

**STANDARDIZED CURRICULUM IN UNIVERSITY OF ZAMBIA EXTENSION
EDUCATION STUDIES: EXPLORING RELEVANCE, CONSTRAINTS AND
POSSIBLE SOLUTIONS BY STAKEHOLDERS IN CHIPATA DISTRICT, ZAMBIA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL
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MASTER OF EDUCATION IN ADULT EDUCATION**

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LUSAKA

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DEDICATION

This dissertation is dedicated to my beloved late father Aloiziyo Ziyalula Daka, my family: my wife Selina, our loving children Patrick Daka, Virginia Daka, Aliness Daka and Anastasia Daka, all of whom are my source of confidence, inspiration and encouragement. To my academic supervisor, Wanga Weluzani Chakanika, I say thank you for giving me an opportunity to do what I love best and for being there for me and ensuring that I had a strong foundation in my education life.

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AUTHOR DECLARATION

I, Francis Daka, do declare that this dissertation represents my own work and that it has neither in any part nor in whole, been presented as substance for the award of any degree at this or other university. Where other people’s works have been used, acknowledgements have been made.

Author’s signature.....

Date.....

Supervisor’s signature.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation by Francis Daka is approved as fulfilling part of the requirements for the award of a degree of Master of Education in Adult Education of the University of Zambia.

EXAMINERS SIGNATURES

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

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

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

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ABSTRACT

The study was centered on an exploration of stakeholders perception on the relevance, constraints and possible solutions with regards to a standardised curriculum in University of Zambia (UNZA) extension education in Chipata District. The objectives were to: explore the relevance of the standardized curriculum by stakeholders in UNZA extension education studies; ascertain constraints faced by stakeholders; and establish stakeholders suggestions on the solutions to constraints they faced as a result of the standardized curriculum used in UNZA extension education studies in Chipata District.

The research design for the study was a mixed method which adopted concurrent triangulation of data collection instruments on a sample of 150 respondents. Purposive sampling was used to select the Resident Lecturer and Part-time Tutors whereas random sampling was applied on students while former students were traced through snow ball sampling. A semi-structured questionnaire was used to collect data from 100 students while the Resident Lecturer, 15 Part-Time Tutors and 34 former students were interviewed. Microsoft excel was used to analyse quantitative data while thematic analysis was used to analyse qualitative data.

The findings of the study indicated that: some stakeholders benefited from the credit courses offered by the University of Zambia in Chipata District especially so for working individuals; some participants were promoted at their places of work after their studies; while others were enabled to create opportunities for self-employment. In spite of the above, the study was able to discover that there were constraints encountered which included: lack of teaching and study materials; absence of quality classrooms for use by the university; low wages for and late payment of Part-Time Tutors; as well as the absence of the library facilities. To address the above, a number of propositions are being made which in inter-alia include: construction of classrooms by the university; availability of a well-stocked library; improvement of conditions and employment of lecturers on permanent basis rather than relying on Part-Time Tutors.

Keywords: Centralised Curriculum, University of Zambia Extension Education Studies.

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ACRONYMS AND ABBREVIATIONS

UNZA	The University of Zambia
CICT	Centre for Information and Communication for Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization.
TEVETA	Technical Education Vocational Entrepreneurship Training Authority.
UNECE	United Nations Economic Commission for Europe.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides background information to the study on stakeholders' perceptions of the relevance, constraints and possible solutions to the standardized curriculum in University of Zambia (UNZA) Extension Studies in Chipata District of Eastern Province. It proceeds to highlight the statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, and significance of the study, study sites, theoretical framework and operational definition of terms. It closes with a summary of the chapter.

1.2 Background of the Study

According to Kasonde-Ng'andu (2014), background of the study is the first section of chapter one in a scholarly study that provides the researcher with the platform to give a brief overview of the entire research problem. To this end, background of the study shows that the researcher is familiar with the area of interest and the preceding issues. On the same score, ZERNET (1991) defines background of the study as the general picture of the study.

Thus, the following background sets the basis for conducting this study. Zambia's University Extension Education can trace its history back to the British Extra-Mural transplant into Africa of the 19th century to the current pattern of these University Extension learning activities as they appear globally. The University of Zambia was set up and opened to the public in 1966. This was in response to the growing demand for a seat of learning to be established in order to create a cohort of human resource capable of steering the nation to development (Alexander, 1975).

Carmody (2004) notes that at the advent of independence, Northern Rhodesia, now Zambia, had inadequate high level human resource to take up positions of leadership both in public and private institutions. This was perceived by the government as a bottle-neck to socio-economic growth. In an attempt to produce skilled personnel to meet the challenges of the socio economic growth of the country, the nationalist government in Zambia did not only expand the old education system but also created new ones. Thus in 1963 the Lockwood Commission was created for the purposes of establishing a university in Zambia (Lockwood Report 1963). Among

the departments recommended was that of Extra-Mural Studies. The department was mandated to disseminate and infuse university way of learning and knowledge throughout the nation. The principle aim was to play a catalytic role in university outreach programmes through recognized and adopted standards into classroom curriculum beyond the walls of the university. This would produce graduates to add to the high and middle level of personnel needed to fill up the gaps left by whites. In that direction, it was recognized that the university had a contribution to make to society as a whole and not only to depend on a small group of undergraduates and graduates on campus. In an attempt to do this, the department had an enviable task of accessing education to people who had no opportunity to continue with their education due to a multiplicity of factors such as failure to raise school fees and absence of education facilities to mention but a few. In order for the department to respond to the needs of society, several reforms were instituted which culminated into structural transformations. For example, the Centre for Continued Education was formed in 1975 following the recommendations made by the Vice-Chancellor's Committee. In the Center, the department of Extra-Mural Studies was one of the four (4). The others were Adult Education, Mass Education and Correspondence Studies.

Added to the above, the other structural adjustments were effected in 1993 when the Centre for Continuing Education was restructured. This involved moving the department of Mass Communication to the School of Humanities and Social Sciences, transforming the Department of Correspondence Studies into the Institute of Distance Education, and the merging of the department of Adult of Education and that of Extra-Mural Studies into the present day department of Adult of Education and Extension Studies which was located in the School of Education (Moonga 2008)

When the Department of Extra-Mural Studies was established, it provided its programmes through non formal activities such as public lectures which were conducted for a mixed range of clientele, organizing of short courses, as well as workshops and seminars. At the termination of such activities, participants were given attendance certificates.

The purpose of these programmes was to improve learners' competences (SAID 1999). However, the credibility of these qualifications was questioned by many institutions such as the Technical Education Vocational Entrepreneurship Training Authority (TEVETA), and the Public

Service Management Division of the Republic of Zambia (PSMD), including employers and learners and other institution within the country. Consequently, these qualifications fuelled frustrations among the participants who viewed them as a mere income generating venture for the University rather than a spring-board for social mobility or job seeking (Vice-Chancellor's speech, 2012). Arising from the public outcry generated by the provision of non-credit courses, Senate in 2009 approved the recommendation of the department to transform the courses into credit courses. Therefore, the department currently provides credit and non-credit courses. This study however, was more concerned with credit courses which make up the standardized curriculum of University of Zambia Extension programmes. By introducing credit courses, the department was in a way fulfilling the recommendations of the Lockwood Report which encouraged the department to contribute directly towards the changing needs of individuals and society as a whole (Lockwood Commission Report, 1963)

The foregoing observation was supported by Chakanika and Mtonga (1995) who indicated that several participants in University of Zambia extension education programmes expressed the need that the university should start to offer credit programmes. Participants were of the view that if given credit certificates at the end of such courses, the certificate would stand them in good stead in their attempt to seek for better employment prospects and achieve promotion prospects at their place of work. As alluded to by Moonga (2008) in his research finding, credit courses to be introduced in UNZA extension education need to be sensitive to the labor market and respond to the needs of the beneficiaries. In support of the above, Knowles (1975) in Fasokun, Katahoire and Oduaran (2005:23) opine that: ...

“Adult learners need inner motivation because there is no external pressure to learn, as is the case with young children...this is in contrast to children, who are dependent learners. External factors, such as parental expectations, teachers' rewards and school discipline motivate children to a large extent. These external factors are largely responsible for deciding the aims, goals, objectives, subject matter, learning and evaluation approaches for children. ...generally, adults are motivated to learn when learning is stimulating, learner-centered and needs-oriented. Adults tend to learn to satisfy certain needs. Generally, they will continue with a learning experience or programme until their needs are fully satisfied ... motivation

to learn could also be a response to a life event. Adults ... may want to learn in order to advance their careers, to earn more money.... Adult learners are therefore goal oriented learners, they use education to achieve specific goals.”

In this context, adult learners see education as necessary if it attempts to certify their goals which may include learning to use the computer, signing bank cheques, to improve promotions in the work places. Adult learners may also wish to engage in learning that is related to their work places. In the case of participants in UNZA extension education Studies, they need both competencies and credit certificates to enable them seek for better employment and/ or promotion in their places of work.

In spite of these changes, the point of concern is that there is also need to make improvements in terms of staffing, provision of learning materials and classroom facilities to mention but a selection. As Okello and Kagoire (1996: 125) intimate, “*teachers, Head teachers, Standard Officers and other curriculum implementers are faced with barriers which hinder the successful implementation of the curriculum.*” To lay stress on the point at issue, Kelly (1999) insists that formal institutions required the requisite structures to host all classroom learning activities. In the same vein, Smith (2014) adds that teachers needed to stick to specified curriculum principles in order to meet education standards; they need certain level of training, specific classroom management strategies to deliver a particular content. Additionally, Smith (2014) espoused that lack of school facilities and learning materials, equipment and trained teachers impede learning in a formal school, college or university.

Conversely, in the case of the University of Zambia, what is clear is the fact that since the University of Zambia, developed credit worth programmes in its extension studies Section, the University has since continued to use rented structures as classrooms. The department has also continued to engage local personnel as part-time tutors to deliver curriculum content to students (Nduna, 2010). Therefore, the current study sought to explore stakeholders’ perception of the relevance, constraints and possible solutions to a standardized curriculum used in University Extension Education Studies in Chipata District of Eastern Province.

1.3 Statement of the Problem

In the perception of Ellis and Levy (2008), Statement of the Problem is the heart of any research reflected to the title. Kasonde-Ng'andu (2013: 14) states, "...the statement of the problem provides focus and direction for the rest of the study...." Statement of the Problem can also be defined as an intellectual puzzle that the researcher wants to delve into (Leady, 2010). Thus, the succeeding paragraph presents the problem that this study sought to investigate.

Before 2009, The University of Zambia Extension Education Studies was providing only non-credit courses. However, after 2009, credit courses similar to those offered at the main campus were infused and these were confined to the standard curriculum. While the provision of credit worthy courses is a step in the right direction, it is not known how stakeholders perceive their relevance, constraints encountered and possible Solutions to the constraints (Chakanika and Sichula, 2013). Thus, this study sought to explore the relevance, constraints and possible solutions to a standardized curriculum in University Extension Education Studies in Zambia with in Chipata District of the Eastern Province.

1.4 Purpose of the Study

The purpose of the study is the brains of the study (Simon, 2011). Kasonde-Ng'andu (2014) contends that the purpose of the study reflects the intention or goal of the researcher in form of a general statement of what the researcher strives to accomplish by the end of the study. Thus, the purpose of this study was to explore the relevance, constraints encountered and possible solutions to the implementation of a standardized curriculum in University of Zambia Extension Education in Chipata District of Eastern Province.

1.5 Research Objectives

Baxter Hughes and Light (2001) intimate that objectives are a specific list of tasks needed to accomplish in the research project. These are steps to be taken to answer research questions. Similarly, research objectives are perceived by Saunder et al (2011) as an accurate description of specific actions to be taken in order to reach research ends. Thus, the study was rested on the following objectives.

1.5.1 Principal Objective

The main objective of this study was to explore the relevance, constraints and possible solutions with regards to the use of a standardized curriculum in University of Zambia Extension Studies in Chipata District.

1.5.2 Specific Objectives

The specific objectives of the study were:

- i) to establish stakeholders' perception regarding the relevance of a standardized curriculum in UNZA extension programmes in Chipata District;
- ii) to establish the views of stakeholders on constraints they faced in the implementation of a standardized curriculum in UNZA Extension Studies in Chipata District; and
- iii) to identify stakeholder's possible solutions with regards to the implementation of a standardized curriculum in UNZA Extension Education in Chipata District.

1.6 Research Questions

Creswell (2012: 110) defines research questions as “questions ...that narrow the purpose of specific questions that researchers seek to answer.” Besides, Bryman (2004) perceives research questions as questions that set out what the researcher seeks to study. Thus, this study responded to the following questions:

1.6.1 Principal Research Question

How do stakeholders perceive the relevance, constraints and possible solutions to the implementation of a standardized curriculum in UNZA Extension Education Studies in Chipata District of Eastern Province?

1.6.2 Specific Research Questions

- (i) How do stakeholders perceive the relevance of a standardized curriculum in University of Zambia extension education in Chipata District?
- (ii) What constraints are faced by stakeholders in the implementation of a standardized curriculum in University Extension Education in Chipata District?

- (iii) What are stakeholders' possible solutions with regards to the implementation of a standardized curriculum in UNZA Extension Education in Chipata District.

1.7 Significance of the Study

Olembo (2005) defines significance of the study as justification of the usefulness of the study in terms of practitioners, individuals, institutions, organizations and the nation as a whole. Kombo and Tromp (2006) regard significance of the study as an outline of the importance of the issue at hand. It is hoped that through this study, UNZA management may be made aware of the views that stakeholders hold on standardized curriculum in extension studies with regards to relevance, constraints and possible solutions for their action. This may enhance teaching and learning in UNZA extension studies. Additionally, it is hoped that the results of this study might add to the already existing body of knowledge in this subject area.

1.8 Delimitation of the Study

In the perception of Singleton and Straits (2010), delimitation in research refers to choices that are made for the study under the control of the researcher. Olembo (2005) posits that delimitations of the study are definitions set as boundaries of the dissertation within the control of the research. In any case, delimitations describe the scope of the study. The study was limited to Chipata District of Eastern Province. It targeted the following stakeholders: the Resident Lecturer, Part-time Tutors, Students and former Students in the District.

1.9 Theoretical Framework

A theoretical framework is "...a collection of interrelated ideas based on ... reasoned statements or group of statements supported by evidence, to explain, predict and understand phenomena (Kombo and Tromp, 2006: 56).

The study was specifically guided by Kurt Lewin's Field Theory of social-psychology. The Theory was chosen because it emphasized on the person / learner and his/her psychological and physical environment to understand the reason for learning. The theory is a dualistic concept of determining learners' needs to learn based on affective and cognitive practices.

To begin with, Kurt Lewin's field theory advocates for the treatment of affective domain of the learner. This concept maintained that situational variables of the individual learner have the potential to influence social behavior. These are characteristics of the environment in which learning takes place which include; physical surroundings, social surroundings, time, task definitions and antecedent states. All these features were used to analyze what is obtaining in UNZA extension education credit worth programmes to establish stakeholders' attitudes towards learning as a result of the constraints. The main focus was to explore stakeholders' constraint in the main feature of the curriculum. They operate within the context which Lewin refers to as the situation or social environment which when not conducive to the learner or other stakeholders result into constraints.

In Adult Education and extension Studies, the above issues were identified and established by stakeholders within the physical and psychological contexts of a standardized curriculum characteristics such as learning and teaching material, infrastructure, teaching- learner conditions among other features (NCERT, 2006). On that score, Cherr (2014) suggests that barriers occur when the learner, the teacher and other Stakeholders perceive the physical and psychological environment as negative valence which would repel them from displaying specific learning and teaching behavior and subsequently impede learning. For instance, according to the theory, if the physical environment such as a class room is not conducive, learning will not take place. The situation which Lewin in his theory termed as a barrier, there in refers to as constraints which have no valence or potency to produce learning in the beginning until force or pressure is applied.

