishment of societies in non university towns to organise educational lectures delivered by university lecturers who should be paid by government; and
(c) that two or three professors were to be sent to visit each town periodically. In smaller towns or districts local lecturers to extend the services to villages (Peers, 1958).

2.3.3 A brief history of university extension education in Zambia

The growth and success of university extension education work (Extra Murals Studies) in Britain influenced the initiation of similar activities elsewhere in the world especially in the former British colonies. Extra-Mural activities link experts with a target population with a given medium. Similarly, extension education at University of Zambia has been organised in such a way that it remains responsive to the needs of society.

Siaciwena (1999:1) states that during the pre-independence period in Zambia, opportunities for education and training for indigenous Africans were inadequate. Consequently, the absence of skilled and qualified human resources led to the introduction of extension education. The scarcity of qualified Zambian persons with education was more acute at the higher (tertiary) level on the eve of independence. In terms of education, Zambia was the least prepared in the whole of Africa (Kelly, 1999:69-70). This resulted in the shortage of human resources and consequently affected the country’s development at independence in 1964. In order to solve this problem, the government embarked on constructing primary and secondary schools shortly after independence.

The Adult Education Extension Studies Department formerly known as Extra-Mural Studies Department of the University of Zambia was established in 1966. The Department has objectives of providing courses of a university nature to students who are unable to study with the university on full-time, conduct seminars and short courses and reach out to the community (Alexander, 1975).

Providing opportunities for participation in higher education is an important element of policies to increase national integration and the representation of disadvantaged groups in
economic and political leadership. It is recognised worldwide, that equality of opportunities for education should be provided and that there should be greater access to higher education. In Zambia, there are many people who want to learn but cannot attend full time classes due to various reasons. Mwansa (2010) says due to the inadequate resources it is almost impossible to educate all citizens through on campus teaching.

2.3.4 University extension education provision in Zambia

The learning content of the extension education programmes is developed by university based on what participants have suggested to the resident lecturer. Programme development involves designing, implementation and evaluation of education activities. Maureen (2010) observes that programme development to be a process involving assessment of learner’s needs, setting objectives, selection of learning activities to take place and evaluation of outcomes.

The content must be relevant to the needs of learners and address the problems they encounter in their daily lives. Content should encourage the skills of participation and self management. Adults are affected by situational factors such as job, health problems, financial or legal difficulties, personal or family problems, which may not be under their control (Malhotra, Shaper, Sizo and Munoru, 2006). This implies learners must see a reason for learning something. There is a need to know whose participation is required for the learning activities to function successfully and whose involvement is required if an education objective for creating and distributing benefits is to be met.

Adults are goal –oriented. For this reason, upon enrolling in a programme, they usually know what goal they want to attain. They, therefore, appreciate an education programme that is organised with clearly defined elements. There should be concomitant perspective of improving social, economic or political conditions for the development.

The contents of the learning materials should be culturally oriented and relevant to adults’ perceptions. The content should guarantee learning prospects of lifelong skills, sustainable livelihoods, good health, and empowerment of citizens and gender equality for the participants.

The University of Zambia extension education has expanded both in student enrolments and fields of study. It offers certified non-credit courses relevant to the lives of the participants. This is because the content and the nature of the courses offered are derived from the people it serves. Mbozi (2011) observe that non credit courses are still formally provided due to the understanding that some students enroll for studies just to sharpen their skills and to socialize.

The department also offers diploma programmes as observed by Ng’ambi (2013). The programmes include social work, Finance, purchasing and Supply Management, Project Planning and Management, Business Administration, Economics, Guidance and Counseling, Public Relations, Record Management, Journalism, Law, and Infection prevention control.
Credit programmes accord graduates a chance to pursue a degree programme, at any university in a relevant field. However, this change has been slow due to difficulties faced by extension education to win acceptance by society in developing countries especially that most forms of extension education target the adult population in which adult education has been received with hostility (Musa, 1994). It is only recently that interest has been directed towards extension education as a field of study in developing countries. The extension education curriculum is responsive to societal needs by preparing participants for work through creative and critical thinking to live self sufficiently within their environment. The department offers courses that are holistic in nature as they are intended to impart knowledge and skills to people that need help. Courses offered reflect a variety of target groups ranging from those that deal with issues of the youth to those that concern the adults themselves (Kasimbo, 2013). In this study, the researcher’s concern is on school leavers’ understanding of university extension education.

2.3.5 Methods and techniques used in university extension education

The range of activities involved in university extension education is wider and the skills required to develop, produce and deliver courses are more diverse. The question to ask is how is the school leavers’ knowledge level about university extension education?

The facilitator is free to choose a technique which suits the learning situation and learning needs of the students (clients). They require but suitable material which will make learning meaningful and useful at the end of the learning process. There is need to encourage the use of teaching and learning materials that promote learner participation.

A method, according to Gillard (2005), is a way of assembling participants. It involves identification of target participants, selection and recruitment into an institution of learning. He also defines a technique as a process aspect where knowledge and information is connected or given to participants.

University extension facilitators use various techniques such as, lectures, debate, field trip buzz group discussion, role play, demonstration, and panel discussion, apprenticeship, and seminars when delivering courses. The provision of university extension education in Zambia is through the teaching and running of evening classes; organizing seminars/ workshops; delivering public lectures and organising theatre for development (Okunga, 1979 in Mandumbwa, 2011). This is supported by Chakanika and Mtonga (1995) who said that extension education courses offer part-time courses in the evening.

Luchembe (2010) says evening courses are offered to impart knowledge and skills to help people with ever changing demands of life at work and the changes taking place in social-political spheres. These courses are offered to meet the individual needs of participants.

In order to encourage adult students to learn, flexible schedules should be designed to allow them to work while attending school. The function of university extension education is to
assist adults to increase competences in their education; graduates have been able to develop their personal interest.

Chakanika and Mtonga (1995) explain that university extension education conducts public lectures for a mixed target group over a period of two to four hours on a given day and papers are prepared for presentation jointly or individually by people who are qualified in areas under discussion. The University Extension Department uses professionally qualified personnel to sensitize people on issues of national development.

Chuma (1989) observes that by use of drama, performing arts and puppetry the department has been able to conscientise people on some of the problems faced by society. This can be attributed to the fact that popular theatre addresses itself to the common man in his language and idioms and deals with problems of direct relevance to his situation.

Seminars are also conducted by the department on various issues depending on the client’s need. A need is defined by Gillard (2005) as a gap between current set of circumstances. The circumstances can be described in terms of proficiency which includes knowledge, skills, attitude, performance or situations. Knowles (1980) also, regards an educational need as a gap between learner’s present level of competences and a higher level required for effective performance as defined by themselves, their organisation, or society. Under seminars the outreach of the programmes caters for a broader clientele.

The Part-time tutors in the evening classes are usually university graduates or professionals obtained from the private sector, government departments and non-governmental organisations. The tutors are allowed to only teach in courses where they are well qualified. On the other hand, in non formal university extension education anyone who is well informed about a topic under discussion is allowed to share the knowledge they may have for the benefit of the participants. This solves the problem of shortage of tutors in the extension education.

2.3.6 Perceptions about university extension education in Zambia

There are many benefits in being educated. Most people’s lives are enhanced if they are educated. Zambia needs people who are literate to contribute to various developmental activities of the country .There appears to be limited information on school leavers’ understanding of university extension education and this is one of the things this study intends to investigate.

It has been observed that university extension is currently experiencing an increasing demand from various sectors of the Zambian society. Luchembe (2010) observes that there is an increase in the enrolment every year. In 2013 there were a total of 1940 graduates from extension education (UNZA: 2013). It appears this demand has been influenced by the recognition of the university extension education qualifications by different organisations and agencies.
This is as a result of extension education unit being the only unit or arm of the university that deals directly with both urban and rural community. Frandson (1972) says there is literally a wealth in university extension education on which the university as a whole can draw for a wider attack on the problems that threaten the world.

The relevance of the extension education for economic development is a reality in Zambia because adults are actually engaged in the process of production as opposed to regular school students who will have their turn only after a period of time. It is appreciated that education for children is needed to prepare them for the future. However, it is also necessary to educate adults who hold the responsibility of productivity and development at the present moment than waiting for the future.

Throughout the world education is critical for development. It builds self esteem and provides the skills needed to improve individuals, families and the nation at large. It is claimed that educated individuals tend to earn higher income and integrate health, nutrition and family information into their lifestyle (MOE, 1996)

Extension education is recognised by graduates who have improved in their skills thereby becoming relevant to the communities. Chuma (2004) says through workshops and seminars leadership skills have been imparted to those taught. Performance of the graduates on the task is improved they can be valuable to the company because they care about their jobs.

Extension education plays an important role in developing human resources needed for economic development. It empowers the poor, the voiceless, mostly women so that they have the knowledge and skill to meaningfully contribute to the wellbeing of their families, society and country at large. Education empowers women to stand up for themselves without being dependent on their spouses. This argument suggests that women will be able to look after themselves and their families as well as bring benefits to the community especially when there is effective government (Watkins, 1999).

Freire (1970:28) asserts that education empowers people to understand their rights and to participate as citizens in a nation’s development progress. He further states that education empowers them for effective participation in all other sectors by increasing their knowledge, self esteem and self confidence and improving their perception of self in relation to others as well as broadening their world view.

The qualifications obtained by extension education graduates enable them to get a promotion and escape routine working. Many people in different work places become tired of doing the same work activities through and through. The work activities become boring and this leads to inefficiency despite having received adequate training in the particular job.

Qualifications gained through extension education enable the unemployed graduates to be employed in the formal sector and contribute to national development.

