

**TOWARD UPGRADING UNIVERSITY EXTENSION PROGRAMMES FROM
DIPLOMA TO DEGREE LEVEL: STAKEHOLDERS' VIEWS AND INSTRUCTIONAL
MODE OF LEARNING IN LUSAKA DISTRICT**

BY

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DECLARATION

I declare that *toward upgrading University Extension programmes from diploma to degree level: Stakeholders views and instructional mode of learning at the University of Zambia* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Author's Signature:Date:

DEDICATION

This work is dedicated to my supervisors, Ngoma, P.S. and Chakanika W.W. for their guidance and support during this study. In spite of having other responsibilities, they made sure they still found time to read my dissertation, made numerous corrections and suggestions to ensure that this work is of an acceptable standard. I would also like to dedicate this piece of work to my lovely wife Mwangala Hope Wamuwi, son and daughter Emmanuel and Edinah Nkisu Mulenga, my grandmother and grandfather, Mr. Mulembeta. B. Samuteba and Mrs. Edinah Maheka Mulembeta. Lastly, to mum and all family members.

APPROVAL

The University of Zambia through the Research Ethics Committee approved this dissertation by Alexander Katongo Mulenga as partial fulfillment of the requirement for the award of the degree of Master of Education in Adult Education. It is submitted with approval by the Examiners and with full consent from the Supervisor.

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ABSTRACT

The purpose of the study was to explore the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level. The objectives were to explore on the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level; to establish the reasons that are persuading stakeholders to demand for the upgrading of University Extension programmes from diploma to degree level; and to determine the instructional mode of learning for the upgraded University Extension Education programmes. Through the findings of the study, it may add to the body of knowledge. The study may also help the curriculum specialist at the University to adjust the curriculum. The University of Zambia Extension Studies may be aware of the stakeholders' views regarding upgrading University Extension programmes from diploma to degree level. The findings of the study may also give the University of Zambia an opportunity to be aware of the preferred instructional mode of learning such as the distance, e-learning and evening classes for the upgraded programmes. A Concurrent mixed design was employed, the population of the study included students, graduates, part-time tutors and Resident Lecturer. A sample size of 256 respondents was used. The sample size was broken down as follows; 215 students, 30 graduates, 10 part-time tutors and 01 Resident Lecturer. The main respondents of the study were the students. While graduates, part-time tutors and Resident Lecturer were involved in the study for the purpose of triangulating the findings of the study. Expert sampling was used to sample Resident Lecturer and the part-time tutor, students while sampled using simple random sampling and snowball sampling was used on graduates. Questionnaires and an interview guide were used to collect data. Data was analysed thematically and descriptively. The study showed that the stakeholders were in support of the University of Zambia to upgrade University Extension programmes from diploma to degree level. It was concluded that there are many reasons contributing to stakeholder to demand for the introduction of degree programmes. Some of the reasons are: Competition on the job market, keeping updated with the ever changing world of technology, earning a good salary, promotion and personal stratification. The study also established that stakeholders preferred to maintain the evening classes. The study recommended that the University of Zambia should clearly show the progression patterns by diploma students from University Extension studies into the mainstream University by providing exemptions for the courses that were covered at certificate and diploma level in respective fields of study. It also recommended that the University of Zambia should also show the various alternatives one can use to progress from diploma to degree level: such as exemptions and/ or bridging courses between the diploma and degree content (if any). Draw supportive structures that will make

Extension Studies a formidable avenue of delivering quality University Education to the community and expand the enrolment of the University of Zambia.

Key Words: Instructional Mode, Learning, Stakeholders.

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OPERATIONAL DEFINITION OF TERMS

The following terms are defined as they are used in this study.

Credit Courses	Courses that are approved by the Senate and certificates of achievement is given upon completion.
Non Credit Courses	these are programmes that are run by the University in Provincial centre that are community base driven (Mbozi, 2016).
Extension Education	A process of education focused on developing the knowledge, will power and the skill of, the people to solve their problems by their own efforts, instead of waiting for the government to do it for them (Savile, 1965).
University Extension	University-based knowledge delivered straight to the people where they live and work (Moonga, 2016).

CHAPTER 1: INTRODUCTION

1.1 Overview

This chapter provides background information to the study titled “*Toward upgrading University Extension programmes: Stakeholder’s views and instructional mode of learning*”. It further describes the statement of the problem, objectives of the study, research questions, purpose of the study, significance of the study, delimitation, operational definition of terms used in the study, organisation of the study and closes with a summary of the chapter.