In trying to stress Lewin's theory, Shirut (1997:82) emphasized that:

The adult educators have to become sensitive to the emotional state of their learners. Adult learners are normally under a great deal of stress and anxiety and this condition fails to stimulate them to respond to their learning situations in a normal way...the learners are more likely to learn efficiently when they feel comfortable in a location and free to express themselves with fewer inhibitions. It is for this reason that a careful organization of adult education centers is required....

Thus, Lewin's theory is one way of advocating for the diagnosis of stakeholders constraints in University of Zambia extension education just like in any education undertaking. In simple terms, the resident lecture, tutors, students identify the nature and cause of problems within their own context. They are major stakeholders in the process of Identifying simple and sophisticated situational variables that would hinder learning. Diagnosing such issues is an important aspect of therapeutic approach towards affective domain of learning as the best remedy to facilitate learning behavior and learning. Emotion is fundamental to human experiences, it can either recognize perception or influence social behavior or not towards learning, they should be given the care that they deserve as affects cannot be measured (Levi, 2003).

On the other hand, the second and most important concept Lewin emphasized was human motives and wills. He termed them as the real driving force of human behavior. Under this concept, Lewin puts much emphasis on learners' needs and goals as a valuable asset of learning. The assumption that learners accept, get involved and get stimulated towards accomplishment of educational goals with increased commitment towards suggested educational program when in line with their own goals. Thus, the foregoing conceptual underpinning suggests that Lewin was of the view that the cognitive practice reinforcements are essential to learning. Consequently, he introduced the needs assessment in relation to the psychological topographical context of the learner based on present needs through democracy (Okello and Kagoire, 2014).

In trying to justify Lewin's concept on learning needs and motivation, James (2014) maintained that learners conceive their own needs towards particular goals. This is the reason for learning. In that case, Lewin was of the view that diagnosis and analysis of learner needs is one of the tools towards establishment and fulfillment of learners felt needs in any curriculum undertakings. Lewin perceived participants' needs as important as they acted as energy and force of the engine, the conscious part of the person towards modification of personal social behaviour and learning. Thus Lewin's theory is another way of promoting a democratic approach to needs analysis. In other words, education is seen to be necessary if it responds to the felt needs of learners. Hence, Lewin's theory was a great asset in establishing the relevance of university extension education credit programmes in respect of the stakeholder's standpoint in Chipata District.

This theory was appropriate for this study as it was used to examine what was obtaining in UNZA extension education studies with regards to relevance, constraints and possible solutions to a standardized curriculum in Chipata District. Therefore, Lewin's Field Theory concepts helped the researcher to focus the study on the stakeholder's views on relevance of a standardized curriculum, constraints in implementing it and their possible solutions in UNZA extension education which guided the researcher on what data to collect. Subsequently, data was interpreted with the support of the framework as a mirror to check whether or not the findings of the study agree with the assumptions of the theory or whether there are some differences (Imenda, 2014). In simple terms, the framework assisted the researcher to validate and invalidate the applicability of a standardized curriculum of UNZA extension education credit programmes in the perception of stakeholders.

1.10 Ethical Considerations

In the perception of Creswell (2012), ethics includes the right and feelings of those affected by the researcher. The researcher does not humiliate the respondents by revealing the interview content or the names of respondent. Kombo and Tromp (2006) added that researchers whose subjects are people or animals must consider the conduct of their research and give attention to the ethical issues associated with carrying out their research.

Consequently, in order to collect data, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS). Further, permission to elicit data from the Part-time Tutor and students was obtained from the Eastern Province Residential Lecturer before data collection commenced. The researcher further briefed the said authority and respondent on the value of the research and the procedure to be used. Moreover, the researcher assured the respondents that participation in the research process was on voluntary basis and that participants were free to terminate their participation at any point during the research process if they felt need to do so. Furthermore, as a way of maintaining confidentiality, participants were not asked to write their names on the questionnaires. In the same vein the researcher notified the Resident Lecturer, Part-time Tutors and former students during separate interviews that the responses were to be recorded and that were only meant for the researcher. They were also informed that the information the researcher was in search of was purely for academic purpose and that the responses were not going to be presented elsewhere.

1.11 Operational Definition of Terms

Locke et al (2000) in Kasonde-Ng'andu (2006: 22) intimates that operational definitions "... are terms used in the study that are extraordinary..." As a result, researchers define terms so that readers can understand their precise meaning.

Constraints: this concept means something that limits or controls one's freedom of action;

Credit Courses: all University-level Senate approved diploma and certificate academic programmes offered by the Adult Education and Extension Studies section in provincial centers in Zambia;

Curriculum Implementation: "a network of varying activities involved in translating curriculum design into classroom activities and changing people's attitudes to accept and participate in these activities (Okello and Kagoire" (1996: 124);

Curriculum: a particular way of ordering content and purpose for teaching and learning in schools;

Extension Education: this concept denotes both non-credit and credit courses offered by the University of Zambia, School of Education, Department of Adult Education and Extension Studies;

Formal Education: education that is organized, guided by a formal curriculum, leading to formally recognized credentials such as diploma or a degree often guided and recognized by the government;

Stakeholders: refers to Resident Lecturer, part-time tutors, students and former students of University of Zambia Extension Studies in Chipata District of Eastern Province;

Standardized Curriculum: this means the documented, official plan of what the institution hoped students will learn (Kelly, 2009);

Non-Credit: all the UNZA non Senate-approved education activities offered by University Extension Section in provincial centers in Zambia;

Prescribed Curriculum: denotes formal education or training given officially, usually by a School, College or University (Lindeman, 1926); and

University Extension: the way of delivering university knowledge and skills straight to the people's door steps where they live (National Open University of Nigeria, 2008).

1.12 organization of the study

Chapter one provides the background of this dissertation. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, and the significance of this study, delimitation of this study, theoretical underpinnings and key concepts and words that needed clarity. Finally, it ends with a summary of the chapter. Chapter 2 provides a review of literature related to the study. It explains the rationale for university extension standardized curriculum, its constraints in implementing it and possible solutions to the constraints. It further unearths the lacuna in this area and justifies the role this study played in fulfilling those gaps upon critically critiquing the reviewed studies in the foregoing areas.

Chapter 3 presents the methodology that was used for this study. It manifests the study design that was adopted, the universe population and sample size, the data collection method and instruments and data analysis methods and procedures. The chapter also explains the ethical consideration and the limitation of study and closed with a summary.

Chapter 4 is a presentation and analysis of the findings of the study. The findings are presented using research questions. Chapter 5 is a discussion of findings. These findings are ratified or objected by means of the study objectives, reviewed literature and the theoretical framework

used in this study. Finally, chapter 6 presents a conclusion for this study as well as recommendations made thereafter references follow.

1.13 Summary of Chapter 1

This Chapter presents the background information for this study. It highlights what the problem for this study was, the chapter further pointed out the purpose for conducting this study. It also highlights the research objectives and the research questions. Furthermore, this Chapter underlines the significance of the study as well as its delimitation. It also explains the theoretical framework and defined concepts that needed clarity.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The preceding chapter provided the background of the study. It started with background information on the relevance, constraints and possible solutions to a standardized curriculum in University Extension Education Studies in Chipata District of Eastern Province. This chapter reviews literature related to the study. The review provides what is perceived to be relevance of a standardized curriculum in UNZA Extension Education, constraints to a standardized curriculum in UNZA Extension Studies and discussion on what are likely to be solutions constraints faced by stakeholders in UNZA Extension Education with regards to a standardized curriculum. The literature review will be followed by a summary of the chapter.

2.2 Brief History and Development of Extension Education

Many academic architects have produced literature on UNZA Extension studies. In the perception of Chakanika (1989), extension education was born out of the desire to create human resource for national development. The concept extension has long been associated with a British education connotation of taking agricultural education near to the homes of people where they live and farm. The distinct origin of agriculture extension has its roots in marketing agriculture outreach through the dissemination of relevant information and advice to farmers on inscribed advice such as watering crops and getting rid of rats. The situation was that extension education was the only logical science created, recreated, adopted and developed to drive the desire for change through agricultural development as the potential facet of the economy. Bradfield (1966:11) puts it:

Extension work has been developed as the only logical scientific and successful way of bringing knowledge to farmers to help them farm their lands more effectively ... by developing the agricultural skills and knowledge of the farmers, enables them to make more productive use of the country's national resources.

It can therefore be deduced that the process of development in the world, Britain inclusive, was largely dependent on farming hence the need for agricultural extension education. Farmers

needed the requisite farming skills and knowledge in an orderly manner in order to farm more effectively.

A similar study by True (1895), revealed that over the centuries, extension work has been considered as the significant social innovation force in development to meet the needs of learners and society at large. Though rudimentary, the original form of extension work was systematized based on findings from research organized and conducted through the appropriate organizational structures.

Like the current trait of extension work, ancient history exhibits a systematic and responsive approach to learners needs. Farmers acquired the skills and knowledge needed to use their land productively. The current study's first objective was therefore, to establish relevance of a standardized curriculum in UNZA Extension studies by stakeholders in Chipata District .

Similarly, a study conducted by White (2003) revealed that the origin of extension work was necessitated by the felt needs of the people with its roots in Britain. The activities of extension work in Britain influenced and initiated similar activities in the United States and subsequently elsewhere. Through extra-mural work of the Land Grant Colleges during the 1890s, United States of America agricultural extension activities were initiated to attend to the overwhelming need of families in an organized manner through service.

2.3 Origin and Development of University Extension Education

One cannot explain the background to university extension, without discussing its genesis in Britain. This is also because what transpired in Britain was replicated in many countries in the world.

Over the years however, the application of the concept extension has persisted to include several providers with different aims. In education circles, the etymology of the concept "extension" has a British connotation projection derived from a British university of having one education program within the premises of the university and another away from the central location of the university. This means the spreading out of university knowledge in its original form from the Center to the periphery, a way of delivering university body of knowledge straight on to the people with a view of responding to their dynamic needs (Peers, 1972).

From the aforementioned, it is apparent that universities were thus engaged in the provision of university extension. The phenomenon is not altogether a new one as it was for years growing in the minds of academic architects. The study by Peers (1972) discovered that lectures offered by lecturers from Oxford and Cambridge Universities from their respect centres were the same as what obtained at the main campuses. In this connection, the study showed that University extension was able to meet the needs of the local people.

Kelly (1970) agrees that university extension education evolved from Cambridge University through the concept of a peripatetic university as advanced by James Steward, the father of University Extension. The idea was to respond to the educational needs of learners referring to women and working class people in particular. The study revealed that a series of peripatetic lectures on theory and methods of education for governesses and school mistresses were Presented. Further, these first lectures were believed to have been given by University professors to a group of women. Thus, university extension was necessary for improving the progress of roles in society through learning. It is also true that people demanded for education and training in various occupations. University Extension Education therefore, was the key. It follows the individual and group through learning, work and other aspects of life.

It is justifiable to mention that courses offered in British Extension programmes reflected the desire of the people and appealed to the diverse interests influenced largely by the industrial revolution, among other things, that contributed to the origin of university extension education in Britain. Before the industrial revolution, textiles were made mainly in people's homes thereby giving rise to the term cottage industries which relied on the use of human resource and not industrial equipment. The introduction of mechanization and factories during the industrial revolution lead to an increase in the production of items. In order to achieve the roles brought about by industrialization, it became mandatory for people to acquire new skills and knowledge.

A study conducted by Peers (1972) explains that before the advent of the industrial revolution, most people resided in small rural communities where their daily existence revolved around farming. They required only rudimentary farming skills and knowledge in order to survive. The

industrial revolution which took place from 18th to 19th centuries saw a shift in agricultural extension education by incorporating university extension education.

With regards to university extension education in the United States of America, Taylor (1949) points out that University extension in America was initiated as a systematic undertaking at the University of Pennsylvania through the American Society for Extension of Universities between 1891-1991. This was achieved through formal methods of delivering university extension such as lectures, which entail the systematic planning of university extension through formal methods of instruction by lecturers. It needs stating, as True (1895) echoes, that university extra-mural work in America was formally organized to serve the needs of farming families. Information on new agriculture practices was assembled, processed and made available to a particular environment based on experiences and findings from research. The above studies motivated the current study to be based on a standardized curriculum used in UNZA Extension Education to deal with its relevance, constraints and possible solutions. It is equally important to state that the standardized curriculum is the only vehicle in which University body of knowledge can be delivered straight to the people's door steps away from the main campus.

2.4 Rationale for University of Zambia Extension Education Standardized Curriculum

Peers (1972) is of the view that extension education is an integral behavioral science which contributes towards the understanding and formulation of methods and procedures for bringing planned change in human behavior. By implication, University Extension Education should have basic tenets of organized and institutionalized structures of hierarchy to bring about planned change. The above connotation was shared by Alexander (1975) to the effect that the nature of University Extension Education was an outreach of courses of university nature to the community members who were unable to attend university education on full time, part-time or parallel basis but want to fulfill their learning.

In the case of the University of Zambia, Alexander (1975) states that the responsibility to offer non-credit certificates to adults who were unable to attend full-time studies from the main campus was entrusted to the Department of Extra-Mural Studies present day Department of Adult Education and Extension Studies in the School of Education. This principle was formulated by the Lockwood Commission Report of 1963 which saw it necessary for the

University of Zambia to provide both the extension of its degree and diploma studies to the people outside the University. This included the provision of non-formal, non-credit courses to the masses who missed out in obtaining a minimum of tertiary education (Lockwood Commission Report 1963).

What the above entails is that, the University of Zambia Extension Education has had a paradoxical history that was initiated with only non-credit courses which made it hard for people to accept. Before 2008, the Department of Adult Education and Extension Education Studies used to offer credit certificate, diploma and degree programmes at the university main campus while in all the provincial centers the department offered non-credit programmes (Moonga, 2008). This meant that the vulnerable masses were left out despite the effort of extension university education at the time. The core value of university extension curriculum was to improve the living standards of people, especially those in the rural areas.

The intellectual curiosity that manifested among people influenced long awaited decision by the University to approve credit worthy programmes in all provinces as a full packaged formal curriculum in 2009. Mushi (1991) observed that when the University Extension Studies Section provided non-credit certificates and diploma programmes, participants could not use these qualifications to seek employment and promotion in work places, the situation which fuelled frustration among them. To rub salt into the wound, the Vice-Chancellor's speech (2012) informed that University Extension qualifications were not credible to be recognized by employment organizations' such as Technical Education Vocational Entrepreneurship Training Authority (TEVETA) and the Public Service Management Division of the Republic of Zambia.

Moonga (2008) observed that majority participants wanted to pursue studies with UNZA Extension Education Studies with better recognition of qualifications for employment and promotion prospects. In addition, Kelly (2004) provided a curriculum theoretical framework on formal education programmes based on human resource development. The theory posits that University Extension Education programmes should play an integral role in developing students' professional competencies.

In addition, Scheer et al. (2006) indicate that university extension should include the teaching of knowledge, skills and behavior necessary for the students to gain employment as well as promotion. The study by Scheer et al (2006) on standardized curriculum in University Extension interested and influenced the current study. The first objective of the current study was to delve into stakeholders' perception on relevance with regards to UNZA Extension Education standardized curriculum in Eastern Province.

In a similar vein, Taba (1962) conducted a study on the importance of felt needs in University extension education. The findings of the study revealed that curriculum development should be based on the scientific analysis of society, culture, the learner and the nature of knowledge through diagnosis of needs. It should also be based on the formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences, and determination of what to teach and how to teach it. All this is tailored towards selection of appropriate content towards achieving a program's educational objectives in a constantly changing society.

Justifying the ongoing discussion on the relevance of credit worthy programmes under University Extension Education, Moonga (2008) said that UNZA transformed non- credit courses to credit worthy programmes to respond to the underlying changing needs of society. Similarly when delivering his graduation speech the Vice-Chancellor of the University of Zambia explained that when the university ran non-credit programmes, students were questioned regarding the credibility of the qualification, “ that is ... *why we saw it fit to upgrade our programmes to credit level hence this graduation,*” (Vice-Chancellor's speech, 2012: 3).