Self employed graduates are equipped with new thoughts and ideas from extension education. They are eager to implement what they have learned and to improve their business process. Some graduates have started their own organisations.
This is because extension education contributes to human development, a process by which individuals develop self respect, self confidence and self reliance.

“When you hear the power of your own voice and the effect it can have, you develop a different awareness of self; you can express yourself and take a stand on things that affect you. Only then can you make decisions about your life” (Auma, 2013:11).

Mwanakatwe (1969) states that there is a relationship between the levels of education and of people, and the development of a nation because education gives people relevant skills. They become critical thinkers and good decision makers. Critical thinking is a practice of processing information in the most skilful, accurate, and rigorous manner so that it leads to the most reliable logical and trust worth conclusions.

The university recognises extension education by deciding its learning content based on what learners have suggested to the resident lecturer. The reality however is not in accord with this since the role of the resident lecturer is dictated by university policy, rather than the felt needs of the people. Consequently, extension programmes do not start with the people but dictated by university policy. Sanders(1959) explains that the university extension education has failed to follow the principle development of the content of the course by consulting the participant .In support, Chakanika and Mtonga (1995 ) blame the extension education class programmes for having failed to express people’s needs.

On the other hand, extension education is seen to allow full participation of learners under workshops and public lectures. The content should guarantee learner’s prospects of lifelong skills, sustainable livelihoods and improved quality of life. It should be linked to the known reality and skills learning needs of the participants. It appears there is contradiction and confusion in understanding of extension education in spite of the government’s encouragement of its formation at the inception of the University of Zambia. The contradiction is evident in the professional and employers failure to recognise the extension education (Chirwa, 2010).Many people still doubt the relevance of extension education. They are not convinced that extension education programmes are important. This could be so because of lack of research that can provide knowledge about them. Hence, a study on school leavers’ understanding of university extension education is pertinent.

Despite the success of extension education, the system is considered not to be satisfactory and is related to catering for those individuals who had failed to learn through full time means. There are people who think that professionals cannot be trained through extension education programmes. They continue to question the relevance and appropriateness of these education qualifications. This is supported by Zabron (1991) who criticised university extension education for its reliance on tutors, some of whom have unreliable qualifications, to teach in its programmes.


2.4 Summary of chapter two

The chapter has raised several important aspects regarding Andragogical framework upon which this study is anchored. The chapter has also reviewed literature on university extension education. From the literature reviewed on the meaning of University Extension Education, it was established that there are several meanings attached to it. However, this study adopted the meaning provided by Savile (1965:4) which states that extension is a process of education, its constant aim being to develop the knowledge, the will-power and the skill of the people to solve their problems, by their own efforts, instead of waiting for the government to do it for them.

Another fact that has been established is that the genesis of university extension education in Zambia was influenced by the British University Extension Education. The absence of skilled and qualified human resources led to the introduction of extension education in Zambia. University extension education gives an opportunity to citizens who never had a university education to gain one.

Another fact that had been established was the contradiction in perception and understanding of University Extension Education in spite of it being in existence at the inception of the University of Zambia.

The chapter that follows discusses the methodology employed in this study.
CHAPTER THREE

RESEARCH METHODOLOGIES

3.1 Introduction

The aim of this chapter is to describe the research methods that were employed in the study and explain why these methods were considered appropriate for data collection needed to answer the questions posed by the research problem. According to Wellington (2000:22), a methodology is “the activity or business of choosing, reflecting upon, evaluating and justifying the approaches you use in data collection”. Research methodology is essentially an outline of the procedures through which researchers go about their work of describing, explaining and predicting phenomenon (Rajaseka, 2013). Consequently, the following components are highlighted in the chapter: research design, universe population, sample size, sampling techniques, data collection methods and instruments, data analysis and ethical considerations.

3.2 Research design

A research design, according to Mouton (2008), is a plan or blueprint of how you intend to conduct the research. It is also defined as the structure of research. It is the ‘glue’, that holds all of the elements in a research project together (Kombo & Tromp, 2006). A research design is a specification of the way in which data will be created, collected, constructed, coded, analysed and interpreted in order to enable the researcher to draw warranted description, explanatory or interpretative inferences (Bellany & Perri, 2012).

This study adopted a case study design. Anderson (1998:152) perceives a case study as “a holistic research method that uses multiple sources of evidence to analyze or evaluate specific phenomenon or instance”. It is hoped that the case study, as a design, allowed a detailed and in-depth study of this subject. This is because a case study design focuses on one phenomenon, which the researcher chooses to understand in depth regardless of the number of sites or participants for the study (McMillan & Schumacher, 2006:316). In the views of Gerring (2007) a case study is an intensive analysis of a single unit or a small number of units for the purpose of understanding a larger class of similar units.

Both quantitative and qualitative approaches were employed in order to triangulate the information collected. Triangulation is the use of multiple data gathering techniques
(Mouton, 2008). While, Rowley (2000:23) observes triangulation as using evidence from different sources to corroborate the same fact.

Quantitative approach, according to Burns (1991:140), is a formal, objective, systematic process in which numerical data are utilized to obtain information about the world. While qualitative approach, according to Chilisa and Preece (2005), is an investigation that involves studying people’s experiences as they occur in their expected situations, the meaning that they attach to the experiences, and the multiple contexts within which these experiences occur. On the other hand, Borg and Gall (1989:386) explain that:

> in a qualitative inquiry, the investigator starts with a very tentative design and develops the design as the inquiry progresses. This permits adopting the design to include variables that were not anticipated prior to the start of the empirical research. The rationale for an emergent design was that it was impossible for enough to be known ahead of time to develop an adequate research design

### 3.3 Pilot study

A pilot study was conducted at Chinika secondary school of Mumuni Zone to test the research methodology and data collection instruments in particular. A pilot study was undertaken in order to do a feasibility study which was a “small scale version, or trial run, done in preparation for the major study” (Polit et al., 2001: 467). It was also used to pre-test the research instruments and also give advance warning about where the main research project could fail (Baker, 1994: 182). A simple random sampling procedure was used to select Chinika secondary school from Mumuni Zone where participants for the pilot study were selected. The researcher used the raffle to select 1 secondary school (Chinika). This procedure was used because it gave each school in the zone equal chance to be part of the study. Snowball was employed in selecting 7 school leavers. 1 guidance teacher and 1 Parents Teachers Association (PTA) member were purposively selected.

The purpose of the study was explained and instructions were given to the respondents. The questionnaire was self administered to the school leavers and collected after three days. An interview guide was used to collect data from the guidance teacher and parent from Parents Teachers Association (PTA). The observations on the research instrument, particularly the
questionnaire that it managed to address the main issues of the study guided by the objectives. However, some questions were not clear and were misunderstood by the respondents and others left unanswered. Others did not have the appropriate answer options. Therefore, corrections were made and appropriate options added to ensure that the questions were clear for the respondents to answer them correctly. This was done by the researcher before conducting the main study.

3.4 Main study

The main study was conducted after making corrections to the data collection instruments obtained from the pilot study.

3.5 Universe population

Kombo and Tromp (2006) regard population as the entire group of persons or elements that have at least one thing in common. Best and Kahn (2008) calls a universe population as a target population basically consisting of the specific group with common characteristics to whom the researcher plans to generate their findings. Target population is a group of elements or courses, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalise the results of the research (McMillan and Schumacher, 2001:169). In this study, the universe population comprised of all 2014 grade twelve secondary school leavers, guidance teachers and Parents Teachers Association (PTA) members of Lusaka District public secondary schools.

3.6 Sample size

Bryman (2004) explains that a sample is a segment of the population that is selected for investigation. A sample is a group of subjects or situations selected from a large population. According to Devos (1998:191) a sample comprises the elements of the population considered for actual inclusion in the study. A sample is “a small proportion of the population that is selected for observation and analysis”(Best & Kahn, 2008: 13). Cohen and Morrison (2007) explain that on the representativeness of the sample there is need to consider the
extent to which it is important that the sample represents the whole population under investigation, if it is to be a valid sample. This study targeted a sample size of 127 respondents categorised as 112 Grade 12 school leavers, 7 guidance teachers and 7 parents from Parents Teachers Association (PTA) members to be drawn from 7 public secondary schools of Lusaka District and 1 University of Zambia Extension Studies Centre Coordinator.

3.7 Sampling technique

Peil (1995) define sampling as the process of selecting a sub-set or sample from the entire population so that generalisation of the results can be made to the population from which the elements were chosen. In the same vein, sampling is a “.... procedure which a researcher uses to gather people, places or things to study” (Orodho & Kombo, 2002). In order to select the sample from the universe population, random, snowball and purposive sampling techniques were employed.

The key components behind all probability sampling approaches is randomization, or random selection. Random sampling is a technique that gives every member of the population equal chance of being included in the study (Kombo & Tromp, 2006:78). Sampling is necessary in this study, due to the big size of the population of the 2014 grade twelve secondary school leavers of Lusaka District public secondary schools. The schools were clustered into eight (8) zones. The zones include: Matero, Chibolya, Lilanda, Kaunda Square, Emmasdale, Mumuni, Central and Chilenje. Zones have a range of 9 to 17 schools and are based on geographical demarcations for ease of administration. For the pilot study, Mumuni zone was randomly selected from the 8 zones leaving 7 zones. It was from the remaining zones that the schools for the study were selected.

In this study, simple random sampling procedure was employed in selecting 1 public secondary school from each of the zone.

“Simple random sampling means that every member of the sample is selected from the total population in such a manner that all members of the population have essentially the same probability of being selected” (Kulbir, 2002:260). This method has no complexities involved (Kombo & Tromp, 2006). Based on this definition, the researcher chose a simple random technique as it allowed her to bring to the fore a relatively small, clearly defined population
used in the study. Numbers were assigned to the sampling frame of each of the secondary schools of the 7 school zones and then conducted a raffle to select one school from each zone. The selected total number of schools from all the zones was 7.