1.2 Background to the Study

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

The Department of Adult and Extension Studies is as old as the University of Zambia. The Department has gone through several changes from its inception to date. The Department was born with the initial idea of establishing the University in the 1960s. It was initially known as the Department of Extra –Mural Studies and changed names and portfolios along the way until the 1990s when it became known as the Department of Adult Education and Extension Studies (Moonga and Luchembe, 2016:1). The ideas of setting up a University in Zambia started in 1963 when a committee of experts under the Chairmanship of Sir John Lockwood visited the then Northern Rhodesia. The Commission published a report in January, 1964 in which it recommended the establishment of a University independent from the one already established at Salisbury (Harare) at Southern Rhodesia (Lockwood Report, 1963). The existing University was not wholly owned by Zambia, implying that it had no control over it hence the need of establishing a new one in Zambia.

Moonga and Luchembe (2011) suggest that the Lockwood Report was the guiding document for the foundation of the University of Zambia and specifically strongly recommended that the University must have a Department of Extra Mural Studies. The present Department of Adult Education and Extension Studies started in 1966 as the Department of Extra- Mural Studies and

the Department of Correspondence Education. This Extension Education was implemented with the view of catering for those people who needed knowledge and skills in certain areas like Agriculture.

The first Director of the Extra-Mural Department was Professor Lalage Bown. In July, 1966 the University Senate laid down two principles for the Department's policies and work. These were to maintain the University links with the Community, and recognize that the University has a contribution to make to the socio-economic advancement of the nation and to diffuse University Knowledge and University ways throughout the nation (Moonga and Luchembe, 2016:2).

Moonga and Luchembe (2016:12) further state that:

... aims of University Extension Education have not changed at all. The unit fulfils its programmes through evening class programmes, seminars and public lectures. Class programmes are designed to cater for a variety of subjects that learners might be interested in. The qualifications given through Extension Studies have changed over the years. Up until 2009 Extension Education at the University of Zambia was awarding attendance certificates in its Extension Education programmes at certificate and diploma levels.

Due to the popular demand about the need to have Credit programmes by the society and the clients who needed the Certificate for employment, promotion and advancement in studies compelled the University Senate to introduce Credit programmes and this was done in consultation with the Resident Lecturers and Deans of various schools at the main campus.

Moonga and Luchembe (2016:13) argue that:

“ ... in response to the demand by the clients and going by the principle of adult education to run demand driven courses the Senate introduced diploma courses in fifteen areas. These were subjected to Senate scrutiny and approval and therefore, are credit courses like any others in the University. The demand at a time was viewed as a response to the diploma disease in the country....”

Savile (1965) states that Extension Education "... process of education focused on developing the knowledge, will power and the skill of the people to solve their problems by their own efforts, instead of waiting for the government to do it for them." For instance, Chakanika (1989:48) stipulates that "the centre is not a point where concepts are developed by experts in isolation and diffused to the periphery, rather, Extension Education is said to involve a two way channel of knowledge and experience in which, field problems find their way into the laboratories and results are in turn taken back to the farmers and villagers."

This view was also shared by Bradfield (1966:11) who states:

...extension has been developed as the only logical, scientific and successful way of bringing knowledge to farmers to help them farm their lands more efficiently..., by developing the agricultural skills and knowledge of the farmers, enabling them to make more productive use of the country's natural resources....

Chakanika and Mtonga (2016) argue that the Department of Extension Studies and Conference conducts non-credit courses, which are not only designed for and attended by persons participating in Adult Education activities, but are also meant to impart skills to help people cope with the ever-changing demands of life at work, and changes taking place in the social and political spheres. Courses offered reflect a variety of target groups, ranging from those that deal with issues of the youths to those that concern the youth themselves. In offering these courses the Department utilises all available local high-level human resources. The majority of part-time tutors are taken from government offices and other institutions. These are usually University graduates or professionally qualified persons.