It bears repetition that people demanded for education in various occupations and the University of Zambia through the School of Education, Department of Adult Education and Extension Studies Section, in particular. responded to their demands through a broad based situational analysis (Chakanika and Sichula in Chakanika, Sichula and Luchembe 2016). The current study was undertaken to explore the views of stakeholders in Chipata District regarding the relevance, constraints and possible solutions to a standardized curriculum in university extension education.

In contrast, Freire (1970) as quoted in Bartholomew, David and Anthony (2008) posed a different viewpoint on relevance to a standardized curriculum. The findings by Bartholomew, et al (2008: 247) are in agreement with Freire (1970) to the effect that the perceived standardized curriculum is associated with banking education and defined it as:

...the assumption of a dichotomy between human beings and the world; a person is merely in the world or with others; the individual is a spectator, not re-creator. In this view, the person is not a conscious being (corp. conscience) he or she is rather the possessor of a consciousness; an empty 'mind' passively open to the reception of reality from the world outside.

This implies that the banking concept which according to Freire is typical of formal education known by its standardized curriculum creates and imposes an invisible schism between a person (the learner) teacher and the 'real world'. This impresses that the learner is consciously and unconsciously detached from the curriculum content. The learners' world view is imposed on them such that they live not in their own world. They cannot read, write and create their own world, the idea that what is taught in formal education is imposed on the learners. On the contrary, Kurt Lewin's field theory postulates that for learning to take place in any learning environment, whether formal or non-formal, the needs of learners should be in line with the learning objectives. The idea is that learners should be consciously and unconsciously in the process of determining learning needs in order for learning to produce required learning outcomes.

Kurt Lewin's field theory is in line with the practice and principles of university extension work in Zambia as is noted by Chakanika (1989: 49):

- (a) extension work should be based on the felt needs and enlightened desire of the people;
- (b) it should be according to the local conditions of the people;
- (c) it should start with people and work in harmony with their problems;
- (d) that there ought to be a democratic process in the formulation and execution of programs;
- (e) programs should be started with the simplest problems of the people and should be designed as to give greater benefits to the people; and
- (f) extension work should be made in consultation with the people.

Reviewed literature on the local context revealed that the UNZA Extension Education was carried out within the confines of university extension principles.

Chakanika (1989) noted that the University of Zambia Extension Education has been and will still remain responsive to the needs of society. From inception in 1966, the university has been offering non-credit programmes under extension education. By 2009, the University of Zambia responded to the needs of society and transformed these programmes to credit programmes. This confirms that the University of Zambia Extension Education standardized curriculum was a practical demonstration by the university to respond to the vocational needs of the Zambian society.

Generally, the aim of University of Zambia Extension Studies Unit was to reach out to the community and offer courses of a university nature to those who are unable to attend university on full-time or parallel basis but want to further their learning. As Yesufu (1973) postulates, university education provides participants who had never previously had the chance to attend education of a university nature and provide them with qualifications to earn a decent living. They should be able to serve their community, business and professional needs.

Mostly on the larger scale, Zambia's Strategic Plan (2003 - 2007) suggests that education should address the needs of the Zambian people in the field of education. In line with the plan, education is a basic human right for each individual in society. The plan revealed and defined current gaps as human resource challenges, the greatest asset of any country. Partly, UNZA extension education has a role to address this problem.

However, the introduction of a standardized curriculum in University Extension Education studies section meant that the administration and authority for education was rested not in the local community but ceded to senate and central administration of the University of Zambia who have the power to decide over all resources such as; money, information, people and technology. They decide on the content of the curriculum, control the budget, and are responsible for employment, the building of education facilities, discipline and policies among others. Kumar and Han Sara (2000) reviewed that in Universities, University Extension decisions are made at the apex of the hierarch and implemented at the grassroots following a top down organization hierarchical system.

2.5 Review of Literature Related to the Objectives of the Study.

The section which follows reviews relevant literature related to each of the objectives of the study.

2.5.1 Stakeholders Views on the Relevance of a Standardized Curriculum in University Extension Education

The first objective of the study had to do with investigating stakeholders' views on the relevance of a standardized curriculum in university extension education. The findings of Ng'ambi's (2013) study with regards to relevance of UNZA Extension Education by stakeholders reviewed the following: acquisition of knowledge; employment both in the formal and informal sector; income generation and increased earning; ability to meet family responsibilities; upgrading of qualifications; opportunity to study while working; participation in the cheapest form of education; opportunity to go for further studies; opportunity to change careers and achieve promotion; opportunity for change of attitude and gain of recognition and respect from society which lead to improved self-esteem (Ng'ambi, 2013).

A similar study by Ngoma (2009) on the review of factors which influenced learners' participation in University Extension Education in Chipata District revealed that learners participated in University Extension Education for the purpose of realizing the following: develop new skills; acquire knowledge; gaining of promotion; acquire academic and professional qualifications and getting better jobs. Nonetheless, Ngoma's study suggest that UNZA Extension Education was negatively construed by several stakeholders because: it was seen as remedial education not academic, implying that it was less prestigious; and was perceived merely as providing students with skills that were required to succeed in their employment or future job opportunities. Stakeholders' frustration about university extension was magnified in Moonga's (2008) study, who provided evidence that non-credit courses offered by UNZA extension studies fuelled discontent among the participants who claimed that programmes were simply an income generating venture for the university rather than a spring board for social mobility or job seeking. As though this was not enough, the study also revealed that the credibility of the qualifications was questioned by many institutions such as Technical Education Vocational Entrepreneurship Training Authority (TEVETA) as well as the cabinet of the civil service.

It needs pointing out however that, studies conducted by Moonga (2008) and Ngoma (2009) differed with the current study in the sense that they were conducted in the context of non-credit university Extension Education which focused on a more decentralized curriculum. In contrast, this study was conducted within the ambiance of a standardized university extension curriculum.

2.5.2 Exploring Stakeholders Constraints to a Standardized Curriculum in University of Zambia Extension Education

The second objective sought to investigate constraints to a standardized curriculum encountered by stakeholders' in university extension education in Chipata District. In line with this objective, Ngoma (2009) conducted a study on factors which influenced learner participation in University Extension Education in Chipata District. The study revealed several constraints encountered in meeting the expectations. These constraints were identified as lack of teaching and study materials, shortage of part-time tutors, lack of library, lack of commitment by tutors, lack of permanent classroom buildings, and power interruptions during lectures and lessons, failure to starting lectures on time. The difference between Ngoma's study and the current study is that the former concentrated on non-formal education in university extension while this study dealt with the standardized curriculum. The second objective of this study was to establish constraints by stakeholders to standardized curriculum in UNZA Extension Education Studies in Chipata District.

Another Study by Yin et al (2012) on constraints of teachers' perception on standardized curriculum system revealed that one of the characteristics of standardized curriculum is the wide public examinations in which students' performance was taken as an indicator of teacher competences. The study further suggests that teachers' beliefs, professional knowledge and skills shape their inclination and ability in curriculum adaptations and differentiation. This shows that there is need to check on the teacher in any formal learning activity. While this study was concerned with evaluating competencies which ultimately impacted on the performance of the students, the current study on the other hand, was more concerned with the process of implementation.

In a similar vein, Luchembe's (2010) study identified a multiplicity of challenges encountered by University Extension in Livingstone District. He itemizes these as being: Stiff competition from emerging learning institution; high turnover of part time Tutors most of whom are drawn from the civil service and are thus susceptible to constant transfers away to distant places; lack of teaching and learning materials; and the absence of university structures to serve as class rooms and offices. Incidentally, although Chakanika and Mtonga are in support of the above observations, they also add that the challenges included the factor of vast areas which were sparsely populated to be covered by Resident Lectures who had no reliable means of transport. However, the divergence between the current study and the ones reviewed is that the latter were conducted when university extension offered non-formal university extension while the current one is more concerned with the standardized curriculum.

2.5.3 Possible Solutions to a Standardised Curriculum Faced by Stakeholders in University Extension Education

The third and final objective of the study was tasked to seek from stakeholders possible solutions faced in the implementation of a standardized curriculum in university extension education. In reference to this objective, Mandumbwa (2011) carried out the study whose purpose was to identify challenges faced by extension programme of the University of Zambia. Regrettably, this study was more concerned with unearthing the problems at the expense of seeking possible solutions to the challenges encountered. Apparently, this was inconsistent to the current study whose mandate was to identify challenge as well as possible solutions.

Ng'ambi (2013), conducted an investigation into the benefits of and possible improvements to University Extension. The findings revealed that graduates, students, tutors and the resident lecturer suggested possible improvements to University Extension Education which include: setting up libraries and computer laboratories; building and buying infrastructure; improving communication by administration; employing qualified tutors; market university extension education programmes; formation of student's union, upgrading diploma programmes to degree programmes and that the department should be turned into a directorate; establish recognition to courses being offered; provision of uniform teaching and learning materials; improve funding and employ lecturers on permanent and pensionable basis and improve their remuneration and conditions of service. However, this study by Ng'ambi is different from the current study in that

the study was conducted in Lusaka the capital city of Zambia where problems in the implementation of a standardized curriculum may not be as restraining as in the rural part of the country like Chipata.

As established by Nduna (2010) in his corresponding study on challenges encountered by the University of Zambia in the implementation of University Extension Education in North Western Province the findings revealed that the solution to problems encountered in university extension education are less constraining in urban areas than in rural areas. For example, the solution to the problem of lack of qualified Part-time Tutors to teach designated courses in rural areas was to engage tutors who studied other related programmes. For instance, if the Tutor for sociology is not available. Tutors who studied social work were persuaded to teach sociology. This is unfair to students as they may lose trust in university extension education when such a tutor fails to deliver. In most cases, courses were not taught due to lack of personnel. To make matters worse, most Part-time Tutors are government staff who can be transferred to faraway places at any time. In most cases, it becomes difficult to replace such tutors immediately in rural areas than in urban areas due to the fact that in towns they can be sourced from other government or private organization. Consequently, the lack of qualified personnel in rural areas to serve as Part-time Tutors has compelled Resident Lecturers in some rural areas not to offer some courses

Smith (2014) justifies that formal education curriculum requires the requisite structures to host all classroom activities. Teachers need to stick to a specified curriculum in order to meet education standards; they need certain level of training, specific strategies, classroom management to deliver a particular content. A study conducted by Luchembe (2010) on solutions to constraints faced by stakeholders in UNZA extension education showed that in order to uphold accountability on procured and installed facilities that make learning and teaching easier such as teaching aids, it is important to build learning infrastructure such as lecture theatres, computer laboratories and library among others. This will also reduce the cost of renting classrooms.

The study by Herzberg (1968) in Cole (1996) on hygiene factors such as demotivators can be viewed as constraints by stakeholders when not in line with their needs. Herzberg described such factors as: company policy and administration, supervision, salary, interpersonal relations and working conditions. Such factors smoothened the path of teaching and learning when in line with

social conditions. The proposition is that teachers like learners demand for conducive teaching working conditions. Apart from appropriating the teaching environment, they need good conditions of service such as a good salary to take care of their families. They view favorable conditions such as improved remuneration of service as motivators rather than hygiene factors. Taylor (1949), in his study on motivation, further states that people would work hard if they are paid to their satisfaction which in turn would lead to job satisfaction. The third objective of this study therefore sought to establish stakeholders' views on solutions to the constraints in standardized curriculum in University extension education studies.

2.8 Identified Gaps and Justification

Based on the reviewed literature, it is evident that the three (3) research objectives and variables for this study were not addressed by other researchers in this area. This is due to the fact that most of these study findings were from researches that were conducted before or just immediately after the introduction of credit course in University extension studies. Further, some of the reviewed studies were conducted before 2012 whose findings could not be generalized to the current context due to the fact that the first graduates under a standardized curriculum in University of Zambia extension education were released in 2012. This is so due to the fact that there is a variation in the stakeholders between this study and reviewed literature; the current study caters for almost all the stakeholders in university extension in the District such as Resident Lecturer, Tutor, and students' including former students. In some cases, one or two segments have been left out. This goes without saying that reviewed literature concentrated on either relevance, constraints, or possible solution to a standardized curriculum. However, the current study incorporated all the three segments, relevance, constraints and possible solutions to standardized curriculum in UNZA extension education studies in Chipata District. Stakeholders included the Resident Lecturer, Tutors, students and former students. Thus, the current study sought to establish stakeholders perceptions on relevance, constraints, and possible solutions to a standardized curriculum in university extension education studies in Chipata District of Eastern Province. Additionally, most of the writings and studies reported findings from foreign countries which could not be generalized to the Zambian context due to varying factors. Thus, it was clear that issues for the current study were not addressed and that our research questions were not answered by previous studies.

2.9 Summary of the Chapter

This chapter has informed and shaped the study as it has allowed the researcher to interact with different existing literatures pertaining to standardized curriculum in university extension education studies. The process of literature review has provided a critique of the past studies conducted on stakeholders' views on relevance, constraints and possible solutions in standardized curriculum in UNZA extension education. Studies from global, regional and national perspectives have shown that there are gaps which have been highlighted in this chapter and the role of the current study in filling these gaps.

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

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter 2 reviewed literature associated to this study. This chapter discusses the methodology that was used in this study. In the views of Kothari (1985), a research methodology is regarded as a science of studying the procedure by which research is to be carried out. ZERNET (1991) in Kasonde – Ngá’ndu (2013) intimates that methodology states clearly how the research is carried out; what data will be collected; from where and from whom; what research instruments you intend to use and how the data collected will be analysed and interpreted. In respect to White (2003), methodology is defined as a coherent procedure which outlines specific steps to be followed when answering the stated objectives of the study. The following elements of the research methodology are highlighted: research design; population; sample size; sampling procedure; data collection instruments and data analysis techniques.

3.2 Research Design

According to Slevitch (2011), a research design can be perceived as the structure of the study. It determines the methods used by the researcher to obtain participants, collect data, analyse the data and interpret the results in an effort to determine and answer research questions.

This study adopted a mixed-method study design. This design was adopted because it enabled the researcher to collect, analyse and integrate data within a single research. It also helped the researcher to have a wider understanding of the research problem and was instrumental in overcoming the limitations of a single method design.

Creswell (2012) suggested six mixed-method designs. However, this study employed the concurrent Triangulation Mixed – Methods design. This was due to the fact that the design allows collection and analysis of both qualitative and quantitative data simultaneously and yet separately with the use of multiple research techniques and multiple research sources of data. This overcomes the weaknesses of one technique by compensating it with the strengths of the other. In this case, the researcher used a semi structured questionnaire and an interview guide. Hanson and Creswell (2005) in Phiri (2014) contend that:

...in concurrent triangulation design, quantitative and qualitative data are collected and analysed at the same time, priority is usually equal and given to both forms of data. Data analysis is usually separate, and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge (p.30).

Therefore, in this design, only one data collection phase was employed during which quantitative and qualitative data were collected and analysed. This was done separately yet concurrently and findings interpreted during the interpretation phase of the study. More specifically, the researcher wanted to develop a more complete understanding of constraints faced and possible solutions suggested by stakeholders in University of Zambia's Extension Education.

3.3 Universe Population

Universe population refers to a group of individuals, objects or items from which a representative sample is drawn for comparison or measurement (Kasonde-Ngádu, 2013). Universe population may also mean the entire mass of objects with defining characteristics set for observation in a given study. With regards to Kothari (1985), a universe is the total number of the items or units in any field of inquiry or the total number of items about which information is desired. In this study, the universe population comprised of: the Resident Lecturer in University Extension Education Studies Section in Eastern Province; all Part-time Tutors in the University Extension Education Studies Section in Eastern Province; all students that were enrolled in the UNZA extension education credit courses in university extension education in Chipata District in the 2015/2016 academic year; and all former students who graduated after 2012 from university extension centres in Chipata District.