In each of the selected schools, a total number of 16 grade 12 school leavers were taken as respondents while, 17 grade 12 schools were selected from David Kaunda technical school. Snowball or chain sampling procedure was employed in tracing the whereabouts of the school leavers of the public secondary schools of Lusaka District. The address of one school leaver was obtained from the guidance department of each of the 5 selected schools regarding his/her whereabouts. On the other hand, information regarding the whereabouts of the school leavers of the remaining 2 selected schools was obtained from a school leaver found in the school premises. He/she was able to connect the researcher to those he/she knew. Kombo and Tromp (2006) explain that snowball or chain sampling begins by asking people who know a lot about a particular issue.

Purposive sampling technique was employed on guidance teachers, parents from Parents Teachers Association (PTA) members of the seven selected public secondary schools and University of Zambia Extension Education Centre Coordinator because they were key informants. By purposive sampling, Saunders (2003) intimates that a non-probability sampling technique is one in which the researcher’s judgment is used to choose some appropriate characteristics required of the sample members.

3.8 data collection methods and instruments

Data collection is the process of finding information for the research problems. It may involve administering a questionnaire, conducting an interview, or observing what is occurring among the subjects of study (Kombo & Tromp, 2006). The collected primary and secondary data provided some facts pertaining to the problem under study. Patton (2002), define data collection as the “gathering of specific information aimed at providing or refuting some facts.” Therefore, the researcher used questionnaires as a data collection strategy on school leavers. The researcher chose this technique because it is likely to yield a great deal of information about school leavers, understanding of university extension education in Lusaka District.
Questionnaires are instruments of inquiry which contain systematically compiled and organised series of questions. Structured questionnaires were self administered to the school leavers. Burns (2000) describes a questionnaire as a written document comprising questions seeking answers on a particular subject. Respondents were allowed to answer questions on their own without the influence of the researcher. “A questionnaire is a form prepared and distributed to secure responses by certain questions” (Kulbir, 2002: 131). The researcher collected filled in questionnaires from the respondents after two to three hours in order to make sure that all the questions were answered. However, some respondents were busy and requested for more time to fill in the questionnaire and were given a day to fill in the questionnaire by the respondents. The questionnaires had numbers which were assigned to them for easy identification.

The researcher also used an interview guide to conduct a face to face interview with the guidance teachers and parents and centre coordinator. The interviews lasted approximately 1 to 1 hour 30 minutes. Chilisa and Preece (2005) define an interview as a conversation or interaction between the researcher and a research respondent. The researcher focused on getting information by asking the guidance teachers, parents from Parents Teachers Association (PTA) members and University of Zambia Extension Education Centre Coordinator research questions related to the topic understudy.

To conduct the interview a set of semi-structured interview guides was used. An interview guide is a list of general topics and questions that an interviewer uses to conduct a semi-structured interview. The interviewer does not address each topic in a particular order; instead he/she creates questions based on the progress of the interview, thereby allowing for a fluid conversation between the interviewer and the interviewee. To collect data from interviews of guidance teachers, parents and Centre Coordinator a tape recorder was used to record the conversations after getting permission from them. The aim of the interview guide was to supplement information that could not have been covered in the questionnaires and facilitate triangulation. This ensured that data collected by way of interview guide was used to cross check data collected by a questionnaire and vice versa. Divergent views of interest groups (school leavers, guidance teachers, parents and University Centre Coordinator) on school leavers’ understanding of university extension education were obtained.
3.9 Data analysis

Bliss (1983) contends that 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. Data analysis is categorising, summarizing and ordering the data and describing them in meaningful terms.

Data obtained from this study was analysed both qualitatively and quantitatively. Qualitative data was analysed thematically. Thematic analysis focuses on identifiable themes and patterns of living and/or behaviours of respondents (Morton, 1975:335). The data collected was coded based on the themes that emerged. A cross case analysis was conducted using all themes. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. Themes salient across all cases were kept as well as those that were extremely different. Merging findings procedure was employed by the researcher. This method allows the researcher to make generalisations about the cases.

On the other hand in this study, quantitative data collected was presented using bar graphs and narration below each chart. It was analysed, coded, categorised and counted manually. The analysis of the data provided the findings of the study that were drawn from the respondents contained in the questionnaires. The tabulation and statistical analysis of results were done using a calculator.

Data was analysed by use of research questions as this is a very useful way of organising data, as it draws together all the relevant data for the exact issue of concern to the researcher, and preserves the coherence of the material. Cohen and Morrison (2007) describe five ways of organising and presenting data analysis as by people, by individual, by issue, by instruments and by research questions. In the research question approach all relevant data from various streams (questionnaires, interviews and observations) are collated to provide answers to a research question. There is usually a degree of systematization here, in that, for example, qualitative data for a particular research question will be presented followed by numerical data, or vice versa. This enables patterns, relationships, comparisons and qualifications across data types to be explored conveniently and clearly.
3.10 Ethical considerations

Ethics in this study refers to a set of standards that can guide adult education researchers on how they should interact with the researched and how the research problems could be conceived and formulated (Chilisa&Preece, 2005)

Before the data collection exercises began, the researcher obtained an introductory letter from the University of Zambia main campus and sought permission from relevant authorities such as the Ministry of Education, Science and Vocational Training and Early Education (MOESVTEE), District Education Board Secretary (DEBS) and Head Teachers from participating secondary schools. The research participants were given a general idea of what the study was all about. Ethical consent was sought and confidentiality guaranteed before embarking on data collection from respondents through an informed consent form. After which they were asked to append their signatures if they were agreeable to participate in the study. Permission was also sought from individual school leavers, guidance teachers, parents and Centre Coordinator.

The researcher wrote to Ministry of Education, Science and Vocational Training and Early Education (MOESVTEE) for an introductory letter to Provincial Education Office (PEO). An introductory letter obtained from the University of Zambia was attached to the application letter to the Ministry of Education, Science and Vocational Training and Early Education seeking permission to undertake this study in the public secondary schools of Lusaka District.

3.11 Summary of chapter three

This chapter has discussed the methods employed during the research study. A case study design was adopted in order to allow the researcher gain an understanding of school leavers’ understanding of university extension education. Both qualitative and quantitative techniques in data collection were employed in order to enhance triangulation. A sample size of 127 respondents was preferred which were drawn from the universe population. Data was collected using structured questionnaires and interview guides. Ethical considerations were clarified beforehand. Finally, data analysis procedures are also highlighted.

The next chapter presents the findings of the study. The findings are based on the research questions of the study.
CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Introduction

The previous chapter discussed the methodology that was used to collect data on school leavers’ understanding of university extension education in Lusaka District. This chapter presents the findings of the study on school leavers’ understanding of university extension education in Lusaka District. The findings are based on the following research questions: what is the school leavers’ knowledge level regarding university extension education? And what are the school leavers’ perceptions of university extension education?

The responses to these questions are presented using bar charts and narrations below each chart.

The first part of this section presents the socio-demographic characteristics of the respondents and the second part presents findings collected on school leavers’ understanding of university extension education in Lusaka District. Quantitative data were collected using a questionnaire with the 2014 grade twelve school leavers while qualitative data were collected from guidance teachers, parents and the University Extension Education Centre Coordinator using open ended questions in a questionnaire and an interview guide respectively.

4.2 socio-demographic characteristics of respondents

The total number of respondents presented in this section is 112 (i.e.88.2 %) school leavers; 7 (i.e.5.5 %) Guidance Teachers; 7 (i.e. 5.5%) Parents and 1 (i.e.0.8 %) University Centre Coordinator, giving a total of 127 respondents.

4.2.1 School leavers

This section presents findings on socio-demographic characteristics of 112 school leavers who participated in this study.
Figure 1: Distribution of School Leavers by Sex

Figure 1 above shows the distribution of respondents by their sex. There was a total number of 112 (i.e.88.2%) respondents in the category of school leavers who participated in the study. It was established that 67 (i.e.59.8%) school leavers were males while 45 (i.e.40.2 %) were females.

Findings in figure 1 above show that there were more (67) male school leavers representing 52.8 % of the total sample. The results also show that there was a smaller (45) number of female school leavers representing 35.4 % of the total sample.
Figure 2: Distribution of School Leavers by Age

Figure 2 above shows that 3 (i.e. 2.7%) school leavers were aged between 14 to 16 years; 72 (i.e. 64.3%) were aged between 17 to 19 years; 29 (i.e. 25.9%) were aged between 20-22 years; while 8 (i.e. 7.1%) school leavers were aged between 23-25 years. The largest school leaver cohort of 72 (i.e. 64.3%) from public secondary schools in Lusaka District was in the age group of 17-19 years, followed by 29 (i.e. 25.9%) who were in the age group of 20-22 years. On the other hand, the smallest school leaver cohort of 3 (i.e. 2.7%) belonged to the age group of 14-16 years.
According to figure 3 above, it is evident that 70 (i.e.62.5%) school leavers lived in densely populated areas, 34 (i.e.30.4%) lived in medium populated areas whilst 8 (i.e.7.1%) lived in low populated residential areas.

Therefore, information presented in figure 3 above shows that majority (i.e.70 = 62.5 %) school leavers in public schools of Lusaka District lived in densely populated areas. It was also established that 34 (i.e. 30.4%) school leavers lived in medium populated residential areas while the least number (8) of school leavers representing 7.1% lived in low populated residential areas.
The information in figure 4 above shows distribution of respondents by points obtained at grade twelve examination level. There was a total figure of 112 (i.e. 88.2%) school leavers (respondents) who participated in the study.