The qualification given to participants in Extension Studies have changed over the years. Up until 2009 Extension Education at the University of Zambia was awarding attendance certificates in its Extension Education programmes at certificate and diploma levels. In 2009 the Senate of the University of Zambia, approved the provision of credit courses at diploma level by the Extension Studies Unit. This was intended to assist people acquire utilitarian knowledge which can be applied in various situations of their operations; employment or advancement in studies. The current demand for credit University qualifications led to the introduction of credit diploma

courses. These were developed by the Resident Lecturers in consultation with the specialist colleagues from concerned schools (Moonga and Luchembe, 2016).

However, it must be stated that not all the clients want credit qualifications. Most of the people come to Extension courses to enrich their Curriculum Vitae (CVs) and also to share knowledge with their society. Therefore, credit and non-credit courses are run side by side in the Unit.

1.3 Statement of the Problem

Kombo and Tromp (2006) assert that a research problem refers to an issue or concern that puzzles the researcher. This may be due to its effect or consistence despite measures taken. In any study undertaken, the statement of a problem is critically important to make sure that the problem is specific enough to avoid confusion and to indicate clearly what the problems are. The statement of the problem should be composed of precisely stated issues that may clearly identify concepts or variables being studied.

Despite the University Senate introducing credit programmes at the University of Zambia under Extension Studies in 2009. Little has been done in this area regarding exploring the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level. If these views of stakeholders are not known, it will be very difficult for the University of Zambia to improve on the programmes offered to the stakeholders under University Extension Studies.

Hence, this study aimed at exploring the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level.

1.4 Purpose of the Study

The purpose of the study is usually a single statement or paragraph that explains what the study intends to accomplish (Walonick, 2005). The purpose of the study was to explore the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level.

1.5 Objectives of the Study

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

Hence, this study was guided by the following three objectives:

- (i) To explore the views of the stakeholders regarding the idea of upgrading of the University Extension programmes from diploma to degree at the University of Zambia;
- (ii) to establish reasons that are persuading stakeholders to demand for the introduction of the degree programmes to; and
- (iii) To determine an instructional mode of learning for upgraded University Extension programmes.

1.6 Research Questions

Kombo and Tromp (2013) argue out that research questions relate to research objectives. In support of this Kasonde-Nga'ndu (2013) states that a research question is a statement that begs to answer the phenomena to be studied. Therefore, this particular study attempted to answer the following questions;

- (i) what are the views of stakeholders regarding upgrading University Extension programmes from diploma to degree at the University of Zambia?
- (ii) What are some of the reasons that are persuading stakeholders to demand for the introduction of degree programmes under University Extension Studies?
and
- (iii) What preferred instructional mode of learning will be appropriate to be used in University Extension Education?

1.7 Significance of the Study

The significance of the study in a dissertation describes the importance of seeking a solution to the statement of the problem identified (Simpson, 2012). Through the findings of the study, it may add to the body of knowledge. The findings of the study may also help the curriculum specialist at the University to adjust the curriculum. The University of Zambia Extension Studies may be aware of the stakeholders' views regarding upgrading University Extension programmes from diploma to degree level. The study may also give the University of Zambia an opportunity to be aware of the preferred instructional mode of learning such as the distance, e-learning and evening classes for the upgraded programmes. Different stakeholders such as the students and graduates may have a better chance of continuing their education activities with the University Extension up to degree level. The findings may also help the Department of Adult Education and Extension Studies to be upgraded into a directorate.

1.8 Theoretical Framework

A theoretical framework is the collection of interrelated ideas based on theories (Kombo and Tromp, 2006). The theoretical framework is the structure that can hold or support a theory of a research study. It introduces and describes the theory that explains why the research problem under study exists. This study was guided by Freeman's (1984) stakeholders' theory. The theory states that the purpose of an organisation is to create value for the stakeholders. In order to succeed and be sustainable over time, the department of Adult Education and Extension Studies (AEES) must keep the interests of stakeholders aligned and going in the same direction. The traditional definition of a stakeholder is "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman 1984). The general idea of the Stakeholder concept is a redefinition of the organization.

Friedman (2006) states that the organization itself should be thought of as grouping of stakeholders and the purpose of the organization should be to manage their interests, needs and viewpoints. This stakeholder management is thought to be fulfilled by the managers of a firm. The managers should on the one hand manage the corporation for the benefit of its stakeholders.

In order to ensure stakeholders rights and the participation in decision making. On the other hand the management must act as the stockholder's agent to ensure the survival of the firm to safeguard the long term stakes of each group.