3.4 Sample Size and Sampling procedure

3.4.1 Sample size

A sample is a sub-set of the whole which is selected for investigation and whose findings are generalised to the entire population. It is therefore a part of the whole population which is representative and reflects the whole population. Slevitch (2011) agrees with Belk (1975) that a sample is a portion of the population that has unique characteristics for inference about the population as a whole. This study had a total sample of one hundred and fifty (150) respondents subdivided into segments as follows: One Resident Lecturer; fifteen (15) Part-time Tutors; One

Hundred (100) students; and thirty-four (34) former students of University extension education in Chipata District.

3.4.2 Sampling Procedure

Sampling technique is the process of selecting units from a population of the researcher's interest with a view of studying the sample so as to fairly generalise the results back to the population from which they were chosen (William, 2006). In the views of Simon (2011), sampling procedure informs the underlying findings of research with the requisite estimate characteristics and quality of inferences to the whole population that it deserves. Thus, three sampling procedures were used in order to come up with the actual sample of this study namely; purposive sampling, simple random sampling, and snowball sampling or chain sampling.

Purposive sampling procedure was employed to select one (1) Resident Lecturer and fifteen (15) tutors. The 100 students were selected using simple random sampling technique while the 34 former students were traced through snowball sampling.

a. Purposive Sampling

Gillham (2011) views purposive sampling as the sampling technique that involves deliberate selection of particular units of the universe for constituting a sample which represents the universe. In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is considered to be appropriate for their needs with reference to the research questions. Therefore, in this study, the Resident Lecturer and 15 Part-time Tutors were purposively sampled since they were the stakeholders charged with the dissemination of university extension education in Chipata District.

b. Simple random

Simple random sampling procedure was used to select one hundred (100) students. Simple random technique is defined by Mohammed and Edward (2014) as a selection technique that provides each population or element with an equal chance of being included in the sample. De Leeuw and Dillman (2008) explain that in random sampling, each individual case has an equal opportunity to be selected for the sample. In relation to this study, simple random sampling was

used to come up with 100 students to answer the questionnaires. A ruffle draw was conducted to determine who would answer the questionnaire. Furthermore, 200 pieces of papers were provided and on each of the 100 papers the word “NO” was written and on each of the 100 papers the word “YES” was written. Therefore, the researcher distributed questionnaires to all students who had picked the papers on which the word “YES” was written. This meant that all the students in University of Zambia extension education studies in Chipata District had an equal chance of being included in the sample. The figure 100 was not less than 10% of the total population of students at the centre.

Snowball sampling

Snowball sampling, sometimes referred to chain-referral sampling, is the type of sampling technique where existing study subjects recruit further subjects from among their acquaintances. Therefore, in snowball sampling the size of the sample is expected to grow like a rolling snowball, the researcher nominates and tresses an analogy of participants who meet the eligibility from the hidden population to contribute to the study through their informants (Kothari, 1985). In this study, a total of 34 former students were tressed through snowball sampling. The process of sampling was that with permission, the researcher approached the Resident Lecturer and the Coordinator in Chipata District for contacts of initial participants. The researcher gained contact and interviewed the first few former students from their respective work places and continued to ask and gained contact with more participants one after the other until the sample was reached.

3.5.1 Data Collection Instruments

In the perception of Baxter and Tight (2001), data collection instruments are devices used to collect data such as a questionnaire or interview guide. These are gears that the researcher engages to accomplish the research project (white, 2003). These methods of data collection include observation, interviews, document study, conversations and the questionnaire among others. In order to achieve the research objectives, this study adopted two research instruments, a semi-structured questionnaire and semi- interview guides.

a. Semi-structured Questionnaire

Burns and Bush (2010) view a semi-structured questionnaire as a research instrument consisting of a series of questions and other prompts for the purposes of gathering information from respondents. It is a form of written set of questions that are given to people in order to collect facts or opinions about something through responses. This study used a semi-structured questionnaire to investigate participants' perception towards the standardized curriculum in University of Zambia extension education with regards to relevance, constraints and possible solutions in Chipata District. For the purposes of this study, the researcher personally distributed questionnaires to collect data from 100 students. The researcher also collected all completed questionnaires from students, at the point where the questionnaires were administered.

b. Semi-structured interviews

Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. Moore and McCabe, 1989 write that the researcher has a list of key themes, issues, and questions to be covered. In this type of interview, Simon (2011) argues that the order of the questions can be changed depending on the direction of the interview and additional questions can be asked. In this study, a semi-structured interview guide was used to collect data from the Resident Lecturer, part-time Tutors and former students.

3.6 Data Collection Procedure

Data collection refers to the collection of data needed to answer research questions from a general to specific questions. It is the precise and systematic gathering of information relevant to the research issue using designated methods such as interviews, participant observation, focus group discussion, narratives and case histories and questionnaires (Burns, 2000).

In order to visit the study site for data collection, the researcher obtained a letter of introduction from the Directorate of Research and Graduate Studies. Permission was then sought from the Resident Lecturer and the Coordinator in charge of UNZA extension education in Chipata District. Questionnaires were then distributed to those students who formed the sample of 100 at

the centre. On the other hand, interviews were conducted with the Resident Lecturer at his office, while part-time Tutors and former students were interviewed from their respective work places.

3.7 Data Analysis

Data analysis means the collecting, categorising, summarising and ordering of raw data in meaningful terms to form some conclusions using a variety of methods such as narrative and statistical strategies or both based on the research design and method of data collection strategies (Moore and MC Cabee, 1989 in Ngámbi, 2013). Lucas (2013) further reckons that data analysis is done in a variety of ways depending on the instruments used to collect data and how the information is presented. This study blended qualitative and quantitative procedures to form a mixed-design.

3.7.1 Qualitative Data Analysis

Qualitative data are forms of information gathered in non-numeric form such as interview transcript, field notes, video, audios recordings, image documents such as reports, meeting minutes, e-mails amongst other contents of qualitative data (Amitav and Chandhury, 2010). Therefore, quantitative data analysis involves people and their activities, signs, symbols, artefacts and other objects they imbue with meanings, more importantly what they have said or done in any investigation.

William (2006) intimates that qualitative data analysis is concerned with finding concepts that help make sense of what is going on. Cohen et al (2011) added that constant comparative analysis technique helps to focus on qualitative raw data in form of themes of the topic under study. Cohen (2011) further opines that once data has been collected from the field, themes should be identified as the focus of categories to be described. Thus, Kothari (2004) sees qualitative data analysis as the range of processes and procedures whereby the researcher moves from qualitative raw data collected in form of explanation, understanding or interpretation of the respondents on the investigation to overall description.

Therefore, this study focused on qualitative data analysed from open-ended responses in the questionnaires as well as semi-structured interviews. Through constant review, common responses were identified, transcribed, coded and categorised into different sets of data before

compilation. Further, research responses were used to guide the process of arriving at specific thoughts by stakeholders.

3.7.2 Quantitative data analysis

Quantitative data analysis is the type of data analysis that provides the researcher with numerical and metaphorical definition of research conclusions by means of mathematical operations to investigate their properties depending on the levels of data collection measurement. UNECEF (2000) is in agreement that quantitative data analysis is a systematic approach to investigations during which the researcher transforms what is collected or observed into numerical data to define a situation or event. That way the researcher is helped to answer the “what” and “how many” questions he/she may have about the phenomenon. Therefore, in this study, quantitative data were analysed using SPSS.

3.8 Limitations of the study

Creswell (2009) perceives limitations in research as the microscopic lens which enables the researcher to identify potential weaknesses of the study that might make the findings be questionable. These include the challenges the researcher foresees or went through that might influence the validity of the study (Burns and Bush, 2010). With regards to this study, the study was limited to Chipata District in Eastern Province. Consequently, the findings cannot be generalized to the rest of the country.

The researcher had challenges with some respondents (students) who failed to return the questionnaires. Further, some respondents had lost the questionnaires while others did not report for lectures on the appointed date to return the questionnaires. As a way forward, the researcher exercised patience with the participants and kept replacing the lost questionnaires until they were all completed. For those who did not report to school on the appointed date of handing in the questionnaires, these were followed by the researcher and completed questionnaires were collected from them. As is apparent from the above, a lot of time was spent following up students who had not returned the questionnaires as well as replacing those that were lost

3.9 Summary of the Chapter

This chapter discussed the research methodology that was employed to conduct the study. It has brought to light the background for adopting a concurrent mixed-design method of qualitative

and quantitative data collection. It has also highlighted the sample size, discussed methods of collection and data analysis.

The next chapter presents the findings for this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

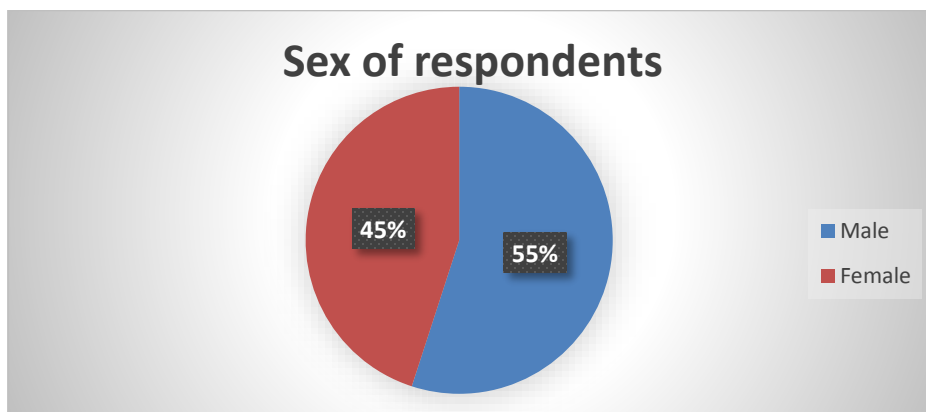
4.0. Introduction

The purpose of the study was to explore the relevance, constraints and possible solutions of a standardized curriculum in University Extension Studies in Chipata District. This chapter presents the findings of the study which were based on the following research questions: what are stakeholders perceptions on the relevance of a standardized curriculum in University of Zambia extension education in Chipata District?; what are stakeholders view on constraints they faced in the implementation of a standardized curriculum in the University of Zambia extension education in Chipata District?; and what are the views of stakeholders on the possible solutions to constraints they faced in the implementation of a standardized curriculum in Chipata District?

The first section under each research question will report quantitative data that was collected from student participants' currently engaged in university extension Studies in Chipata District. The second section under each research question will present qualitative findings that were collected from the former students, Part-time Tutors, and the Resident Lecturer. The third and final section of each research question summarizes the findings by infusing quantitative and qualitative sections of the findings of the research question.

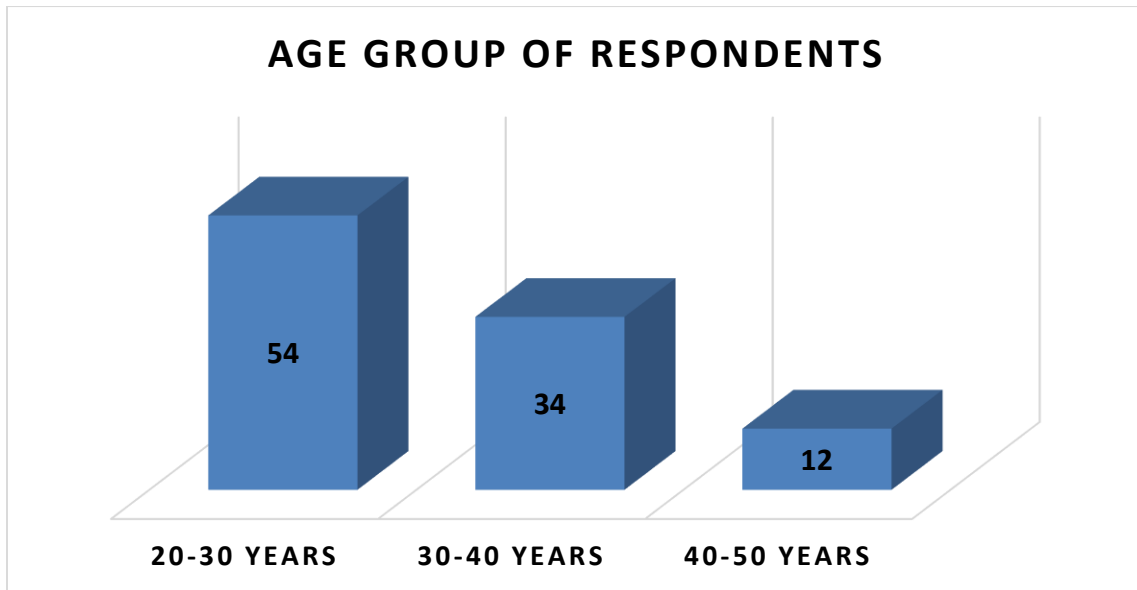
4.1: Participants Bio Data

Pie chart 4.1 below shows the sex of student's participants.



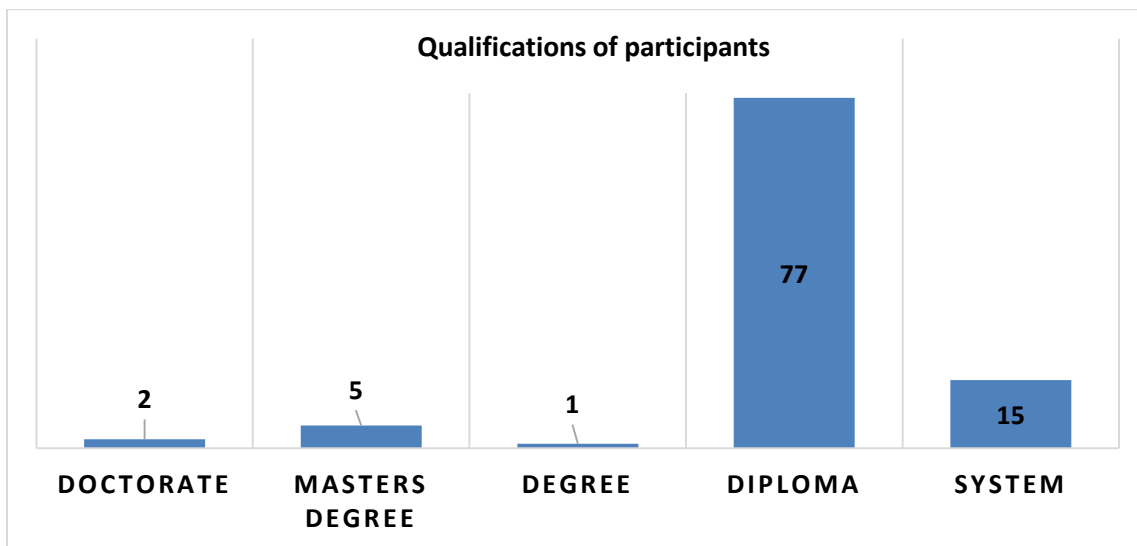
Pie chart 4.1 above shows that 54 (54%) participants were male and 45 (45%) were female.

Bar chart 4.1: Age group of participants



Bar chart 4.1 above shows that 54 (54%) participants were aged between 20-30 years, 34 (34%) participants were between the ages of 30-40 years while 12 (12%) participants were in the age range of 40-50 years.