Figure 4 above presents that 12 (i.e. 10.7%) school leavers obtained 6-10 points; 50 (i.e. 44.6%) scored 11-15 points; 30 (i.e. 26.8%) scored 16 points and above; 15 (i.e. 13.4%) obtained a school certificate. While 5 (i.e. 4.5%) failed the examination.

The largest school leaver cohort of 50 (i.e. 44.6%) scored between 11-15 points. Data presented also showed that 30 (i.e. 26.8%) and 15 (i.e. 13.4%) obtained 16 points and above and a school certificate respectively while 12 (i.e. 10.7%) scored 6-10 points. On the other hand, the smallest number of respondents (5=4.5%) failed the examination.

It can therefore be concluded that majority (i.e. 105=95.5%) school leavers who participated in this study passed grade twelve (12) examination.
Figure 5: Distribution of School Leavers by Occupation

Figure 5 above shows distribution of school leavers by occupation. There was a total number of 112 (i.e. 88.2%) school leavers who participated in this study. The total study sample size was 127.

The findings revealed that 8 (i.e. 7.1%) respondents were studying at college while 104 (i.e. 92.9%) were neither in college nor in employment.

It can therefore be concluded that majority (i.e. 104 = 92.9%) school leavers were not occupied while minority (i.e. 8 = 7.1%) were studying at colleges.

4.2.2 Findings from Guidance teachers, parents and University Centre Coordinator

Findings on Socio-demographic characteristics of guidance teachers, parents and University Centre Coordinator are presented in this section.
(i) **guidance teachers**

There was a total number of 7 (i.e. 5.5%) guidance teachers (respondents) who participated in the study. It was established that 5 (i.e. 71.4%) out of 7 guidance teachers were females whilst 2 (i.e. 28.6%) were males.

Results in figure 6 above also revealed that there were more female guidance teachers (5 = 71.4%) and that there were few male guidance teachers (2 = 28.6%).

(ii) **Parents and University Centre Coordinator**

Figure 6 above shows distribution of 7 (i.e. 5.5%) Parents and 1 (i.e. 0.8%) University Centre Coordinator who participated in the study. Findings show that all the 7 (i.e. 5.5%) Parents who participated in the study were male. There was also 1 (i.e. 0.8%) male University Centre Coordinator who participated in the study.

It was thus established that all the 7 i.e. (5.5%) Parents and 1 i.e. (0.8%) University Centre Coordinator were male.
Figure 7 above shows distribution of respondents by their age. 127 was a total study sample. There was a total number of 7 (i.e. 5.5%) guidance teachers, 7 (i.e. 5.5%) Parents and 1 (i.e. 0.8%) University Centre Coordinator (respondents) who participated in the study.

(i) guidance teachers

It was established that 1 (i.e. 14.3%) respondent was below 40 years while majority (i.e. 6=85.7%) respondents in the category of guidance teachers were aged above 40 years.

(ii) Parents and University Centre Coordinator

All the 7 (5.5%) parents and 1 (0.8%) Centre Coordinator who participated in the study were aged above 40 years.
Figure 8: Distribution of Guidance Teachers, Parents and Centre Coordinator by Professional Qualification

(i) guidance teachers

Figure 8 above shows distribution of information of 7 guidance teachers by their highest professional qualification.

According to figure 8 above there was no guidance teacher who had a certificate and masters degree while 2 (i.e. 28.6%) and 5 (i.e. 71.4%) were diploma holders and degree holders respectively.

The foregoing remarks indicate that majority (i.e. 5=71.4%) guidance teachers were degree holders whilst only 2 (i.e. 28.6%) were diploma holders.

(i) Parents and University Centre Coordinator

There was 1 (i.e. 14.3%) parent who had a certificate whereas 4 (i.e. 57.1%) and 2 (i.e. 28.6%) parents were diploma and degree holders respectively. On the other hand, the University Centre Coordinator was a degree holder. It can therefore be concluded that majority (i.e. 4=57.1%) parents were diploma holders.
Figure 9a: Distribution of Guidance Teachers by number of years as a Teacher and number of years in the Guidance Department.

Figure 9a above indicates number of years of guidance teachers in both teaching service and department of guidance and counseling. There were 7 (i.e. 5.5%) guidance teachers who participated in this study. The study showed that no guidance teacher had served below one year in both teaching and guidance department; 1 (i.e. 14.3%) guidance teacher had served between 1-5 years in teaching and 2 years in guidance department, whilst 6 (i.e. 85.7%) had served for 6 years and above in both teaching and guidance department. This means that majority (i.e. 6 = 85.7%) guidance teachers (respondents) had served for more than 6 years in both teaching and guidance department. On the other hand, information presented in figure 9a above has shown that there was no teacher with experience of less than 1 year in teaching in the guidance department.
Information in figure 9b above shows distribution of guidance teachers trained in guidance and counselling. It was established that all (7 = 100%) guidance teachers in this study were trained in guidance and counselling.

4.2.3 Summary of findings on socio -demographic characteristics of school leavers, guidance teachers, parents and University Centre Coordinator (respondents)

Findings on social-demographic characteristics of respondents revealed that there were more (i.e.67 = 59.8%) male school leavers than female (55 = 40.2%) school leavers. Furthermore, all (7 = 100%) parents and 1(i.e.100%) Centre Coordinator who participated in this study were males. On the other hand, majority (i.e.5 = 71.4 %) guidance teachers were females with only few (i.e. 2 = 20.65%) were male guidance teachers. It can therefore be concluded that majority (i.e.77 = 60.6 %) respondents who participated in the study were males.

In terms of age, the largest number (72 = 64.3%) of school leavers was between 17-19 years old whilst the least number (3= 2.7%) was between 14-16 years old. This shows that 112 (i.e.88.2%) respondents were aged between 14 - 25 years. Findings on 7 guidance teachers, 7 parents and1 University Centre Coordinator indicated that majority (14 = 93.3%) were 40 years and above whilst only 1(i.e. 6.7%) guidance teacher was below 40 years. It can, therefore, be concluded that 1 (i.e. 0.8 %) and 14 (11%) respondents were between 25- 40 years and above 40 years respectively.
Furthermore, the findings revealed that 70 (i.e. 62.5 %) school leavers were from densely populated areas; 34 (i.e.30.4%) from medium while the smallest (8 = 7.1 %) number was from low populated areas. Regarding results obtained at grade twelve examination level, the findings were that majority (107= 95.5 %) school leavers passed the examination whilst only 5 (i.e. .4.6%) failed the examination out of the total 112 school leavers who participated in the study. Majority (5 =71.4%) guidance teachers were degree holders while 2 (i.e. 28.6% were diploma holders. Most (4 =57.1 %) parents were diploma holders while only 1 (14.3 %) parent was a certificate holder. The University Centre Coordinator was a degree holder.

Findings of the study have also shown that majority (104= 92.9%) respondents in the school leavers category were doing nothing whilst only 8 (i.e.7.1%) were studying at tertiary level.

It was also established that all (7 =100%) guidance teachers were trained in guidance and counselling. Additionally, majority (6 =85.7%) guidance teachers had served for more than 6 years in both teaching and the department of guidance whereas no teacher had less than 1 year experience in both teaching and guidance department.

4.3 What is the school leavers’ knowledge level about university extension education?

This section presents findings based on research question number 1 which aimed at finding out school leavers’ knowledge levels about university extension education. Questionnaires were distributed to 112 school leavers in order to obtain quantitative data. Qualitative data were collected using interviews conducted with 7 guidance teachers, 7 parents and 1 University Centre Coordinator while open ended questions in a questionnaire were designed to collect qualitative data from school leavers.

Findings from respondents

Respondents (127) were asked questions on the definition of university extension education, awareness of programmes offered, methods and teaching techniques used by university extension education in order to respond to research question number 1 which sought to establish school leavers’ knowledge level regarding university extension education. Information on respondents’ definition, awareness, and programmes offered,methods and teaching techniques used by university extension education are presented in bar graphs and emerging themes.
4.3.1 Findings from school leavers

Information on school leavers’ definition of university extension education, programmes offered, methods and teaching techniques used by university extension education is presented below. Questionnaires were used to collect data from school leavers. Respondents were asked questions on definition of university extension education, awareness, programmes offered, methods and teaching techniques used by university extension education in relation to research question 1 stated as: “what is the school leavers’ knowledge level about university extension education?”

(i) School leavers’ definition of University Extension Education

Qualitative data were collected from 112 school leavers using open-ended questions in a questionnaire. School leavers were asked to define university extension education in order to answer research question 1. Their responses are presented below using emerging themes.

25 (i.e. 23.3%) respondents said university extension education is university education provided to people who cannot afford to learn at main campus due to various reasons. One of the school leavers said “This is education provided by the university to people who cannot afford expensive education at UNZA.” 17 (i.e. 15.2%) respondents added on their views that extension education was university education provided to people who are committed.

Furthermore, it was indicated by 13 (i.e. 11.6%) respondents that university extension education is the provision of university education from the main campus to other areas in the country where university is not found. The following were the exact words of one of the school leavers; “This is an extension of university education to other areas in the country not just Lusaka.”

12 (i.e. 10.7%) school leavers defined university extension education as university education where academic qualifications are considered as entry point and it also offers credit programmes. The following is the response from one of the respondent;

“This is an extension of education to other areas in the country where students’ points are considered to apply, not only at the main University and can also graduate with diploma just like in University.”

It was established that 67 (i.e. 59.8%) school leavers out of 112 (100 %) had written the correct definition of university extension education.
On the other hand, 41 (i.e. 36.6 %) respondents did not write the definition while 4 (i.e. 3.6) wrote a wrong definition of university extension education. One out of the four respondents wrote the following: “university extension education is GCE.” Another respondent said, “it is just education”

Therefore, the study concluded that, majority (67 = 59.8%) school leavers had written the correct definition.