The study was structured on this theory where stakeholder's interests were explored to ensure better understanding on regarding upgrading University Extension programmes from diploma to degree level at the University of Zambia. When the University of Zambia upgrade University Extension Programmes from diploma to degree level, it will create value for the stakeholders and the University will remain relevant to the community, succeed and sustainable over time. In this case, stakeholders included the students, the Resident Lecture, part-time tutors and the graduates. There are many stakeholders under University Extension but for the purpose of this study the research selected the above mention as the one to give vital information about the study.

1.9 Organisation of the Study

Chapter one gives a synopsis of the background to the topic under study, statement of the problem, purpose of the study, main research objective and objectives of the study, research questions, theoretical framework, delimitation, operation definition of terms, and organisation of the study and the summary of the chapter.

Chapter two reviews literature related to the study. It has attempted to give a general overview on the existing literature on the subject of University Extension Education in Britain, Zambia, stakeholders views regarding upgrading the University of Zambia, the need to upgrading the University of Zambia Extension programme from Diploma to Degree level, The preferred mode of instruction delivery for the Extension Education programme and the summary of the chapter.

Chapter three provides information on the research design of the study. The nature of the research topic necessitated the use of the mixed research approach. The chapter also provided details of data sources, ethical considerations and trustworthiness of this study. This discussion was divided into six sections subsumed under the following headings: the research design, target population, sample size, sampling procedure, data collection, data analysis and ethical considerations.

Chapter four presented the findings of the study.

Chapter five discussed the findings. These findings were discussed under the headings drawn from the objectives of the research in relationship with the literature reviewed under each theme. It was in this chapter where the researcher agree or disagree with the information reviewed and the findings of the participants. This chapter ended with suggestions for further research.

Chapter six contains the conclusion of the study and makes recommendations based on the findings of the study.

1.10 Chapter Summary

This chapter focused on background information on toward upgrading University Extension programmes from diploma to degree level; stakeholder's views, factors and instructional mode of learning. It also considered the statement of the problem, purpose of the study, objectives of the study and research questions. The significance of the study, theoretical framework, and organisation of the study are also presented.

The next chapter presents the interactive literature relevant to the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview

The previous chapter presented background to the study, statement of the problem, purpose of the study, research objectives, and research questions, significance, organization of the study and operational definition of terms and closed with the summary of the chapter. This chapter reviews relevant literature to the study. The purpose of this literature review was to scrutinize other studies that are related to the topic under investigation. In this study, the literature was purposely searched and selected on the basis of the views of stakeholders regarding upgrading of University Extension programmes from diploma to degree level.

Fink (1998:3) defines literature review as “. . . a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners”. Furthermore, Creswell (2014: 60) argues that:

The literature review shares with the reader the results of other studies that are closely related to the one being undertaken. It relates a study to the larger, ongoing dialogue in the literature, filling in gaps and extending prior studies. It provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings. All or some of these reasons may be the foundation for writing the scholarly literature into a study.

Some of the issues that were dealt with in this chapter were, the concepts of University Extension, historical background of University Extension in Britain and Zambia. Britain was selected in this study because the two (2) countries have a lot in common. University Extension was born in Britain and the British government at that time introduced the same University Extension to Zambia. The second reason was that Britain was our former colonial masters and whatever was happening in that country was replicated in Zambia. The three objectives of the study were; to explore stakeholder’s views regarding upgrading University Extension programmes from diploma to degree level, to establish the reasons that are persuading

stakeholders to demand for the upgrading of the University Extension programmes, and to determine the preferred instructional mode learning for the upgraded programmes. The literature enabled the researcher to ask relevant questions during the collection of data that was collected using questionnaires and the interview guide. It also helped to put the answers of the interviewees into context.

2.2 The Concept of Extension Education

Extension education is seen as an informal out of school system of education designed to help rural people to satisfy their needs, interests and desires. It is a system of education which involves adult learners. Obibuaku (1983:10) posits that “*Extension work is considered as an aspect of adult education which differs from formal or classroom education in that it prepares its clientele to tackle the problems of today and helps them to live here and now*”.