Bar chart 4.2: Qualifications of participants



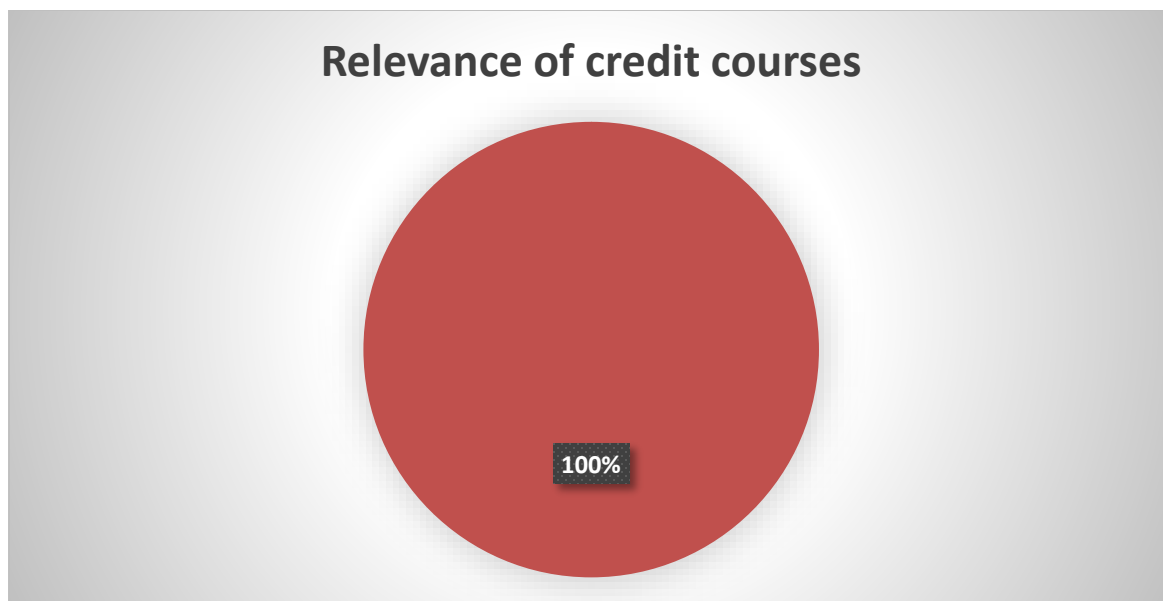
Bar chart 4.2 above shows that 2 (2%) participants had Doctorates, 5 (5%) participants had Masters degrees, 1 (1%) participants had a Degree, 77 (77%) were diplomas holders and 15 (15%) participants did not respond to the question.

4.2: First Research Question-What do stakeholders perceive to be relevant in a UNZA Extension Education standardized curriculum?

The first research question investigated stakeholders' perceived relevance of a standardized curriculum in university extension education. This question attracted both qualitative and quantitative responses. Quantitative responses will thus form the first part of the findings while the second part will consist of qualitative findings.

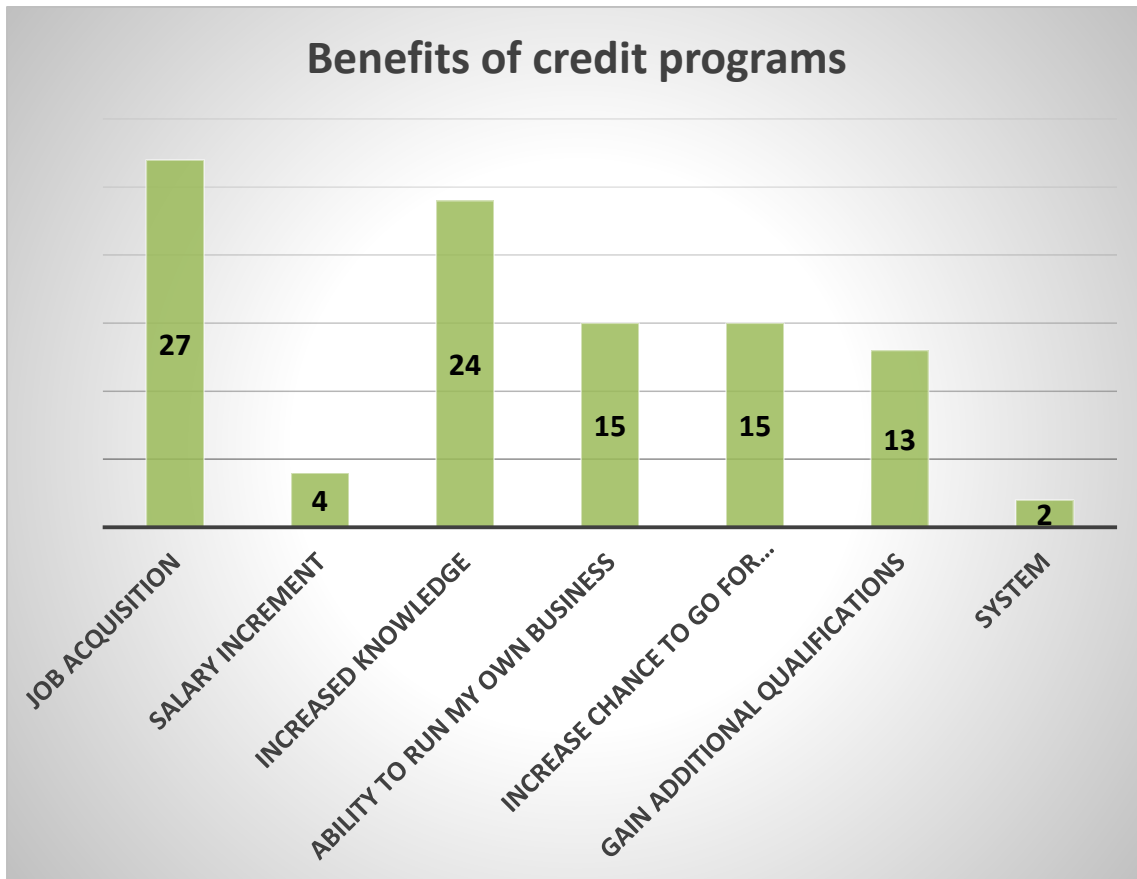
4.2.1 Quantitative findings

Pie chart 4.2: Relevance of credit courses offered by University Extension Studies.



Pie chart 4.2 above shows that all the (100=100%) participants were of the view that credit courses offered by the University Extension Studies were relevant in the province.

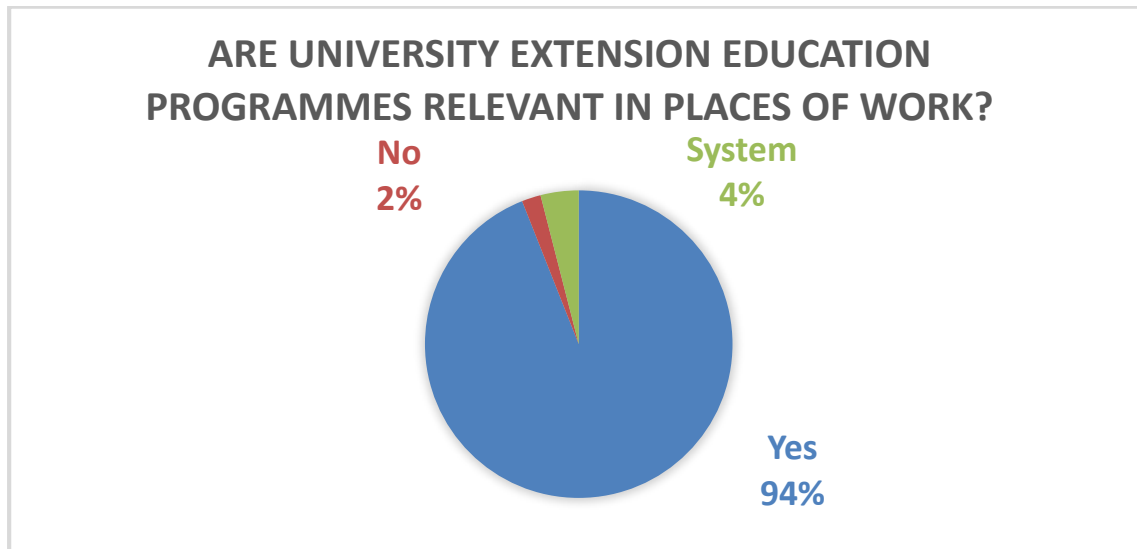
Bar chart 4.3: Benefits of credit programs offered by University of Zambia extension education studies



Bar chart 4.3 above shows that 27 (27%) participants benefited from diploma courses by gaining employment opportunities, 4 (4%) participants benefited through salary increments, 24(24%) participants benefited by way of an increase in knowledge, 15 (15%) participants benefited by acquiring the ability to run their own businesses, 15 (15%) participants benefited by creating opportunity to pursue their degree and 13 (13%) participants benefited through gaining additional qualifications. The relevance of this programme is emphatically reflected, as is apparent in bar chart 4.2 on page 36, where individuals who are already qualified in other areas sought further /additional qualifications with university extension studies.

A follow up question was raised to seek responses on whether or not the qualifications gained from university extension courses would enable them perform to the satisfaction at their places of work.

Pie chart 4.3: Relevance of university extension education programmes to places of work.



In pie chart 4.3 above, 94 (94%) participants indicated that upon completion of their diploma program with university extension education they would be able to perform satisfactorily at their places of work, 2 (2%) participants denied that the qualifications would not help them perform satisfactorily at their places of work, while 4 (4%) participants did not respond to the question.

When further asked to state why they would perform satisfactorily at their places of work, 98(98%) participants indicated that they would perform satisfactorily because the courses they were perusing were relevant to their work places of work. In contrast, 2(2%) stated that they will not be helped in any way because the courses were irrelevant to their places of work.

4.2.2 Qualitative findings

This section presents qualitative findings obtained through interviews with the Resident Lecturer, Part –time Tutors and Former student. During the interviews with Part –time Tutors, it was learnt that University of Zambia extension programmes were relevant in the lives of the students. One Part –time Tutor explained the relevance of these courses in the following manner;

Some of the students who were employed by the public service and other organisations such as ZESCO were promoted at their work places upon completion of their studies.

Two other students who were business men have now increased their capacity to manage their business which has grown to employ more people there by reducing levels of unemployment in town. A former male student of extension studies pointed out that:

The programme I did under University extension studies was good for me because...it increased my efficiency and effectiveness at my work place. I am not the way I was when I had a certificate, I now noticed some change in my understanding of certain things. I have really improved a lot and I appreciate that I had an opportunity to pursue my studies despite... the busy schedule at my work.

A former female student said, *“I found a job immediately I finished my diploma programme, how wonderful, thank you UNZA”*

Finally, the Resident Lecturer summarized the relevance of these courses in the following way;

Credit courses offered by the University extension studies are very important to the people because they give an opportunity to those who cannot go to study at the University Campus in Lusaka. These courses create a road map for those intending to achieve high education credentials. As a result this realization has led to a high number of enrolments in our courses.

4.2.3 Summary of findings question one.

In summary, it can be stated that the findings showed that many people benefited in University of Zambia extension education in Chipata District especially so for those who are working. For instance, a number of former students stated that upon completion they were either promoted at work places while others accessed new and better employment. With regards to business people, upon the completion of their studies, they

improved their business concerns where they were able even to employ others thereby reducing levels of unemployment in town. The relevance of these courses was stressed by the Resident Lecturer who admitted to the effect that there was an increase in the enrollment in these courses

- (iv) 4.3: Research question number 2- What constraints are faced by stakeholders in the implementation of a standardized curriculum in University Extension Education in Chipata District?

The second research question was designed to secure responses from stake holders regarding the constraints they faced in the implementation of a standardized curriculum in University extension education. The responses were given both quantitatively and qualitatively. The first section presents quantitative findings while the second section presents qualitative findings

4.3.1 Quantitative findings

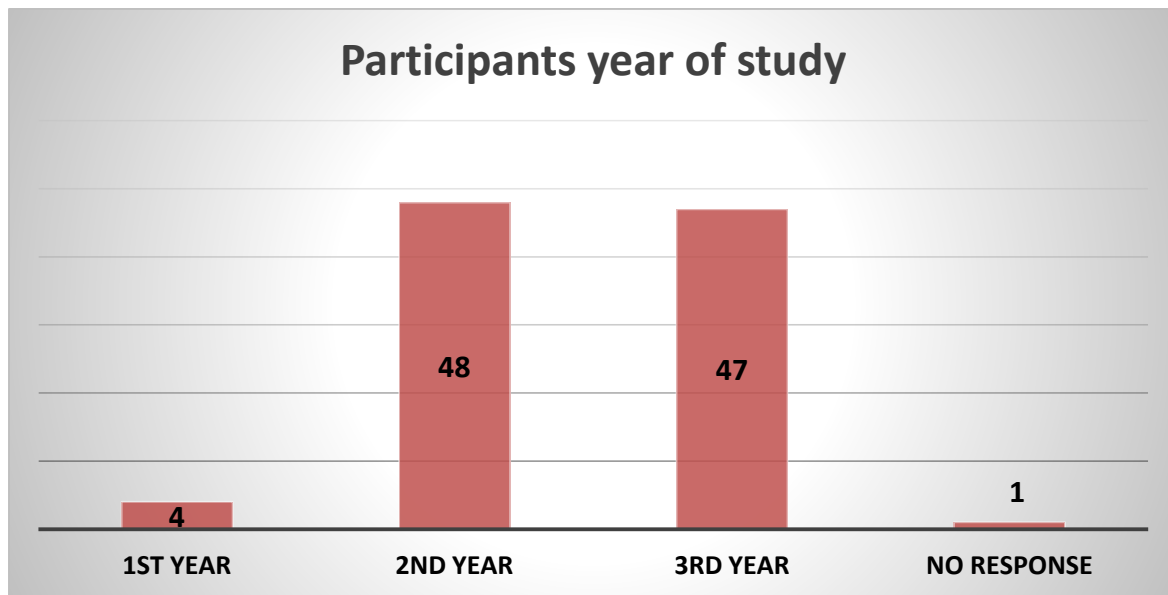
Table 4.1: Programs offered by University of Zambia Extension Education Studies in Chipata District.

Response from the respondents	Frequency (F)	Percentage (%)
Early childhood education	17	17
Business administration	23	23
Social work	12	12
Public administration	19	19
Purchasing and supply management	4	4
Banking and finance	1	1
Finance and accounting	6	6
Law	4	4
Sales and marketing management	1	1
Project planning and management	2	2
Journalism	2	2
No response (missing system)	1	1
Human resource management	8	8
Total	100	100

Table 4.1 above shows that 17 (17%) participants studied early childhood education, 23 (23%) participants pursued business administration, 12 (12%) participants pursued social work, 19 (19%) participants studied public administration, 4 (4%) participants studied purchasing and supply management, 1 (1%) participant pursued banking and finance, 6 (6%) participants pursued finance and accounting. The table also shows that 4 (4%) participants were pursuing law, 1 (1%) respondent studied sales and marketing management, 2 (2%) participants enrolled in project planning and management. the other 2 (2%) participants were studying Journalism, 8 (8%) participants were enrolled in human resource management while 1 (1%) participant did not respond to the question.

A follow up question was raised to find out the year of study of participants. Below are the responses of participants

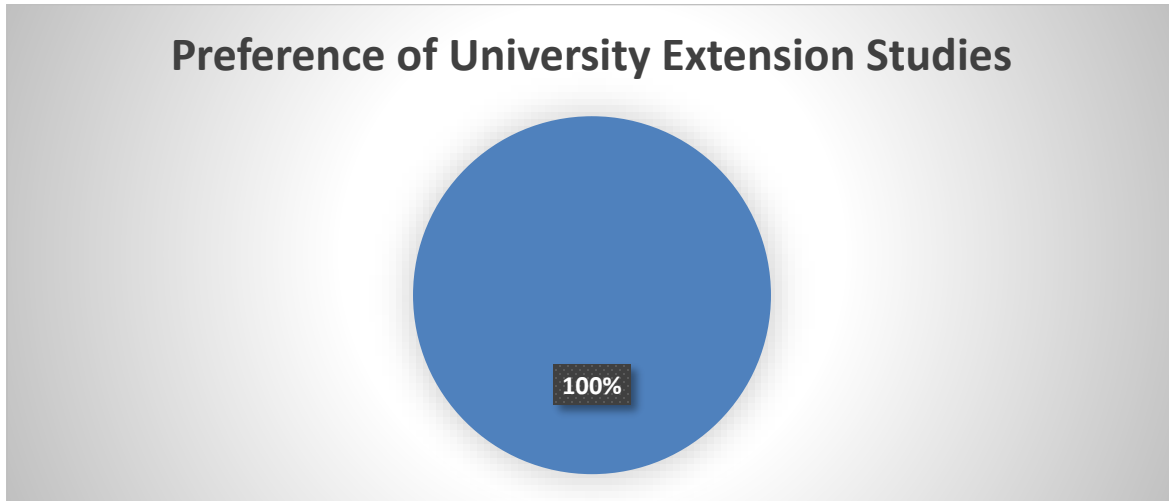
Bar chart 4.4: Participants responses according to their year of study



Bar chart 4.4 above shows that 4 (4%) participants were in 1st year of their study, 48 (48%) participants were in their 2nd year of study and 47 (47%) participants were in 3rd year of study, 1 (1%) participant did not respond to the question.