A closed-ended question was asked in the questionnaire in order to establish school leavers’ definition of university extension education. The respondents were asked to indicate their opinion about what should be labelled university extension education from the listed options. Figure 10 below presents the distribution of respondents’ opinion regarding what suits to be labelled university extension education.

Figure 10: Distribution of School Leavers by Definition of University Extension Education

Results presented in figure 10 above show that 11(i.e. 9.8%) respondents labelled university extension education wrongly.5 (i.e. 45.5 %) out of 11 respondents who labelled university extension education wrongly said it was communication development; 2 (i.e. 18.2%) labelled it as distance education whilst 4(36.4%) said it was GCE.
Only 29 (i.e. 25.9%) respondents out of 112 labelled university extension education correctly as adult education and 72 (i.e. 64.3%) labelled it as continued education.

It can therefore be concluded from the quantitative information presented in figure 10 above that majority (101 = 90.2%) school leavers indicated a correct label of university extension education while a minimal number (11 = 9.8%) of school leavers indicated a wrong definition.

(ii) School leavers’ awareness of the existence of University Extension Education

The study sought to establish school leavers’ awareness of the existence of university extension education in Lusaka District in order to respond to the first research question which sought to determine school leavers’ knowledge levels about university extension education?

Figure 11: Distribution of School Leavers’ by Awareness of Existence of University Extension Education

The study findings in figure 11 showed that all the 112 (100%) school leavers were aware of the existence of university extension education. It was established that no school leaver was fully aware and no school leaver was not aware of university extension education in Lusaka District.
The above findings show that majority (112 =100%) school leavers were aware of the existence of university extension education. However, it has to be noted that out of the total (112) number of school leavers who were aware of the existence of university Extension education, no school leaver was fully aware of the existence of university extension education in Lusaka District.

Another question was asked in order to establish school leavers’ awareness of university extension education. The respondents (school leavers) were asked to indicate how they knew about university extension education. Figure 12 below presents the distribution of respondents by ways through which they learnt about university extension education.

**Figure 12: Ways by which school leavers learn about University Extension Education**

The findings indicated in figure 12 above show that 27 (i.e. 24.1%) learnt about university extension education through relatives; 12 (i.e. 10.7%) through teachers; 65 (i.e. 58.0%) through friends and 8 (i.e. 7.1%) learnt it through university extension education Centre Coordinators.

The findings presented in figure 12 have revealed that majority (65 = 58.0%) school leavers learnt about university extension education through friends. It has also been discovered that 27 (i.e. 24.1%) learnt through relatives; 12 (i.e. 10.7%) learnt through teachers and the smallest number (8 = 7.1%) of school leavers learnt about university extension education through Centre Coordinator of university extension education.
(iii) University Extension Education programmes

In order to establish school leavers’ knowledge levels about university extension education, they were asked to indicate the programmes offered by university extension education. The following were the responses.

Majority (79 = 70.5 %) school leavers indicated that university extension education only provided programmes from the school of education. This is evidenced by one of the school leavers who indicated that “It is a school of education for teachers for UNZA.” Few (33=29.5 %) respondents said university extension education was a department of The University of Zambia main campus and that it offers programmes similar to those offered to regular students at the main campus. One of the respondents said “Programmes that are covered in University Extension Education are the same as those provided by the university to students who attend normal Classes at the university.” Another respondent said “it offers journalism, school of education, law, nurse, medicine of university, social work also.”

(iv) University extension education teaching techniques

Regarding, university extension education teaching techniques 56(50%) school leavers indicated that university extension education uses lecturing technique while 56 (50%) said lecturers use research technique. One respondent said: you research on your own at the university library. Lecturers don’t give notes like at school. Another one said: the lecturer just explain fast and write few points for you.

4.3.2 Findings from Guidance Teachers, Parents and University Extension Education Centre Coordinator.

Findings in this section are based on 7 guidance teachers, 7 parents and 1 University Extension Centre Coordinator. An interview was conducted using an interview guide with the respondents. The proceedings of an interview were recorded using a tape recorder in order to collect data. Respondents were asked questions on the meaning of university extension education, awareness of the existence of university extension education in Lusaka District and programmes offered by university extension education in order to answer research question 1. The respondents gave the following responses.
(a) Guidance Teachers

Information provided by 7 (i.e.5.5 %) guidance teachers showed that they were all (7) aware about the meaning and existence of university extension education programmes in Lusaka District. One respondent intimated that: “It provides university courses that are examinable at certificate and diploma levels.” Another one said: “it offers adult education programmes such as purchasing and supply, human resource, journalism etc.”

All the 7 (100%) guidance teachers indicated that most of the school leavers knew the meaning of university extension education and that they were all aware about its existence in Lusaka District. This is because guidance teachers advise pupils in school on the career path they are to take after schools at grade twelve level based on pupils’ academic strength. They also inform them about the programmes offered by available higher institutions of learning. However, it was also established that there were school leavers who had little information about the existence of university extension education in Lusaka District. This is because University of Zambia Department of Adult Education and Extension Studies does not advertise its programmes in secondary schools where its potential students are found. The views of one respondent were that: “School leavers understand what university extension education is because we educate them as teachers but we can only do up to a certain level. Sometimes we also don’t know certain issues unless if UNZA was holding workshops with us then we can know a lot and educate the pupils before they leave school.” Another guidance teacher said that:

“The pupils of this school are luck they have me as their guidance teacher who did a course in guidance and counselling at Ridgeway campus so they know what extension education is... because I tell them about it.”

(b) Parents

7 (i.e.100 %) Parents participated in this study. 6 (i.e.85.7%) and 1(i.e.14.3%) respondents respectively said that school leavers’ were aware and not aware of the meaning and programmes offered by university extension education in Lusaka District. Majority parents said school leavers were aware about the existence of University Extension Education because they are preparing for tertiary education. Hence, they inquire about the existence of institutions of higher learning and programmes offered in Lusaka District from different sources. One parent explained that:
“Grade twelve pupils are educated and most of them want to go to university so they ask teachers who are role models about what they can study; the pupils of nowadays are sophisticated they know what we parents don’t know. There is technology on face book, phones, internet the world is small...they know everything; Another parent echoed that: “it is the duty of parents to know which college, university you will take your child to and tell them about it”

On the other hand, a parent who said school leavers were not aware of the existence of university extension education gave the following reasons “there are a lot of colleges in Zambia especially Lusaka some of them are not known and are after money. If me a parent does not know what that means how then would I tell him to study there? I can only take him to college when he finish he can find a job fast.”

The foregoing information shows that majority (6=85.7%) respondents said that school leavers knew the meaning of university extension education. However, one (1=14.3 %) respondent said school leavers were not aware of the meaning and existence of university extension education in Lusaka District.

(c) University Extension Education Coordinator

The university extension education Coordinator reviewed that most school leavers were aware of the existence of University Extension Education. But that the majority lacked enough information about the programmes offered. He was quoted as saying;

“Most school leavers need to be sensitized so that they can be more aware of the programmes offered by University Extension Education. This is because the majority do not have all the information they need.”

It was also established that most of the school leavers did not know the meaning of university extension education but that they had some information about the programmes it offers. The Centre Coordinator responded as follows:

“School leavers know the programme we offer and that is why they come to the centre to inquire more about it. I believe this is in line with what they want to study. But some school leavers do not come back because we ask for their grade 12 results so that we advise them well on what they can study looking at their results you know. I think it is because they failed
at grade 12 and some do not come back because we do not have a degree here and certain programmes like medicine, nursing.”

A follow up question was asked as to why they do not offer programmes at degree level. The response was that: ‘that can only be known by the office at UNZA main campus.’ He added that one of the duties of Centre Coordinators is to be the link between the public and the university. This is by making the public aware of the programmes offered by university extension education on one hand and on the other hand informing the university on the programmes that are on demand by the community in Lusaka District.

In relation to how university extension programmes were advertised, it was discovered that the Centre Coordinator only talks to people who visit the centre to inquire about the programmes offered and he does not go in the community or use any other method of advertising the programmes offered at the centre. This is because the university does not provide him with finances to do so.

4.3.3 Summary of findings on research question 1 which sought to establish school leavers’ knowledge level regarding University Extension Education in Lusaka District

The findings of this study in relation to research question number 1 which was: “what is school leavers’ knowledge level regarding university extension education in Lusaka District?” The study concluded that school leavers had knowledge levels regarding university extension education in Lusaka District. This is due to the fact that majority (67 = 59.8%) school leavers wrote the correct definition of university extension education despite 41 (i.e. 36.6%) school leavers not writing a definition and 4 (i.e. 3.6%) writing a wrong definition of university extension education.

Additionally, majority (101 = 90.2%) school leavers indicated a correct label of university extension education while a paltry number (11 = 9.8%) of school leavers indicated a wrong label of university extension education.

Regarding school leavers’ awareness of the existence of university extension education in Lusaka District, all 112 (100%) school leavers were aware of the existence of university extension education in Lusaka District. However, no school leaver was fully aware of the
existence of university extension education in Lusaka District. It was also established that majority (65 = 58%) school leavers learnt about university extension education through friends. 27 (i.e. 24.1%) through relatives, 12 (i.e. 10.7%) through teachers and the least (i.e. 8 = 7.1%) number through university Centre Coordinator. Half (56 = 50%) of the school leavers said lecturer of university extension education uses research technique while, another half (56 = 50%) indicated lecturing technique. The findings on school leavers are supported by University Centre Coordinator, all (7 = 100%) guidance teachers and 6 (i.e. 85.7%) parents participated in this study who said school leavers knew the meaning of university extension education in Lusaka District.