National Institute of Agriculture Extension Management of Nigeria (2007) states that Extension Education assists the farmers in effectively utilizing the resources available to them in solving their current farm and home problems. By offering farmers educational and material services, using effective Extension methods, the extension service stimulates them to make such changes in their farm operations as will result in more efficient in the use of the input, farm and the equipments. According to Ensminger (1957), extension is education and that its purpose is to change attitudes and practices of the people with whom the work is done. Leagans (1961: 123) conceptualized Extension Education as:

An applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the behavioural sciences synthesized with useful technology into a body of philosophy, principles, content and methods focused on the problems of out-of-school education for adults and youth.

In addition to practicing in the field, Extension is formally taught in Colleges and Universities leading to the award of degrees. Research is also carried out in Extension.

What is unique for Extension is the application of the knowledge of this discipline in socio-economic transformation of the rural communities. In this context, *Extension may be defined as*

the science of developing capability of the people for sustainable improvement in their quality of life. The main aim of Extension is human resource development.

2.3 Brief History of University Extension Education in Britain

Extension Education in Britain came about as there was need to develop human resource as a result of the rapidly growing industries. It was also aimed at reducing high levels of illiteracy especially in rural areas. Further, there was need to help farmers learn new knowledge and skills with respect to farming methods and techniques (Mannheim, 1958).

Britain was undergoing a period of industrialization. Therefore, she needed to train as many people as possible in order to work in the industries. There were also high levels of illiteracy among the poor, especially that the society in Britain was divided into the upper and lower classes. The lower classes could not access education in its entirety in comparison to those in the upper class. Britain also realised that crop production could be improved if farmers had appropriate agricultural education (Blackburn, 1989).

The term Extension has its origin in the Latin word **tension**, meaning, stretching and **ex**, meaning out. The literal meaning of Extension is teaching out. The common use of the term University Extension was first recorded in the 1840's. Around 1850, discussions began in two ancient Universities of Oxford and Cambridge about how they could serve the educational needs of the people, near to their homes of the rapidly growing population in the industrial and urban areas. It was not until 1867 when James Stuart, gave lectures to women's associations and working men's clubs in the north of England. James Stuart is often considered the "the father of University Extension" (Jones, 1994).

Historically, Extension was meant education in Agriculture and in Home Economics for rural people. This education was practical, aimed at improving farm and home lives. Extension is that type of non-formal education that its purpose is to change attitudes and practices of the people with whom the work is done. Leagan (1961) conceptualized Extension Education as an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the behavioural sciences synthesized with useful technology into a body of philosophy, principles, content and methods focused on the problems of out-of-school education for adults and youth.

The overt use of the notion of extending relevant and useful information to the adult population at large, however, predates the University Extension movement. Earlier in the nineteenth century, a British politician, Lord Henry Brougham, an influential advocate of formal education for the poor and mass Adult Education, founded the society for the diffusion of useful knowledge in 1826. Its objective was “imparting useful information to all classes of the community, particularly to those unable to avail themselves of experienced teachers, or may prefer learning by themselves.

In 1878 a movement called ‘Oxford Extension’ began at the University of Oxford, an initiative that sprang from general educational reforms in the mid Victorian era, and from a growing national sense of social awareness. But the story of how the University of Oxford came to lead the movement for Adult Education is not merely an account of social and political objectives in the late 19th and early 20th centuries (Leagan, 1961).

Leagan further narrated that the history of Oxford University’s Department for Continuing Education had several stories in one: it’s the story of a handful of dedicated Oxford academics who felt that widening access to higher education was essential to the nation’s welfare and future. It’s the account of ordinary working citizens from across the nation who collaborated with Oxford to design a unique format of education that served their needs; and it’s the story of how Adult Education evolved as successive generations of students, from 1878 to the present day, participated in ever-growing numbers.

In the eighteenth century, the poor and the working class people in Britain did not have the right to Formal Education and some educators and members of the aristocracy seriously argued that education would confuse and agitate working people. Some authorities conceded that education for poor or working people might be useful so long as it was devoted only to basic skills development.

Among outright opponents of the idea of charity schools was Bernard de Mandeville, author of the “Fable of the Bees”, which was included in its 2nd edition in (1723) an Essay on Charity and Charity Schools. The points he made were three (3) that the poor do not need any education, if they learn or become educated, they become too proud to work, education makes servants claim higher wages while at the same time they do not want to do servile work, though it might be

reasonable to teach reading, the teaching of writing cannot possibly be justified. De Mandeville's thesis was a sociological and economic one: no nation can be great without vast numbers of ignorant people to do the drudgery (Neuburg, 1971).