A related question was posed to gauge the feelings of participants as to whether or not they liked what they learnt in university extension in Chipata District. The findings to the above question are shown below.

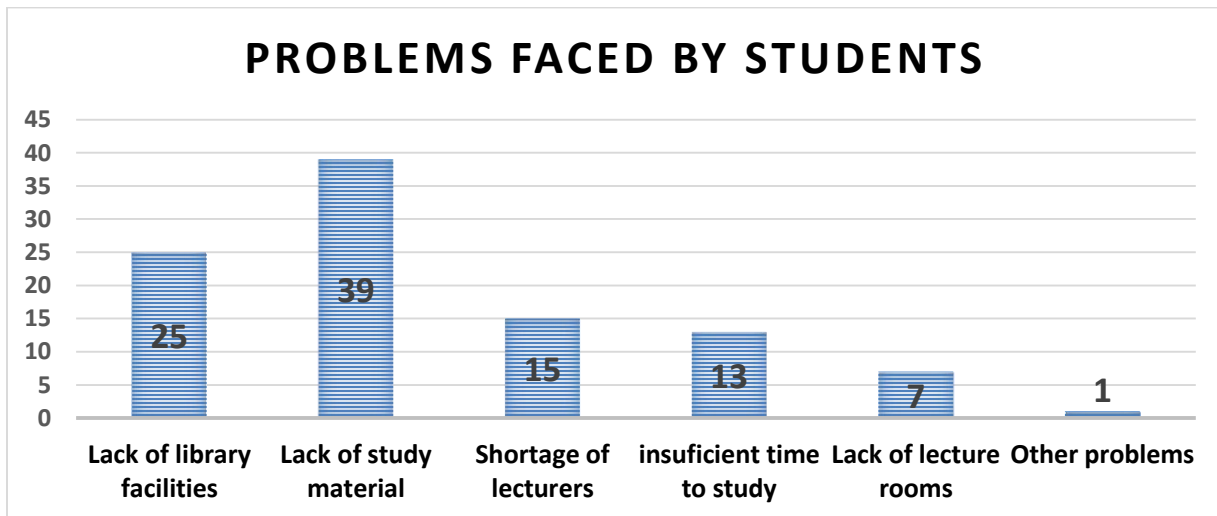
Pie chart 4.4: Participants responses on whether or not they liked what they learnt in University Extension Studies



Pie chart 4.4 above shows that all participants liked what they were learning in university extension studies in the province.

Participants were further requested to explain the challenges they faced in pursuing credit courses in university extension studies in Chipata District. Responses to the above question are provided below.

Bar chart 4.5: Problems faced by students who pursued university extension studies in Chipata District.



Bar chart 4.5 above shows that 25 (25%) participants pointed to lack of library facilities, 39 (39%) participants pointed to lack of study materials, 15 (15%) participants cited shortage of

lecturers, 13 (13%) participants were of the view that there was not enough time to study, 7 (7%) participants indicated lack of lecture rooms while 1 (1%) participant pointed other problems.

Efforts were also made to find out from students what constraints Tutors faced in teaching university extension credit courses. In table 4.2 bellow, a roundup of responses is provided.

Table 4.2: Challenges faced by Tutors in teaching university extension credit courses

Responses from students	Frequency (F)	Percentage (%)
Late coming of tutors	4	4
Missing system	20	20
Shortage of lecture hours	14	14
Shortage of lecture rooms	5	5
Lack of commitment among students	5	5
Lecturers are employed on part-time basis	17	17
Lack of teaching and study material	22	22
Late payment and low wages for tutors	13	13
Total	100	100 %

Table 4.2 above shows that 4 (4%) participants said the challenge faced by Part-time Tutors in teaching university credit courses was reporting late for lectures, 14 (14%) participants cited shortage and fewer lecture hours, 5 (5%) participants complained of lack of lecture rooms, 5 (5%) participants pointed to lack of commitment among some students, 17 (17%) participants were of the view that there was low level of motivation among part-time due to; low wages, late payment of salaries, and because Tutors were employed on part time bases. Other challenges faced included; lack of teaching and learning materials. While 20 (20%) participants did not respond to the question.

4.2.2 Qualitative findings

The respondents revealed that there were a lot of challenges faced by former students, Part-time Tutors and the Resident Lecturer. The challenges inter alia included: lack of study and teaching materials, lack of classrooms, high bureaucratic and piecemeal procurement procedures by the university, load shading which affected the teaching time, failure by the university to engage Tutors on full-time bases, and low wages for tutors which are not paid on time. For example, one tutor complained that; *“they delay in paying us our wages. They pay us at the end of the*

academic year and yet we are paid low wages.” With regards to teaching and learning materials, the participants cited lack of teaching and learning materials as a serious challenge in the teaching and learning in university extension programmes. In support, one-part time tutor claimed that *“Students find it difficult to write their assignments because they cannot access books and other study materials from the library. We also find it difficult to teach and research without teaching materials and books.”* Another Part-time Tutor said that,

Most of the lecturers are on part-time and are occupied with other responsibilities from their workplace. This has compromised the standards of teaching and commitment among tutors because they come late, ill prepared and some of them are not competent enough to teach

With regards to the standardized curriculum, one Part Time Tutor had this to say:

Standardization of the curriculum, activities and decision making is a very big challenge which makes running of University Extension Studies difficult. Examinations are set from main campus, why can't they allow us to set then they approve, because it's us who know where we ended? Instead of just giving us a standardized curriculum they should allow us to do certain things at the provincial center.

Findings from the Resident Lecturer led to the understanding that one of the major constraints or challenges with the standardized system was that, *“the processing of examinations is delayed and missing of results because of poor student data entry system by CICT.”* He further stated that *lack of permanent infrastructure is another challenge which has affected operations of the institution.”* The rented classrooms were not conducive for learning and the computer laboratories were not meant to be computer laboratories. The resident lecturer added, *“We are paying more and the owner need to use the same rooms for learning and other activities, so it is inconveniencing. Besides the classrooms have poor lighting system.”* See picture below:

Figar 4.1: shows Pupils lodging in one of the classrooms used by UNZA Extension studies which was turned into a logging room for girls during School Zone Games.



The other challenge was to find a bigger venue where examinations can be conducted. “*There is only one big hall at Chipata Teachers Training Collage (TTC) which can accommodate many students at once,*” he said. Additionally, the Resident Lecturer pointed out that;

...despite a big venue being available for rent, we have failed to secure it for examinations because of the standardized system of management and piecemeal procurement system of UNZA, Pay after Service or Delivery (PASD) system.

The Resident Lecturer lamented that the owner of the venue insisted on payment prior to the use of the venue. They want to be paid before using it. This was in contradiction with the practice at the University of Zambia where payment for use of the venue is effected after making use of it. He further pointed out that the center in Chipata had the capacity to build its own structures using money raised through the fees paid by the students. Regrettably, three quarters of the money raised at the center is transferred to Lusaka.

It also needs stating, that former student also cited many challenges which affected their studies. Among them were: lack of teaching and learning materials, lack of classroom space, lack of

qualified tutors, poor learning environment and lack of commitment among lecturers. One of the former students went on to say that:

lack of library facilities was a challenge because it was very difficult to write assignments and do research. When you go in the library you only find outdated encyclopedias which have no data.

Another former student complained that:

Some Part-time Tutors behaved unprofessionally. They reported for classes late and sometime left early. Others were not prepared and they did not know what to teach. We were demotivated as students were some of us concluded that we spent our money on a venture which was not beneficial to us. This explained why I stopped attending these classes because there were a waste of money and time.

4.3.3 Summary of the findings of question 2

The research revealed that there were some similarities among the challenges and problems faced by the students, Part-time Tutors, Resident Lecturer and former students. Among the challenges that were similar are: the factor of engaging Part-time Tutors instead full time Tutors, lack of teaching and study materials, lack of permanent infrastructure to serve as class rooms and computer laboratories, low wages for and late payment of Part-time Tutors, and lack of teaching materials and library facilities. These challenges and many others have compromised the quality of university extension education at the center.

In support of the above qualitative findings, quantitative data bore that: 25 (25%) respondents said lack of library facilities was a major challenge, 39 (39%) respondents pointed to the lack of study materials, 15 (15%) respondents indicated shortage of lecturers, 13 (13%) respondents cited insufficient time for study, 7 (7%) respondents alluded to the lack of lecturer rooms and 1 (1%) respondent said other problems such as load shading which affected the teaching time and un reliable internet facilities obtaining in rural areas which makes it difficult for Part time Tutors and students to access relevant teaching / reading materials . As is apparent from the above, the challenges are such that they have compromised the quality of University extension education in the districts.

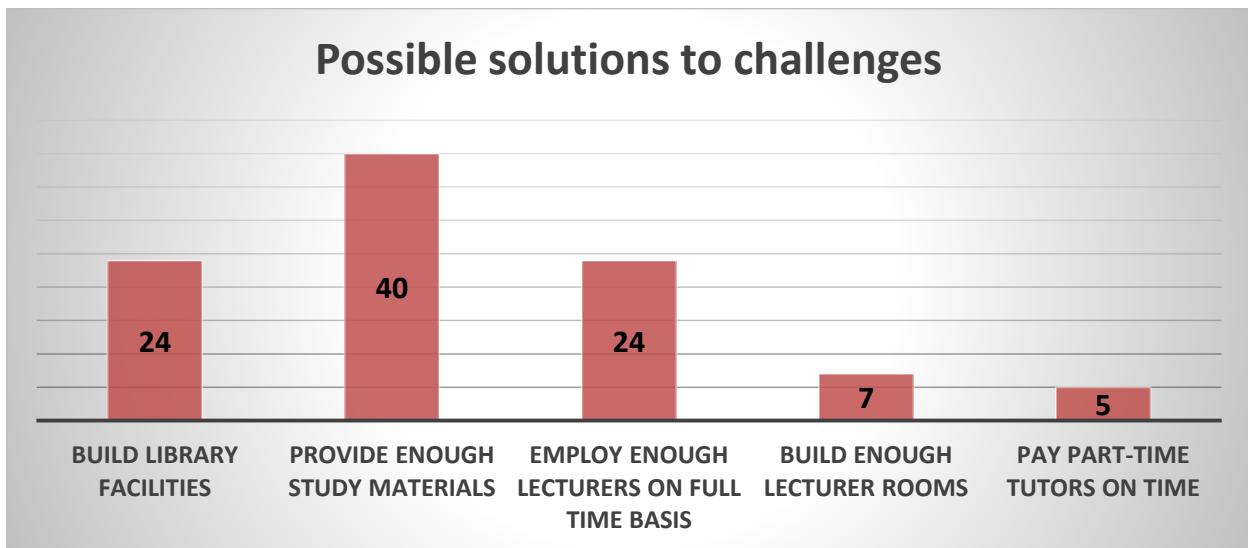
4.4: Research question number three- What are possible solutions to constraints faced by stakeholders with regards to the implementation of a standardized curriculum in University of Zambia extension education studies

The third and final research question sought responses from participants with regard to what they felt could be possible solutions to the standardized curriculum in University extension education. Below are their responses.

4.4.1 Quantitative findings

In the first instance, the researcher engaged participants to make suggestions as to what they felt were possible solutions to the implementation of a standardized curriculum in University extension education.

Bar chart 4.6: Possible solutions to challenges faced by students in learning credit courses in university extension studies



Bar Chart 4.6 above shows that 24 (24%) participants said library facilities should be built, 40 (40%) participants said that enough study materials should be provided, 24 (24%) participants indicated that a sufficient number of lecturers should be employed on full-time basis, 7 (7%) participants indicated that the university should build its own lecture rooms and 5 (5%) participants suggested that Part-time Tutors should be paid on time.

A follow up question was posed to the students so that they can suggest how credit courses should be taught in university extension education studies. The responses are provided below.

Table 4.3: Students’ responses on how credit courses should be taught in University extension education studies

Students Responses	Frequency	Percentage (%)
Use of effective methods, good communication with students and provide study materials	19	19
Build their own facilities	12	12
Monitoring and evaluation of Part-time Tutors	3	3
Improve on assessment and lecturing standards	16	16
Increase lecture hours	10	10
Employ lecturers on full-time basis	5	5
Reduce tuition fees for students	1	1
No responses from the respondents	36	36
Total	100	100

Table 4.3 above shows that 19 (19%) participants stated that courses in university of Zambia extension education can be taught better if lecturers used effective methods, established good communication processes with students and provided study material, 12(12%) suggested that the University should build its own facilities such as classrooms, and computer laboratories, 3(3%) participants were of the view that monitoring and evaluation of Part-time Tutors must be enhanced, 10(10%) participants suggested an increase in lecture hours, 5 (5%) participants urged for the employment of Tutors on full-time basis. 1(1%) participant pointed out that fees should be reduced, while 36 (36%) participants did not respond to the question.

4.4.2 Qualitative findings

Despite the existence of challenges besetting University extension education, many participants felt that there were possible solutions to these challenges. By way of example, many tutors, Resident Lecturers and former students insisted that the university should decentralized its process of decision making. If this development were to be adopted, some issues affecting the

operations of university extension education would be made on the spot rather than seek the views of people in Lusaka, a factor which retards action and development. To this extend, the resident lecturer intimated that:

Some issues which require immediate attention are referred to Lusaka for decision making, by the time feedback is received from superiors in Lusaka time will have been wasted and decision/solution will have been irrelevant.

With reference to Part-time Tutors, they were of the view that the University should consider building its own structures which will reflect the status of the university. One Part-time Tutor lamented that:

Currently, university extension courses are taught in primary schools where our Students sit on desks used by pupils during the day. In some cases, the classrooms have broken windows, have no lighting and are therefore unsuitable for teaching University courses.

Added to the aforesaid, a visibly demotivated Part-time Tutor stated that:

UNZA should provide teaching materials rather than making available course outlines to Part-time Tutors. There is no way we can perform to the expectation without the availability of teaching material. The situation is made worse by the fact that our public library has nothing to write home about with regards to reading material. They have in stock old tattered material which of no value to the public.

This view is also echoed by students in their open ended response to the question. They maintained that the University of Zambia should provide them with a well-equipped library which would enable them access study materials for their assignments. They also recommended an increase in the lecture hours which will enable Part-time Tutors complete their lessons. The final recommendation was made to the effect that the Resident Lecturer should monitor the activities of Part-time Tutors as a way of ensuring close checking on their performance and competence.

In a like manner, former students were emphatic on the proposal that to improve in the teaching and learning in UNZA extension education studies, the University must without delay employ Tutors on full time bases. They pointed out that such a move had advantages: such staff could concentrate on their job of teaching and not on anything else; increase the efficiency and effectiveness of Tutors; should also motivate them to plan their work; keep time and reduce on absenteeism. This move, they argued, should be supported by the provision of library facilities at the centre. One outspoken former student spoke at length and explain that:

The programmes of university extension in the Districts are very good but their implementation is badly impacted by a number of challenges. The major one being the employment of Part-time Tutors. Majority of these individuals are not committed to their work, they report late for work, they are clumsy in their presentations, while others lack motivation. This situation is not helped by the lack of library facilities at the centre.