On the other hand, findings show that majority (i.e. 79 = 70.5%) school leavers did not have enough information on the programmes offered by university extension education in Lusaka District. This is in line with the views of the Centre Coordinator, guidance teachers and parents, who said school leavers lacked adequate information regarding university extension education programmes. The conclusion is therefore that there was a consensus between the views of the school leavers and the views of the guidance teachers, parents and University Centre Coordinator regarding the fact that majority school leavers had knowledge levels about university extension education in Lusaka District.

4.4 What are the school leavers’ perceptions of University Extension Education?

This section presents findings based on the second research question which aimed at establishing school leavers’ perception of university extension education. Quantitative data were obtained from 112 school leavers through questionnaires. Interviews were conducted with 7 guidance teachers, 7 parents and 1 University of Zambia Extension Education Coordinator in order to obtain qualitative data, while open ended questions in a questionnaire were designed to collect qualitative data from school leavers.

Findings from respondents

A total number of 127 respondents was asked questions on school leavers’ perception regarding university extension education. The first part presents findings from school leavers while the last part presents findings from guidance teachers, parents and Centre Coordinator with regards to school leavers’ understanding of university extension education in Lusaka District.
4.4.1 Findings from school leavers

There were 112 school leavers who responded to research question number 2 in this study. Respondents were asked about their opinion about university extension education. An added question was posed to the effect of: whether or not school leavers would pursue studies in university extension education. Figure 13a and 13b below shows the responses obtained from these questions: what is your opinion about university extension education? And would you pursue studies in university extension education? The researcher asked the above questions in order to establish school leavers’ perception about university extension education.

**Figure 13a: Distribution of School Leavers’ by Their Opinion about University Extension Education**

![Bar Chart](chart.jpg)

School Leavers’ Opinion Regarding University Extension Education.

Figure 13a above shows that distribution of findings on school leavers’ opinion regarding university extension education. Majority (105 = 93.8%) school leavers indicated that university extension education was very good and 7 school leavers representing 6.3% indicated that it was good. However no school leaver indicated that it was bad.

Results presented in figure 13a above entail that all (112 = 100%) school leavers who participated in the study had positive perception regarding university extension education.
Results in figure 13b above indicate that 100 (i.e. 89.3%) respondents would pursue studies in university extension education whilst 12 (i.e. 10.7%) said they would not. It can therefore be concluded that majority (100 = 89.3%) school leavers had positive perception towards university extension education in Lusaka District.

Qualitative data were also collected from school leavers about their feelings regarding university extension education.

The findings of the study established that majority (108 = 96.4%) school leavers had positive feelings regarding university extension education. This is because university extension education has qualified tutors teaching credit courses which graduates use to get employment or promotion at their work places; it also gives a chance to many people who want to study at the university to do so and upgrade themselves thereby contributing positively to the development of the country. One respondent said:

“It gives a chance to many Zambians who want to study at the University of Zambia to do so. This is because the great east road campus is small and cannot accommodate everyone who qualify to study there.”
Another respondent was quoted saying:

“It is good education because it will make you get a job or work for yourself.

It has qualified lecturers just like UNZA;

It helps people to upgrade themselves and change careers”

Another respondent explained that:

“1. People who work can study on part-time.

1. Many Zambians are poor and they can’t afford to send their children or themselves to expensive private universities like Lusaka, apex, Cavendish and others.

2. For a country to develop many people is supposed to be educated and Ridgeway campus is educating many people in law social-work medicine jenalist, economics.....”

Negative responses were collected from 4 respondents out of 12 (i.e. 33.3%) who said they would not pursue studies in university extension education. There are some (4 = )school leavers who felt university extension education only offered teaching courses, non credit programmes which are not recognised by some employers and others felt that it is for people without grade 12 qualifications. One school leaver said:

“Only teaching is taught so i can’t study there because i want to study hotel management and i don’t want to be a teacher.”

Another respondent said:

1. “I cannot study at Ridgeway extension because people who finish there are not given certificates like the one at university of Zambia.....

2 .Uncle told me it is not a good college people don’t get jobs for example my sister did social work at Ridgeway and she didn’t find a job until she did nursing at Macha School of nursing in Choma”

Furthermore, another respondent explained that:

“I have 6 points madam i was doing Pure Sciences that means i need to study engineering at the university of Zambia or architecture at CBU and not at extension maybe those who failed grade twelve exams”
This finding can conclude to the effect that school leavers had both positive and negative perceptions regarding university extension education. However, there was a large (108 = 96.4 %) number of school leavers that had positive perception regarding university extension education.

4.4.2 Findings from guidance teachers, parents and University Centre Coordinators

7 guidance teachers and parents participated in this study. In response to research question 2, guidance teachers and parents were asked to state their opinion about school leavers’ perception regarding university extension education. An added question was posed to the effect: whether or not they would advise school leavers to pursue studies with university extension education?

(i) Guidance teachers

All (7 = 100%) guidance teachers stated that they would advise school leavers to pursue studies in university extension education. With respect to respondents’ opinion in relation to school leavers’ perception regarding university extension education, all (7 =100%) guidance teachers indicated that most of the school leavers had a positive perception about university extension education. However, they lacked enough information regarding the programmes offered by university extension education. In line with the above statement, one of the guidance teachers said:

“We guidance teachers can only guide the pupils on what career path to take but it is the duty of the university to sensitize the grade 12 pupils about its programmes. Then I feel all school leavers will have positive ideas about its programs. The unfortunate part is that for the past 8 years I have been in this department, I have not seen officials from UNZA to come and conduct career talk with pupils only private universities and colleges are doing so”

(ii) Parents

The findings of this study have shown that 6(i.e. 85.7%) parents out of a total of 7 who participated in this study indicated that they would advise school leavers to pursue studies in university extension education because it offers credit programmes. On the other hand 1 parent indicated that:

“I don’t know because I don’t know a lot about it. But I know the University of Zambia”
It was established that majority parents thought that school leavers had a positive perception about university extension education. One of the respondents indicated that:

“just the name unza means a lot becoz it is the highest learning school in Zambia for the government”

(iii) Centre Coordinator

The University of Zambia Centre Coordinator’s remarks regarding school leavers’ perception about university education were that most school leavers were not sure about university extension education programmes. This is because they did not have enough information about the programmes offered. The Centre Coordinator said:

“school leavers have mixed perceptions both negative and positive. They had negative views because they had little data about Extension Education but when they come here and we explain to them then they discover that they didn’t know much there after they have positive ideas about it.”

4.4.3 Summary of findings of research question number 2 which sought to establish school leavers’ perception of University Extension Education

It can be concluded that school leavers had both positive and negative perceptions regarding university extension education. However, majority (108 = 96.4%) school leavers had positive perception regarding university extension education. It has also been established that all (7) guidance teachers, 7 parents and University Centre Coordinator indicated that school leavers had both positive and negative perceptions regarding university extension education.

4.5 Summary of chapter four

The chapter has presented the findings of the study regarding school leavers’ understanding of university extension education in Lusaka District. The findings are presented in accordance to research questions which sought to establish school leavers’ understanding of university extension education in Lusaka District.
The next chapter discusses findings of the study on school levers’ understanding of university extension education in Lusaka District using research objectives, the theoretical framework of andragogy and literature reviewed in chapter two.
CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The previous chapter presented the findings of the study which sought to establish school leavers’ understanding of university extension education in Lusaka District. This chapter discusses the findings of the study using research objectives, the theory of andragogy also known as theory of adult learning as well as the literature review.

5.2 Discussions of the findings

The study focused on the following objectives: to establish school leavers’ knowledge levels regarding university extension education in Lusaka District; and to establish school leavers’ perceptions regarding university extension education in Lusaka District.

5.2.1 School leavers’ knowledge levels regarding university extension education in Lusaka District

The first objective of the study was to establish school leavers’ knowledge levels regarding university extension education in Lusaka District. In order to respond to the first research objective, respondents were asked questions on the definition of university extension education, awareness of existence of university extension education programmes offered by university extension education and university extension education methods and teaching techniques in Lusaka District. This was done because the concept of university extension education has no single definition. In line with the above Savile (1965:4) contends that extension education is a ... “process with a constant aim of developing knowledge, the will power and the skills of the people to solve their problems, by their own efforts, instead of relying on the government to do it for them”. Luchembe (2010) defines university extension education as education which is knowledge based and delivered straight to the people where they live and work. Extension education is a concept which is very wide and takes various forms. The above is what Shannon and Schoenfeld (1965) meant when they said that the three types of extension education are Extra-Mural work, Continuing education and Community development.
The revelations of the study generally on the school leavers’ understanding of university extension education in Lusaka District indicated that school leavers had knowledge levels regarding the meaning of university extension education. This is because the study discovered that 67 (i.e. 59.8%) school leavers indicated the correct definition of university extension education. Regarding labeling of university extension education it was established that 34 (30.4%) school leavers indicated the correct label of university extension education. The study also established that all school leavers were aware of the existence of university extension education in Lusaka District. Regarding teaching techniques the findings reviewed that half (56 =56%) of the school leavers indicated research technique which is learner centred while another half (56 =50%) indicated lecturing technique that is subject centred.

Adults are goal-oriented. Upon enrolling in a programme, they usually know what goal they want to attain. Hence, university extension education content must be relevant to the needs of learners. It is also important that the teaching techniques employed must be learner centred. Knowles (1973) maintains that adults enter into education with a problem centred orientation to learning. Additionally, adults become ready to learn when they experience a need to learn it in order to cope more satisfactorily with real –life tasks or problems (Knowles, 1980:44). It is therefore imperative that school leavers (adults) who are potential candidates of university extension education understand the meaning of university extension education.