Antagonism to education for the poor persisted into the nineteenth century. Davies Giddy, Member of Parliament in a British House of Commons debate in 1807, said:

Giving education to the labouring classes of the poor would be prejudicial to their morals and happiness, it would teach them to despise their masters in life, instead of making them good servants in agriculture and other laborious employments. Instead of teaching them subordination, it would render them fractious and refractory, as evident in the manufacturing counties; it would enable them to read seditious pamphlets, vicious books and publications against Christianity. It would render them insolent to their superiors and in a few years, the result would be that the legislature would find it necessary to direct the strong arm of power towards them and to furnish the executive magistrates with more vigorous power than are now in force. Besides, if this Bill were to pass into law, it would go to burden the country with a most enormous and incalculable expense. To load the industrious order with still heavier impost (Chitty, 2007:16).

2.4 Brief Background of University Extension Education in Zambia

Extension Education has been in existence for as long as mankind has lived on this earth. Before the coming of the whites the African chiefs used Extension Education through headmen in their respective chiefdoms to share information with their subjects through village visits. When the missionaries also came to Africa Extension Education was used as an effective tool to spread the gospel and reach many people in different communities through evangelism.

The Zambian University Extension is as old as the University of Zambia (Chakanika and Mtonga, 1995). The University Extension Education in Zambia has its origin in the Department of Extra-Mural studies now the Department of Adult Education and Extension Studies. Although

it has changed names over time from independence but its aims have not changed at all. At independence, Zambia found itself in a serious shortage of human resource required for national development. The human resource index was that there were about 500 school leavers and 100 graduates out of which only one was a Zambian (Kelly, 1999). This implies that Kaunda's government faced human resource problems.

The government at independence lacked educated and skilled personnel. As a response to this challenge, government began to expand the educational system. Government started by extending existing structures such as primary schools, secondary schools and colleges. Secondly, they started building secondary schools in Districts where there was none (GRZ, 1966). The government respond to the need for high level skilled human resource, government instituted a commission of inquiry, to find out possibilities of setting up a University. Thus, the Former Vice Chancellor of the University of London, Sir Lockwood, was appointed as chairperson. The Lockwood Commission recommended that an independent University be set up. In 1966, the University of Zambia was opened and the Department of Extra-Mural Studies was also established (Alexander, 1975).

The University Extension Education in Zambia which initially was called extra-mural studies was established primarily to maintain the University link with the community in general. This assertion was based on two premises; that the University had a contribution to make to society as a whole and not only to a small group of undergraduates and graduates on Campus (Alexander, 1975:31).

The objectives of the Centre for Extra-Mural Studies or Extension Education in Zambia included the provision of degree and diploma courses for students who were unable to attend, continuation of professional, and vocational training and retraining through short courses and seminars, provision of specialist advices and assistance to sections of communities which might need it (Alexander, 1975). Secondly, it was to disseminate and impart University knowledge and University ways of thought throughout the nation. These were emphasised because development in Zambia was only to be realised through informed citizens. Just like Britain was in need of qualified manpower in the industries, Zambia also, at independence, lacked qualified personnel so there was much need to train as many Zambians as possible to take up positions left by colonialists.

According to Blackburn (1989), Extension Education came as a new educational innovation, a discovery. Today it has grown into a full-fledged discipline with its professional dimension, educating alien for an acceptance of scientific innovation leading to increased production, better income and richer life.

Furthermore, at that time, there was a shortage of technically qualified human resource as a result of high levels of illiteracy. Zambia embarked on a large scale expansion and provision of non-formal educational facilities especially in rural areas.

Government established, among other institutions the Adult Education Advisory Board in 1977 and the President's Citizenship College, the present Mulungushi University in 1974 (Carmody, 2004). These institutions offered academic courses from primary to General Certificate of Education 'O' level. The University of Zambia began correspondence degree courses where they trained teachers and non-teaching staff. It was noticed that there was need for Formal Secondary Schooling, hence focus moved from older adults to primary and secondary school leavers (Mabbolobolo, 2015).