With regards to the Resident Lecturer, he made several propositions meant to address the main challenges faced by university extension. Outstanding among these were: (a) that the university should construct their own classrooms in order to avoid inconveniences of renting out classroom spaces from primary schools. This would help to fore stock securely of its teaching aids such as computers and others, (b) he elaborated on the fact that, “the *university of Zambia should also work on UNZA data entry system, with a view to minimizing the loss of information on Student information system (SIS).*

4.4.3 Summary of the findings of question 3

The research revealed many suggestions as solutions to the challenges faced in the implementation of a standardized university extension curriculum. As is evident from the quantitative data above, 19(19%) participants said that the solution to the challenges faced by Part-time Tutors lay in the use of appropriate and effective teaching methods and reliance on good communication with students and provision of study materials, 12(12%) participants urged UNZA to build its own structures such as classrooms, 3(3%) participants proposed that monitoring and evaluation of tutors must be enhanced, 10(10%) participants were of the

suggestion that lecture times should be increased to avail Part-time Tutors the opportunity to complete their lessons, 5(5%) participants urged for the employment of the part time tutors on full time basis while 1(1%) participant recommended the reduction of student fees.

Mention must be made of the fact that some of the propositions made above are in line with those of the part time tutors and former students. For example, part- time Tutors suggested that the university should build their own structures rather than relying on rented classrooms, that the university should also provide teaching and learning materials as well as build libraries. In this connection, some former students, pleaded with the university to employ tutors on full time basis, a factor which would enable them concentrate on their work. They also observed that salaries of Part-time Tutors should be increased and paid on time as a way of motivating them.

4.5 Summary of the Chapter

The chapter presented the findings of the study on the views of stakeholders regarding the provision of credit worthy courses by the extension section of the University of Zambia in Chipata District.

The quantitative findings pointed out that most stakeholders benefited in the implementation of a standardized curriculum in the University of Zambia extension education. For example, most former students' agreed that they were able to access job opportunities or and gain promotion at their places of work after completing studies with the extension studies section of UNZA in Chipata District. At the same time, it was reported that individuals involved in business concerns were able to perform better and increase their returns after they completed studies with university extension studies. The above notwithstanding, the implementation of a standardized curriculum by the university of Zambia in its provincial centres was beset by innumerable challenges which ranged from lack of teaching and reading materials, lack of library facilities, a demotivated cohort of Part-time Tutors, lack of structures owned by the university, to the existence of a centralized decision making process at UNZA to cite but a selection.

The study also sought from the participants possible solutions to the challenges which would improve the quality of university extension education. The participants responded by suggesting a number of possible solutions which included: that the university should employ tutors on full time basis, that the university should provide library facilities as well as reading and teaching materials, that the university should construct its own structures to house such facilities as classrooms and offices for workers, that the Resident lecturer should monitor the activities of Part-time Tutors and

that the university should review the salaries of Part-time Tutors for the purpose of aligning them to the current economic position of the country.

The chapter that follows discusses the findings that were presented in this chapter. The discussion will be guided by the objectives which will form sub headings while the reviewed literature and theoretical framework will be brought to bear on the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The previous chapter presented the findings of the study, this chapter discusses the findings of the study guided by the research objectives. David and Sutton (2004) in Phiri (2015:65) observed that “the discussion section should bring together the main research findings and key elements of the literature review.... Reflections on the limitations of the research can also be discussed at this stage together with recommendations for future research in the area....”

Therefore, the discussion will relate the findings of this study to those of other studies reviewed in chapter two; and to the assumptions of the adopted theoretical framework guided by the research objectives of the study. The following were the research objectives of the study: (i) to ascertain stakeholders perception on relevance of a standardized curriculum used in University of Zambia Extension Education Studies in Chipata District; (ii) to ascertain constraints faced by stakeholders with regards to a standardized curriculum in University Extension Studies in Zambia; and (iii) to investigate stakeholders suggestions on possible solutions to constraints faced in the implantation of a standardized curricular in UNZA Extension Education in Chipata District. .

5.1 To ascertain stakeholders’ perception on the relevance of a standardized curriculum in University of Zambia Extension Education Studies in Chipata District

One of the major findings of the study was concerned with benefits of the UNZA extension education studies. The findings of this study in line with the first objective revealed that many people had generally benefited from credit courses offered by UNZA extension education studies. Quantitative findings indicated that all respondents responded in the affirmative. Further findings in Chapter 4 confirmed that many people benefited from UNZA extension programmes, especially so for those who were working. The findings are in agreement with Alexander (1975) who said that the nature of University Extension Education at heart was not only an outreach of courses but enabled students fulfill their learning obligations which included getting employment and gaining promotion at their places of work. Indeed, Extension Education and curriculum

outreach in University Extension Education should teach students the knowledge, skills and behavior necessary for eventual employment in the corporate world (Sheer et al, 2006).

It needs mentioning that results in Chapter 4 further indicated that majority participants (27=27%) benefited from university extension studies through accessing better job prospects. Similarly, findings from interviews with the Resident Lecturer, Part-time Tutors and former students indicated that many people benefited from credit courses offered by the University extension studies because they gain promotions at their places of work as well when they accessed better job prospects. Another group of beneficiaries were that of business people who, upon completion of their studies, applied the knowledge and skills acquired to their business which later thrived. These results are consistent with Hakala (2008) who revealed that majority participants pursued studies with UNZA extension education because they wanted to acquire better qualifications to enable them gain higher salaries or access better job prospects. It can be deduced from the stakeholders' point of view that the benefits of a standardized curriculum in University Extension Education accrued to many people, particularly those who were employed, managed businesses or sought better job opportunities.

It can thus be concluded that the above findings validate Kurt Lewin's field theory which points out that learners have needs which motivated them to achieve a particular educational goal (Lewin, 1939.) To this extent, learners should be accorded an opportunity to determine their educational needs. Therefore, the findings from students, former students, Part-Time Tutors and Resident Lecturer corroborated Kurt Lewin's assumption that the analysis of learning needs should be in tandem with the prevailing learner situation in order for learning to take place and that learning objectives as well as goals should be in line with the goals of the learner. The findings also revealed that the credit worthy courses approved by senate were of benefit to those who enrolled in University Extension Education Studies.

Therefore, the revelation of the first objective turned out to be one of the justifications that the privileges and possibilities of University Extension Education appealed to the stakeholders in Chipata District in a more responsive manner. This is so due to the fact that stakeholders understood university education and viewed it as a responsive learning undertaking towards

achievement of their needs. The University of Zambia, Adult Education and Extension Studies should continue providing the curriculum content developed and designed based on the needs of a heterogeneous clientele as revealed by the study.

5.2 To investigate constraints faced by stakeholders in a standardized curriculum in University of Zambia Extension Education studies

The second research objective sought to establish the views stakeholders held on constraints they faced in the application of a standardized curriculum in UNZA Extension Education Studies. It was therefore from this objective that the researcher learnt that despite the benefits which accrued to stakeholders because of their participation in University Extension Studies, the findings revealed that University Extension Studies in Chipata District faced innumerable challenges, which ranged from; lack of teaching and learning material, lack of library facilities, the absence of structures/permanent infrastructure for use by the university, to Poor condition of service for Part time Tutors which demotivated them.

The study also established that the University of Zambia extension center in Chipata District paid high rental charges for use of rented classrooms which were not even conducive for the learning of adults. Reliance on rented classrooms was inconveniencing, especially when the facilities were needed for use by the owners. These findings are in line with Chuma (2004), who noted that universities were overcharged when they sought accommodation facilities outside their own buildings, they lacked teaching and learning materials along with the absence of library facilities. These discoveries conflicted the views of Ying et al (2012), who concluded that the performance of the learner in a standardized curriculum is dependent on a number of issues which included: the provision of teaching and learning materials, the provision of permanent infrastructures such as library facilities and classrooms devoid of these, learning is most likely to be compromised.

Discussing poor conditions of service for Part Time Tutors, Herzberg (1968), as cited in Core (1976) views these conditions as unfavorable and catalogues them as hygiene factors. Such factors include poor and late payment of salaries among other working condition. This study reviewed that tutors were paid low wages, a factor which negatively impacted on their motivation and work output. Mandumbwa (2011) agrees with the above sentiments that Part-

time Tutors were paid low wages. He further states that wages were paid late which were unrealistic to the economic climate obtaining in the country.

With regard to the lack of buildings owned by the university, the institution relies on the use of rented classrooms which in most cases are not conducive for the learning of adult students. Another point about rented classrooms is that when the owners of these facilities need to use them they tend to restrain the university from accessing them, which disrupts university lectures. The findings are in line with Chuma's (2004) expression who noted that the university was overcharged whenever they rented classroom facilities from other institutions. What is more, these rented rooms could not be used by the university to store its teaching aids as they were at risk of being stolen each time they were not being used by UNZA.

In addition, the absence of teaching and learning materials was at variance with one of the principles of the standardized curriculum which demands for the provision of prescribed text books in any curriculum implementation. These findings were consistent with the comments made by Luchembe (2010) who maintained that the major challenge in UNZA extension education studies was lack of teaching and learning materials in most centers across the country. The findings also agree with NCERT (2006) whose study revealed that prescribed text books are fundamental tools in teaching and learning in any curriculum undertaking. Evidently, a point of convergence between this study and reviewed literature is that it is necessary to be guided by key principles of a standardized curriculum in order to successfully deliver the content in any formal learning undertaking. It is therefore clear that the principle of having all text books and other teaching and learning materials was not adhered to in university extension education in Chipata District.

Therefore, the findings of the study related to the second objective were consistent with Lewin's field theory which states that constraints operate within the physical and psychological context. According to Lewin (1939), these are situational variables which occur when stakeholders in education such as teachers and participants perceive negative factors which repel them from displaying specific teaching and learning behaviors. This situation is termed a constraint in that once the learner or teacher perceives certain aspects of the environment not to be conducive learning may not take place. In a nut shell, therefore, the study upheld Lewin's field theory since

it endeavored to establish constraints in University of Zambia extension education with regards to the standardized curriculum from the stakeholders' standpoint (NCERT 2000).

Based on the discussion, the discussion of findings related to the second objective had insightful revelations. Notwithstanding the fact that stockholders in UNZA Extension Education studies realized some benefits from studying in these programmes, it became evident that the programme was inundated by a multiplicity of challenges.

5.3 To Explore Stakeholders' possible solutions on constraints they faced in the implementation of a standardized curriculum in UNZA Extension Studies in Chipata District

The third research objective sought to unearth stakeholders' views on possible solutions to constraints they faced as a result of a standardized curriculum in UNZA Extension Education in Chipata District. The findings of this study revealed that majority participants indicated that there were several solutions to the challenges stakeholders faced in UNZA extension education in Chipata District.

The findings of the study revealed that the major solution to constraints stakeholders faced in University education was the provision of prescribed text books and other teaching and learning materials. The findings were consistent with what NCERT (2006) stated that in a standardized curriculum, selected text books should be prescribed for any course and made available to the students by the learning institution in our case, the University of Zambia specifically the Department of Adult Education and Extension Studies Unit. In any case, the department on behalf of the University of Zambia, has a mandate to provide adequate text books and other teaching and learning materials in all provincial centers. This is attributed to the principle of a standardized curriculum which states that uniform text books and other teaching and learning aids needed should be prescribed, provided, checked and validated by the authority in any formal education (NCERT, 2006).

Another finding of the current study which should serve as a solution to the challenges encountered by stakeholders in the implementation of the standardized curriculum in University of Zambia extension education has to do with the University constructing its own infrastructure.

It is regrettable that after 50 years of being in existence, the institution still relies on rented buildings in its respective provincial centres which are not enough and convenient for learning contrary to the principle of standardized curriculum which states that formal education should be conducted in permanent structures (Tylor, 1971). In this respect, Chuma (2004) observed that since the inception of the Department of Extra-Mural studies, the University has benefited immeasurably from moneys generated by this department through fees which were paid by many students who attended its many courses. Regrettably, no effort was spared to invest some of its money in the construction of infrastructure in university provincial centres. Although belated, there is wisdom for university to start constructing infrastructure in its provincial centres throughout the country.

Equally important as a solution to the challenges encountered, is the proposition that poor conditions of service and low wages, and their late payment should be improved in order to motivate Part-time Tutors. In support to the above Herzberg (1968) intimates that when working conditions and remuneration are poor, they act as demotivating factors on the part of employees. This entails that employees may not support organisation's policy if subjected to such demotivating conditions of service. Hence, there is need to improve the working conditions of Part-time Tutors if they are to apply themselves to the demands of their work. The observations by Mandumbwa (2011) are pertinent here when he suggested that in order to raise the motivation of Part-time Tutors it is, inter alia, necessary to pay their salaries on monthly bases. He further suggested that their salaries should be aligned to the prevailing socio economic situation in the country as they were too low. This is what Taylor (2002) meant when he pointed out that employees would work hard if paid better remuneration. This development would attract to the University qualified human resource who would be competent to provide better service and excellence in university extension education. Conclusively therefore, the findings of this study were also in line with Kurt Lewin Field theory (1964) which posited the idea that constraints would serve as barriers in any attempt to produce desired learning behaviour.

5.5 Summary of Chapter Five

Chapter Five presented the discussion of the study findings on stakeholders' views on relevance, constraints and possible solutions to a standardized curriculum in University of Zambia Extension Education Studies in Chipata District. Firstly, the research explored the views of

stakeholders on relevance to a standardized curriculum in UNZA Extension Education Studies in Chipata District. Secondly, stakeholders' perceptions on constraints they faced with regards to standardized curriculum used in UNZA Extension Studies were investigated and discussed.

Further, stakeholders' suggestions on solutions to constraints they faced in the implementation of a standardized curriculum in UNZA Extension education were unearthed and examined. Additionally, the relationship between the findings, reviewed literature and the theoretical framework was discussed. The proceeding chapter presents the conclusion and recommendations made in the light of the findings and their discussion.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The preceding chapter discussed the findings presented in chapter four. This chapter draws conclusions and provides recommendations based on the study objectives, the discussion of findings and theoretical framework.

6.2 Conclusion

The study sought to explore stakeholders' perception with regards to relevance, constraints and possible solutions faced in the implementation of a standardized curriculum by UNZA Extension Education Studies in Chipata District. The findings of the study answered the research questions and fulfilled the research objectives.

The first study question and objective sought to explore stakeholders' views on the relevance of a standardized curriculum implemented by UNZA Extension Education Studies in Chipata District. The study concluded to the effect that majority participants benefited from credit programmes offered by UNZA Extension Education. These findings led to the revelation that this was especially so for working individuals who took advantage of the favorable time (in the evenings) when the courses were provided to undertake studies.

In line with Hakala (2000), among the many benefits of UNZA Extension Education for graduates was the acquisition of skills and knowledge gained to improve on work competences as well as access better job opportunities at the completion of their studies. The above accession attests to the fact that many people pursued studies with UNZA Extension Studies education for

the purpose of acquiring better and recognized qualifications which stood them in better stead at their places of work and in their attempt to access better employment opportunities. This is in line with Kurt Lewin's field theory which states that when learners perceive learning with satisfaction, positive motivation will manifest. The above conclude to the effect that the first objective and the first research question were answered and that they were also relevant to the community in Chipata District because they addressed their needs.

The second objective and research question attempted to investigate stakeholders' views regarding the constraints they faced in UNZA's standardized curriculum in Extension education studies in Chipata District. In response, stakeholders pointed to several constraints they faced in implementation of a standardized curriculum in the University extension education in Chipata District. For example, majority (39=39%) of student participants felt that lack of study materials was the major constraint as they found it difficult to study and write their assignments. The findings therefore are consistent with Luchembe (2000) who maintained that the major challenge in UNZA extension education was lack of teaching and learning materials.

The other challenges faced by stakeholders include: lack of infrastructure, absence of library facilities and centralized decision making process obtaining at the University of Zambia Extension Studies. Added to the above, was the challenge related to the presence of Part-time Tutors who lacked commitment and motivation due to poor conditions of service which included low salaries which were paid very late. Arising from the above therefore, it can be argued that both the second objects and the research questions were answered.