It was, therefore, concluded that majority school leavers to some extent, and understood the concept of university extension education. This is because majority (79 = 70.5%) school leavers do not have enough information regarding programmes offered by university extension education in Lusaka District. This is supported by the University Extension Centre Coordinator, guidance teachers and parents who said majority school leavers understood the concept of university extension education but lacked adequate information regarding university extension education programmes.

The above contention established gap in the findings of the study regarding school leavers’ understanding of university extension education is due to the continued difficult, and confusion of the understanding of the meaning of the concept extension education. It appears there is contradiction and confusing understanding regarding the meaning of university extension education in Zambia in spite of its formation at the inception of the University of Zambia. Some people who are not convinced that extension education programmes are important. In view of the above, Chirwa, (2010) postulates that the contradiction is evident in
the professional and employers failure to recognise the extension education. To support this view, in the 1990’s, the University of Zambia Extension Education section was recommended for total closure (Moonga, 2008).

The confusion in the understanding of the meaning of extension education by school leavers could also be attributed to the fact that school leavers obtained information about university extension education in Lusaka District mainly through friends and relatives who might not, have adequate information. Unfortunately, few respondents accessed information about university extension from guidance teachers and Centre Coordinator a much reliable source. Graham and Bennett (1992) in collaborating Walklin’s (1990) ideas observed that people act on the basis of information received.

The findings of the study on school leavers’ knowledge levels regarding university extension education are partially in line with the theoretical frame work of andragogy also known as theory of adult learning which places adult learners at the centre of learning. This is because school leavers as adults had knowledge levels regarding university extension education. It can therefore be concluded that to some extent school leavers understood the concept of university extension education.

The meaning of the concept adulthood depends on the context it is used. It has no specific age limit but cuts across all the sections of age groupings depending on how a particular community defines it. In line with the range of age on adulthood in this study and depending on the Zambian context, adulthood would mean maturity from the age of as low as 16 years. The theory of andragogy assumes that the point at which an individual achieves a self-concept of essential direction is the point at which he or she psychologically becomes an adult. There is a development of a psychological need by an individual to be perceived by others as being self directing. Therefore, all respondents in this study were regarded as adults.

5.2.2 School leavers’ perceptions of University Extension Education in Lusaka District

The second objective of the study aimed at establishing school leavers’ perceptions regarding university extension education in Lusaka District. The perceptions were captured from the respondents’ views towards the concept of university extension education. The study brought to light both positive and negative perceptions from school leavers. Confusing as it may be to understand the meaning of extension education, the findings established that positive
perception dominated among the respondents regarding university extension education in Lusaka District.

The study discovered that majority school leavers would pursue studies in University Extension Education due to various reasons Chakanika (1989:48) intimates, that, the success of any extension programme is dependent on the active participation of the community which it is intended to benefit.

It was discovered that university extension education has qualified part-time tutors. To support this view, Chakanika and Mtonga (1995) explain that university extension education material for public lectures are prepared by qualified people in areas under discussion.

Additionally, it was revealed that university extension education gives a chance to many people who want to study at the university to do so. It is recognised worldwide, that equality of opportunities for education should be provided and that there should be greater access to higher education. In view of the above, Mwansa (2010) confirm that, due to the inadequate resources it is almost impossible to educate all citizens through on campus teaching.

It can be argued from the findings of the study that these could be some of the reasons why university extension education is currently experiencing an increasing demand from various sectors of the Zambian society. Luchembe (2010) confirm that there is an increase in the enrolment every year.

University extension education empowers citizens to effectively participate in a nation’s development progress by increasing their knowledge, self confidence, self esteem and improving their perception of self in relation to others as well as broadening their world view (Freire, 1973). University of Zambia Extension Education guidelines are that it should maintain the links with the community and contribute to the socio-economic growth of the nation and diffuse university knowledge and ways of thought throughout in the nation (Lockwood Report, 1964). This is supported by Ng’ambi’s (2013) observation of the University of Zambia Extension Education offering, both credit and non-credit courses, relevant to the lives of the participants. This is also in line with the study findings from some school leavers who stated that university extension education offers credit courses which graduates use to get employment.

In this study, there were also negative perceptions among school leavers regarding university extension education. It was established that all the school leavers who participated in the
study indicated that they were aware about the existence of university extension education in Lusaka District. However, it does not transpire that merely being aware about its existence is proof enough to warrant that all school leavers understood the meaning of university extension education.

This emerged from the findings that a some school leavers had negative perception about university extension education. This could be attributed to the fact that school leavers did not have enough information regarding programmes offered by university extension education. Non participants have very little information of the educational opportunities available (McGiveney, 1993). It could also be as a result of the university extension education having failed to follow the principal development of the content of the course by consulting the participants (Sanders, 1959). In line with the above statement, Chakanika and Mtonga (1995) blame the extension education class programmes for having failed to express peoples’ needs.

5.3 Summary of chapter five

This chapter has presented the discussions of the findings of the study using objectives as subheadings. The discussion established that majority school leavers had different knowledge levels about the meaning of university extension education. Majority school leavers to some extent understood the meaning of university extension education.

The study brought to light both positive and negative perceptions from school leavers toward university extension education. However, positive perceptions dominated among the respondents about university extension education in Lusaka District.
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed findings of the study on school leavers’ understanding of university extension education in Lusaka District. This chapter presents conclusion and recommendations of the study based on the findings and discussions on school leavers’ understanding of university extension education in Lusaka District. The final part of the chapter is a summary of chapter six.

6.2 Conclusion

This study was based on two objectives and responded to two research questions. The first objective and research question sought to establish school leavers’ knowledge levels regarding university extension education in Lusaka District. The objective and research question were answered.

The study sought to establish school leavers’ knowledge levels regarding university extension education in relation to the definition of university extension education; awareness of the existence of extension education; programmes offered by university extension education and teaching techniques employed in university extension education in Lusaka District.

The study established that majority school leavers had partial knowledge regarding university extension education. This is due to the fact that 67 (59.8%) school leavers wrote a correct meaning of university extension education; 101 (90.2%) school leavers indicated a correct label of university extension; all (112 =100%) school leavers were aware of the existence of university extension education in Lusaka District. This partial understanding of university extension education by school leavers is also due to the majority (79 = 70.5%) school leavers did not have enough information regarding programmes offered by university extension education.

The study also discovered that majority (65 = 58%) respondents learnt about university extension education through friends; (20 = 27.8%) through relatives ;(12 =16.7%) through teachers who might not have had adequate and reliable information about university extension education; only a small number (8 =7.1%) of school leavers obtained information
about university extension education from the coordinators of university centre, which was a much more reliable source.

Second objective and research question sought to establish school leavers’ perceptions of university extension education in Lusaka District. The objective and research question were also answered as the findings of the study revealed that school leavers had both positive and negative perceptions about university extension education. In fact, majority school leavers had positive perception toward university extension education in Lusaka District. All (112 = 100%) school leavers gave a positive opinion about university extension education. Regarding school leavers feeling towards university extension education, it was established that majority (108 = 89.3%) school leavers had positive feeling. Furthermore, majority (100 = 89%) school leavers indicated that they would pursue studies under university extension education.

School leavers’ positive perceptions toward university extension education were as a result of a number of reasons: the study established that university extension education has qualified tutors; university extension education gives a chance to many people who want to study at the university to do so.

The study discovered that minority (4 = 3.6%) school leavers had negative perceptions regarding university extension education. They perceived university extension education as only offering teaching courses and educational programmes only for people without grade twelve school certificate which would not enable them get employment.

**6.3 Recommendations**

In view of these findings, the following recommendations have been suggested:

1. The Department of Adult Education and Extension Studies of the University of Zambia should conduct seminars in schools in order to sensitize would be school leavers regarding their programmes. This will help school leavers to gain enough information and understand university extension education.
2. The Department of Adult Education and Extension Studies of the University of Zambia should offer more new diploma and certificate (credit) programmes and introduce degree programmes.
3. University of Zambia Central Administration should adequately fund the Department of Adult Education and Extension Education in order for it to be able to advertise its programmes to school leavers and the general public in Lusaka District.

6.4 Summary of chapter six

The main focus of this chapter was to conclude the study and provide recommendations. This study was concluded using research objectives while recommendations emerged from research findings. The study concluded that majority school leavers to some extent understood the meaning of university extension education owing to the fact that extension education has no single meaning. Regarding school leavers’ perceptions of university extension education, the study brought to light both positive and negative perceptions from school leavers. However, positive perceptions dominated among the respondents about university extension education in Lusaka District.

The study recommended that: the Department of Adult Education and Extension Studies of the University of Zambia should conduct sensitization seminars on university extension education in schools; the Department of Adult Education and Extension Studies should offer more new diploma and certificate (credit) programmes and introduce degree programmes and the Central Administration of the University of Zambia should adequately fund the Department of Adult Education and Extension Studies in order for it to be able to advertise its programmes to school leavers and the general public in Lusaka District.
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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR SCHOOL LEAVERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

RESEARCH TITLE: SCHOOL LEAVERS' UNDERSTANDING OF UNIVERSITY OF ZAMBIA EXTENSION EDUCATION IN LUSAKA DISTRICT

Dear respondent

I am a student pursuing a master’s of education in adult education at the University of Zambia. I intend to collect data which will be used to write my dissertation.

To this extent, I should be most thankful if you will spare some time to respond to the questions on this questionnaire. Be assured that the information gathered here will be confidential and will be used for academic purposes only and nothing else.