The third study objective and question sought to establish the views of stakeholders on possible solutions to constraints they faced in the implementation of standardized curriculum in University Extension Education Studies in Chipata District. The range of possible solutions included provision of study materials, construction of its own structures which would house classroom and office blocks for members of staff, employment of Tutors on full time basis who should be given better conditions of service and provision of library servicers.

With regards to the provision of good conditions of service for Part-time Tutors, this suggestion is in accord with the findings by Ng'ambi(2013) who said that the Resident Lecturer, Part-time

Tutors, Students and Former Students share the view that in order for Part-time Tutors to be motivated, UNZA should endeavor to improve their conditions of service. In a like vein, NCERT (2006) argued that certain principles in a standardized curriculum should be adhered to in order for learning to take place. Such principles include; provision of prescribed text books for all courses, building or buying of permanent structures to be used as class rooms and other facilities such as library facilities which would make learning easier, and improve conditions of service for teachers and support staff as a spring board for motivating them. The findings of the study, therefore, were in line with Kurt Lewin's theory that constraints and barriers serve to produce undesired learning behavior. They act as restraining forces which do not seek to promote learning behavior in any learning institution.

In conclusion therefore, UNZA Extension Education Studies needs to conduct an analysis of constraints and their possible solutions from the stakeholders' point of view so as to efficiently and effectively allow excellent provision of the standard curriculum.

In view of the above, it can be concluded that the study proved to be necessary in that it manifested an understanding of the relevance, constraints and possible solutions to a standardized curriculum used in UNZA Extension Studies from the stakeholders' vintage point. Further, the study demonstrated that most of the people benefited from UNZA extension education studies.

6.3 RECOMMENDATIONS

With regard to the recommendations from stakeholders' views with respect to the relevance, constraints and possible solutions to a standardized curriculum in University of Zambia Extension Education, a number of suggestions were proposed. These arose from the findings, discussions and conclusions which the study established. Below are the recommendations that were made:

- (i) that the Department of Adult Education and extension studies should make available relevant teaching and learning materials for the purposes of creating a conducive teaching and learning environment;

- (ii) that the university should construct its own structures (i.e. classrooms, a hall, library, and staff offices) in each provincial centre;
- (iii) that the Resident Lecturer should conduct spotlight checks to assess the performance of Part-time Tutors;
- (iv) that the University of Zambia should without delay employ Tutors on full time basis whose conditions should be aligned to those of members of staff on the campus in Lusaka; and
- (v) that the university of Zambia should decentralized its decision making process to provincial centres.

6.4 Suggestions for Future Research

Based on the revelations from the findings, the following are some of the areas which can be researched on:

- (i) there is need to delve on the stakeholders perception on the efficiency and effectiveness of the University of Zambia extension education credit programmes in all provincial centres;
- (ii) a needs assessment survey should be conducted in all provinces in order to fully understand the current felt needs of participants in a diverse corporate society; and
- (iii) possible employers of graduates from this study should be targeted because they will be the consumers of the programmes outcome. The current study could not incorporate these cohorts because the dissertation would exceed the required limit of masters document.

6.6 Summary of Chapter Six

This chapter presented the findings for this study in relation to its purpose, objectives and theoretical framework. The study concluded to the effect that, although UNZA extension standardized programmes are necessary, there are constraints encountered and solutions offered by stakeholders in Chipata District.

The findings therefore led to the perception that failure by UNZA Extension Education Department obtain feedback and views from its stakeholders on constraints they faced and possible solutions to the constraints precipitated barriers to curriculum delivery which inter alia include: shortage of infrastructure, lack of study materials and poor conditions service for tutors.

Based on the findings, major propositions were presented and these included the need for UNZA to decentralize its administrative decision making process to provincial centres. This will allow quick decision-making to be made by respective Resident Lecturers in all provincial centers. The other suggestions made included: the provision of prescribed text books, and other teaching and learning materials in all courses by the Department of Adult Education and Extension Studies to allow tutors and learners teach and study without constraints; that the university should build its own structures which will serve as classrooms and offices for staff. This would enable the university avoid relying on rented classroom and office accommodation; and that UNZA should engage tutors on permanent and pensionable conditions of service so as to move towards motivating them.

This research revealed that if the foregoing concerns were addressed, UNZA Extension Education Studies standards could be raised above the current perceptions that most of its stakeholders held on purpose.

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APPENDICES

Questionnaire No.....

APPENDIX A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR STUDENTS IN UNIVERSITY EXTENSION STUDIES IN EASTERN PROVINCE

INTRODUCTION

Dear Respondent,

I am a postgraduate student at the University of Zambia carrying out a research for the award of the degree of Masters of Education in Adult Education. The study is designed to explore relevance, constraints and possible solutions to centralized curriculum in University Extension Studies in Eastern Province.

The study is purely for academic purposes only. Therefore, all responses will be treated as confidential as possible. Please fill free to answer the questions in the questionnaire.

I shall be most thankful if you will spare some time to answer questions in the questionnaire.

INSTRUCTIONS

1. Please do not write your name on the questionnaire.
2. Kindly answer all the questions by ticking your options [] or write your detailed responses in the space provided.
3. Where space provided is not sufficient, you can write on the other leaf. But do not forget to indicate the question number against your answer.

SECTION A BIO DATA

1. Sex
 - (a) Male []
 - (b) Female []
2. Indicate your age group
 - (a) 20 – 30 years []
 - (b) 30 – 40 years []
 - (c) 40 – 50 years []
 - (d) More than 50 years []
3. Highest professional qualification attained?
 - (a) Doctorate []
 - (b) Master's Degree []
 - (c) Degree []
 - (d) Diploma []

SECTION B

4. Do you think courses provided by University Extension Studies are necessary in the province?

(a) Yes []

(b) No []

5. What benefits do you feel will be added to your life upon completion of a diploma programme through University Extension Education?

(a) Job acquisition []

(b) Salary increment []

(c) Increased knowledge []

(d) Ability to run my own business []

(e) Increase chances to go for further studies such as
University Degree []

(f) Gain additional qualifications []

(g) What other benefits do you feel will be added to your life other than the above?

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

6. In your opinion, will you be able to meet your responsibilities in a better way upon completion of the diploma programme through University Extension Education?

(a) Yes []

(b) No []

7. If not, state why courses under University Extension Studies are not important in the province.....

.....
.....

SECTON C

8. What program are you pursuing under the University Extension Studies?

.....

9. How long have you been doing the program?

- (a) 1st year []
- (b) 2nd year []
- (c) 3rd year []

10. Do you like what you learn in University Extension Studies in the province?

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

11. What problems do you face in learning credit courses in University Extension Studies in the province?

- (a) Lack of library facilities []
- (b) Lack of study materials []
- (c) Shortage of lecturers []
- (d) No enough time to study []
- (e) Lack of lecture rooms []
- (f) What other challenges do you face other than the above?

.....
.....

12. In your opinion, what are the challenges faced by lecturers administering credit courses in University Extension Studies?

.....
.....

SECTION D

13. Do you think that there is a solution to problems you are currently facing in learning credit courses in University Extension Studies?

(a) Yes []

(b) No []

14. In your opinion what do you think are the possible solutions to problems you face in learning credit courses in University Extension Studies?

(a) Build library facilities []

(b) Provide enough study materials []

(c) Employ enough lecturers on full time basis []

(d) Build enough lecture rooms []

(e) Employ lecturers on part-time basis []

(f) Other than the above

.....

.....

15. What do you think are the solutions to problems faced by lecturers in administering University Extension Programmes in the province?

.....

.....

16. How do you think credit courses should be taught in University Extension Studies to avoid challenges faced by students in learning environment?

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.....

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.....
.....

We have come to the end of our questionnaire. I wish to thank you more sincerely for your time to answer the questions in this questionnaire. Should you wish to contact me, my address is stated hereunder.

THANK YOU

E N D!!

The University of Zambia
School of Education
Department of Adult Education and Extension Studies
P.O. Box 32379
Lusaka

APPENDIX B

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**INTERVIEW GUIDE FOR RESIDENT LECTURER, UNIVERSITY EXTENSION
STUDIES IN EASTERN PROVINCE**

INTRODUCTION

Dear Respondent,

I sincerely thank you for taking time to take part in the interview. I am a post graduate student at the above institution conducting a study on the Relevance, Constraints and Possible Solutions to Centralised Curriculum in University Extension Studies with reference to Eastern Province. The study is purely for academic purposes only. You have been asked to participate as your point of view is important to the research study.

All responses will be treated as confidential as to who provide it. Please feel free to participate in the interview. I shall be most thankful if you can allow me to tape record this interview for my accurate records?

I realize you are busy and will honor your time by making sure we wrap up in the next 90 minutes.

QUESTIONS

1. What is the nature of curricula used in University Extension Studies in Eastern Province?
2. What is the value of credit programs in University Extension Studies in the province?
3. Do you think the University of Zambia Extension Studies provides courses that are necessary in the province?
4. Why do you think credit programs are not relevant in University Extension Studies in the province?
5. Do you like the curricula used in University Extension Studies in the province?
6. What constraints do you face in administering centralized curriculum in university Extension programme
7. In your opinion, what are some of the challenges faced by part-time lectures in teaching centralized curriculum in University Extension Studies?
8. What do you think are the constraints faced by students in learning credit courses in University Extension Studies?
9. Do you think there are solutions to problems in administering centralized curriculum in University Extension Studies?

10. What do you think are the solutions to constraints in administering centralized curriculum in University Extension education in the province?
11. In your opinion what are the solutions to some constraints faced by part-time lectures in teaching Centralised curriculum in University Extension studies?
12. What do you think are the solutions to the problems faced by students in learning credit courses in university Extension studies?

We have now come to the end of our interview. I therefore wish to thank you so very much for your time to participate in the interview. Your opinions will be a valuable asset to the study. I hope you have found the interview interesting. Should you wish to contact, my address is stated below.

THANK YOU

E N D!!

The University of Zambia
School of Education
Department of Adult Education and Extension Studies
P.O. Box 32379
LUSAKA

APPENDIX C

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**INTERVIEW GUIDE FOR PART-TIME TUTORS, UNIVERSITY EXTENSION
STUDIES IN EASTERN PROVINCE**

INTRODUCTION

Dear Respondent,

May I sincerely thank you for taking time to take part in the interview. I am a post graduate student at the above institution conducting a study on the relevance constraints and possible Solutions to Centralised Curriculum in University Extension Studies with reference to Eastern Province. The study is purely for academic purposes only. You have been asked to participate as your point of view is important to the research study.

All responses will be treated as confidential as to who provide it. Please feel free to participate in the interview. I shall be most thankful if you can allow me to tape record this interview for my accurate records?

I realize you are busy and will honor your time by making sure we wrap up in the next 90 minutes.

QUESTIONS

1. What type of curricula is used in University Extension in Eastern Province?
2. What is the value of credit programs in University Extension Studies in the province?
3. Do you think the University of Zambia Extension Studies provide courses that are necessary to the province?
4. If not, why do you think credit courses are not relevant in University Extension Education the province?
5. Do you face any problem in teaching credit courses in University Extension Studies?
6. What problems do you face in administering centralized curriculum in University Extension Studies?
7. In your opinion what constraints are faced by students in learning credit courses in University Extension Studies?
8. Do you think that there are solutions to problems faced in teaching credit courses in University Extension Studies?
9. What do you think are the solutions to constraints faced in University Extension Studies with regard to the centralized curriculum?

10. In your opinion, what are the solutions to problems faced by students in learning credit courses in University Extension Studies?

11. What do you think are the solutions to constraints faced by part-time lecturers in teaching credit courses?

We have now come to the end of our interview. I therefore wish to thank you so very much for your time to participate in the interview. Your opinions will be a valuable asset to the study. I hope you have found the interview interesting. Should you wish to contact, my address is stated below.

THANK YOU

E N D!!

The University of Zambia

School of Education

Department of Adult Education and Extension Studies

P.O. Box 32379

LUSAKA

APPENDIX E

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**INTERVIEW GUIDE FOR FORMER STUDENTS OF UNIVERSITY EXTENSION
STUDIES IN EASTERN PROVINCE**

INTRODUCTION

Dear Respondent,

May I sincerely thank you for taking time to take part in the interview. I am a post graduate student at the above institution conducting a study on Relevance, Constraints and Possible Solutions to Centralised Curriculum in University of Zambia Extension Studies with reference to Eastern Province. The study is purely for academic purposes only. You have been asked to participate as your point of view is important to the research study.

All responses will be treated as confidential as to who provide it. Please feel free to participate in the interview. I shall be most thankful if you can allow me to tape record this interview for my accurate records?

I realize you are busy and will honor your time by making sure we wrap up in the next 90 minutes.

QUESTIONS

1. Are you a former student of University Extension Studies?
2. Do you think credit courses taught in University Extension Studies are necessary to the province?
3. Why do you think courses taught in University Extension are not necessary to the province?
4. What is the benefit of University Extension Education to you?
5. Did you enjoy learning credit courses in University Extension Education Studies?
6. What didn't you like during the course of study in University Extension program?
7. Why didn't you like what is taught in University Extension Education in the province?
8. In your opinion what are the difficulties faced in learning what is taught in University Extension Studies?
9. What are the challenges faced by part-time lecturers in teaching credit courses in University Extension Studies?

10. What do you think are the problems faced by students in learning what is taught in University Extension Studies?
11. What do you think are possible solutions to constraints faced in using centralized curriculum in University Extension Education in the province?
12. What do you think should be taught in University Extension Studies?
13. How do you think students overcome some of the challenges they face in University Extension Studies as a result of the credit courses?

We have now come to the end of our interview. I therefore wish to thank you so very much for your time to participate in the interview. Your opinions will be a valuable asset to the study. I hope you have found the interview interesting. Should you wish to contact, my address is stated below.

THANK YOU

E N D!!

The University of Zambia
School of Education
Department of Adult Education and Extension Studies
P.O. Box 32379
LUSAKA

APPENDIX F

RESEARCH BUDGET OUTLINE

DESCRIPTION	UNIT	QUANTITY	RATE/UNIT COST/ZMK	ESTIMATED COST (ZMK)
A. TRANSPORT				
1. From Lusaka to Chipata and back	2 Trips	1 Person		K720
SUB TOTAL				K720
B. STATIONERY				
1. Bond paper	Ream	4	K 30	K120
2. Pens	Dozen	1	K25	K25
3. Pencil	Dozen	1	K10	K10
4. Calculator		1	K150	K150
5. Correction Fluid	Set	1	K10	K10
6. Staplers	Packet	1	K5	K5
7. Stapler		1	K30	K30
8. Note Pad		1	K25	K25
SUB TOTAL				K375
C. SECRETARIAL SERVICES				
1. Printing Research Proposal		1	K10	
2. Printing Questionnaire		1	K10	
3. Printing interview guide		1	K500	
4. Printing Research Report		1	K200	
5. Photocopying			K100	
SUB TOTAL				K323
D. LUNCH ALLOWANCE FOR RESEARCHER				

Lunch Allowance	Per day	7	K200	K200
SUB TOTAL				K200
E.CO% Contingency of A.B.C consumables				K142
Sub Total				K142
GRAND TOTAL				K1, 760

Appendix F

Permission Letter



UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Telephone: 260-1-292702
Telegrams: UNZA Lusaka

P.O. Box 32379
Lusaka, Zambia

Date: 03/02/2016

Name: Francis Daka

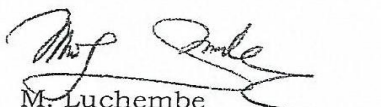
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TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer of this letter is a student pursuing a degree in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and cooperation in this regard will be highly appreciated by the department as this will enable the student to link theory work, which is offered in the class and practical work, which can only be obtained from organizations like yours.

Thanking you in anticipation.


M. Luchembe
HEAD OF DEPARTMENT