INSTRUCTIONS

1. Please, do not indicate your name on the questionnaire
2. Kindly answer all the questions by ticking or write your detailed response in the space provided.
3. Where space provided is not sufficient, you can write overleaf. But do not forget to indicate the question number against your answer.
PART 1: PARTICULARS OF THE RESPONDENT

1. Sex of the respondent
   A. Male [ ]
   B. Female [ ]

2. Indicate your age group below
   A. 14-16 years [ ]
   B. 17-19 years [ ]
   C. 20 -22 years [ ]
   D. 23 -25 years [ ]

3. Indicate your residential area below
   ......................................................................................................................................................

4. Indicate what you obtained at grade twelve examination level?
   A. 6 to 10 points [ ]
   B. 11 to 15 points [ ]
   C. 16 and above points [ ]
   D. School certificate [ ]
   E. Fail [ ]
5. What are you doing at the moment?

A. Married [ ]
B. Studying at college [ ]
C. Studying at university [ ]
D. Working [ ]
E. Nothing [ ]

PART 2

6. How aware are you about the existence of university extension education?

A. Not aware [ ]
B. Aware [ ]
C. Fully aware [ ]

7. How would you define university extension education?

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

8. In your own opinion which of the following suits to be labelled university extension education?

A. Literacy classes
B. Night school
C. Continuance professional development
D. Community development activities
E. Distance education
9. Explain what you think is covered in university extension education?

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

10. Which of the following teaching techniques are used in university extension education?

A. Lecture
B. Drama
C. Research
D. Group discussion
E. Any other specify ……………………………….

11. What is your opinion about university extension education?

A. It is very bad
B. It is bad
C. It is average
D. It is very good

12 How effective is university extension education?

A. Very ineffective
B. Ineffective
C. Average
D. Effective
E. Very effective

13. Would you pursue studies in university extension education?
   A. Yes [ ]
   B. No [ ]

If your answer is yes proceed and answer questions 13 and 14

14. What would you study?
   A. Journalism
   B. Law
   C. Education
   D. Public Relations
   E. Any other indicate

15. At what level of education would you study your programme?
   A. Degree
   B. Diploma
   C. Certificate

16. How do you perceive learners in university extension education?

.................................................................................................................................
17. Any other important information you can add on your feeling about university extension education?

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

WE HAVE NOW COME TO THE END OF THE QUESTIONNAIRE. I WISH TO
THANK YOU FOR THE TIME YOU SPENT IN ANSWERING THE QUESTIONS.
SHOULD YOU WISH TO CONTACT ME, PLEASE USE MY CONTACT DETAILS
BELOW:

MALAMA GWENNY
THE UNIVERSITY OF ZAMBIA
POSTGRADUATE STUDIES
SCHOOL OF EDUCATION
P.O BOX 32379
LUSAKA.
CELL NUMBER 0977-162748
APPENDIX 2: INTERVIEW GUIDE FOR GUIDANCE TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

I am a student of the University of Zambia pursuing a degree of Masters in Education in Adult Education here by seeking for permission from you to have a discussion on University Extension Education. The discussion with you is purely for academic purposes. I therefore, assure you that the information to be generated during this discussion will be treated with value and confidence. This interview schedule will be recorded using a tape recorder by the interviewer during the interview. However be assured that the records of conversation will be destroyed at the end of the study. If you feel uncomfortable during the discussion, you are free to withdraw from this study discussion at any time.

INFORMED CONSENT OF AGREEMENT SIGNED BY THE PARTICIPATING GUIDANCE TEACHERS FROM SELECTED PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT.

I have understood the instructions and conditions concerning this study and I agree to participate voluntarily in this study. I also understand that I am free to withdraw from this study discussion at any time and that the records of conversation will be destroyed at the end of the study.

Signature of the interviewee: ...........................................................

Date: ...........................................................

Interview schedule number: .......................
QUESTIONS

1. Sex of the respondent .................................................................

2. How old were you on your last birthday? ........................................

3. What is your Professional qualification? ........................................

4. How long have you worked as a teacher? ....................................

5. Did you receive any training in guidance and counselling? ........

6. Number of years worked in the school Guidance Department ........

7. Have you ever heard of university extension education? ............

8. Explain what you understand by extension education?

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

9. In your opinion, which of the following suits to be labelled university extension education?

   A. Literacy classes
   B. Night school
   C. Continuance professional development
   D. Community development activities
   E. Distance education
   F. Any other please specify ................................................................

10. Explain what you think about University Extension Education?

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

11. Would you advise a school leaver from your school to pursue studies in university extension education?

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

12. What is your opinion about university extension education?
13. Who do you think are the learners in university extension education?

14. Describe what you think is covered in university extension education.

15. Do school leavers understand what university extension education is?

16. What is the school leavers’ perception about university extension education?

17. Any other important information you can add on your feeling about university extension education?

WE HAVE COME TO THE END OF THIS INTERVIEW. I WISH TO THANK YOU MOST SINCERELY FOR YOUR TIME AND PARTICIPATION IN THIS PROCESS. SHOULD YOU WISH TO CONTACT ME, PLEASE USE MY CONTACT DETAILS BELOW:

MALAMA GWENNY

THE UNIVERSITY OF ZAMBIA

POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

P.O.BOX 32379

LUSAKA.

CELL NUMBER 0977162748
APPENDIX 3: INTERVIEW GUIDE FOR PARENTS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

I am a student of the University of Zambia pursuing a degree of Masters in Education in Adult Education here by seeking for permission from you to have a discussion on University Extension Education. The discussion with you is purely for academic purposes. I therefore, assure you that the information to be generated during this discussion will be treated with value and confidence. This interview schedule will be recorded using a tape recorder by the interviewer during the interview. However be assured that the records of conversation will be destroyed at the end of the study. If you feel uncomfortable during the discussion, you are free to withdraw from this study discussion at any time.

INFORMED CONSENT OF AGREEMENT SIGNED BY THE PARTICIPATING GUIDANCE TEACHERS FROM SELECTED PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT.

I have understood the instructions and conditions concerning this study and I agree to participate voluntarily in this study. I also understand that I am free to withdraw from this study discussion at any time and that the records of conversation will be destroyed at the end of the study.

Signature of the interviewee: ...........................................................

Date: .........................................................

Interview schedule number: .........................
QUESTIONS

1. Sex of the respondent to be determined………………………………………………

2. How old were you on your last birthday? ………………………………………

3. What is your Professional qualification? …………………………………………

4. Explain what you understand by extension education ……………………………

5. What do school leavers know about university extension education? …………

6. Would you advise a school leaver to pursue studies in university extension education?

7. What do you think about learners in university extension education……………………

8. Do school leavers understand what university extension education is?…………

9. What is the school leavers’ perception about university extension education? ………

10. Any other important information you can add on your feeling about university extension education? …………………………………………………

WE HAVE COME TO THE END OF THIS INTERVIEW. I WISH TO THANK YOU MOST SINCERELY FOR YOUR TIME AND PARTICIPATION IN THIS PROCESS. SHOULD YOU WISH TO CONTACT ME, PLEASE USE MY CONTACT DETAILS BELOW:

MALAMA GWENNY

THE UNIVERSITY OF ZAMBIA

POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

P.O.BOX 32379

LUSAKA.
I am a student of the University of Zambia pursuing a degree of Masters in Education in Adult Education here by seeking for permission from you to have a discussion on University Extension Education. The discussion with you is purely for academic purposes. I therefore, assure you that the information to be generated during this discussion will be treated with value and confidence. This interview schedule will be recorded using a tape recorder by the interviewer during the interview. However be assured that the records of conversation will be destroyed at the end of the study. If you feel uncomfortable during the discussion, you are free to withdraw from this study discussion at any time.

INFORMED CONSENT OF AGREEMENT SIGNED BY THE PARTICIPATING GUIDANCE TEACHERS FROM SELECTED PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT.

I have understood the instructions and conditions concerning this study and I agree to participate voluntarily in this study. I also understand that I am free to withdraw from this study discussion at any time and that the records of conversation will be destroyed at the end of the study.

Signature of the interviewee: ...........................................................

Date: ..........................................................

Interview schedule number: .........................
QUESTIONS

1. Sex of the respondent ........................................................................................................

2. How old were you on your last birthday? .................................................................

3. What is your Professional qualification? .................................................................

4. How long have you worked in this office? .................................................................

5. Number of years in worked the school Guidance Department ..............................

6. How do you advertise university extension education? ...........................................

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

7. What do school leavers know about Extension Education?

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

8. What do school leavers perceive university extension education?

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

9. Do school leavers appreciate university extension education?

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

10. Do school leavers understand what university extension education?

11. Do school leavers have enough information about university extension education?

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

12. Any other important information you can add on your feeling about University Extension Education?

......................................................................................................................................................
WE HAVE COME TO THE END OF THIS INTERVIEW. I WISH TO THANK YOU MOST SINCERELY FOR YOUR TIME AND PARTICIPATION IN THIS PROCESS. SHOULD YOU WISH TO CONTACT ME, PLEASE USE MY CONTACT DETAILS BELOW:

MALAMA GWENNY

THE UNIVERSITY OF ZAMBIA

POSTGRADUATE STUDIES

SCHOOL OF EDUCATION

P.O. BOX 32379

LUSAKA.

CELL NUMBER 0977162748
## APPENDIX 5: WORKPLAN

### WORK PLAN FROM MAY 2014 – JUNE 2015

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<td>Final report</td>
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# APPENDIX 6: RESEARCH BUDGET

## RESEARCH BUDGET

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<tr>
<th>ITEM</th>
<th>QUANTITY</th>
<th>UNIT PRICE (ZMK)</th>
<th>TOTAL ITEM PRICE (ZMK)</th>
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<td>Transport</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
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