Adult Education and Extension Education in Zambia was initially meant to improve the quality of human resource at the time of Independence. This was meant for the purpose of filling in vacant positions left by the colonial masters in most Government Departments (Chakanika and nduna, 2016). This education was intended to provide professional strengthening of mature people already working in jobs that involved the education of adults and not graduates who were looking for employment and promotions. The upgrading of the University of Zambia Extension programmes may entail that graduates of the Extension Education will have to go out and compete for employment in Government Departments and Non-Governmental Organizations. The section which follows reviewed relevant literature around the objectives of the study.

2.5 Stakeholders' views regarding upgrading University Extension programmes from Diploma to Degree level at the University of Zambia

In an effort to develop human resources in the education sector, the government of Zambia in 2008 upgraded the three colleges of education to start offering degree programmes in the teaching subjects from diploma to degree level. These three Universities are Kwame Nkrumah,

Mukuba (formerly known as COSECO) and Chalimbana Universities of education. The purpose of reviewing and upgrading these educational Colleges to University status were to ensure that they remain useful and relevant. In addition, continuing to meet the needs and aspiration of the learners, industry and stakeholders for which they were initially developed for (Parliamentary Report, 2017). Wherever appropriate, the upgrading of these Universities was considered in relation to the strategic workforce requirements of the industry as a whole.

Earning a University degree is an important step, both personally and professionally. When an individual considers the financial, social and cultural benefits of the higher education, it is easy to see how a degree can make a big difference.

The New Zealand Qualification Authority (2015) argues that better career and employment opportunities are narrow for those who only hold high school diplomas. Conversely, College and University graduates have skills that qualify them for a wider range of careers with upward mobility. Though all career paths are different and generalizations are not true for all jobs, the act of earning a University degree gives you the skills for the career success. College and University courses teach the learners to think analytically, communicate effectively and solve problems efficiently. As a student, you will also gain experience in time management, organization and self-discipline, all of which are skills employers seek.

Tight (1991) undertook research into part-time higher education and he pointed out that there was little government policy on this subject, although this has changed a little in the past decades. Many of them did not do well at school and that they gained entry qualifications through part-time study. He also recorded that there is a disproportionate number in London and the South-East, and that many of them travelled considerable distances in order to continue their studies. As Universities and Colleges are being forced into the market to recruit more students, they are being forced to innovate and more part-time courses are beginning to emerge. This is certainly true with part-time vocationally orientated Master's degree courses.

In the market-orientated learning society, one of the new niches in the market has been for higher degrees in vocational courses and, one suspects that as more knowledge-based workers retire there might be a greater demand for both under-graduate and postgraduate leisure time education. Since its foundation in 1969 in Britain, the Open University has enabled many mature students to study part-time for a degree whilst remaining at home and continuing in their

employment. Throughout the period of its establishment it has maintained and published full statistical reports about its students. McIntosh (1974) notes that in the early years of its establishment, University in London there was a downward shift in the age of those who registered, that school teachers predominated amongst the first students although there was an increasing number of students without any formal educational qualifications. However, McIntosh (1974:59) points out that only 8 per cent were objectively working class, although 15 per cent classified themselves as such, and she considered that many Open University students were socially upwardly mobile.

Rumble (1982) recorded how the proportion of school teachers studying in the Open University declined as teaching in the United Kingdom has moved towards an all-graduate entry. He showed how each year between 1970 and 1980 more men than women have applied to study but that the overall trend has been for an increasing number of women to apply. However, the male applicants' classified as either in a skilled trade or other manual occupations had never exceeded 10 per cent of the total number of applications nor had the number having no formal education qualifications ever exceeded 12 per cent.

The majority of those applying for entry into University were under 40 years of age, with less than 1 per cent of the total number being over the age of 65 years. However, as the traditional Universities are being forced to expand and the new Universities which were polytechnics when many of the surveys were conducted endeavour to recruit younger adults into part-time education, this picture is beginning to change a little and, significantly for the Open University, they become its rivals in the learning market.

Benefits of learning from the above discussion was that one of the major reasons for returning to learning is vocational but, it might be asked, are there no other benefits? In Beinart's and Smith's (1998) survey, those who returned to learning for vocational reasons only assessed the benefits in vocational terms, but those others who return for learning had in mind with future work in mind.

For about half the episodes (47%), the learner made new friends or met new people as a result, and for a slightly smaller proportion (41%), the learning had boosted the respondent's confidence. For three in ten (31%) ... the respondent's knowledge or skills had been refreshed; and for a similar proportion (31%) the learner had been encouraged to do further learning or training (Beinart and Smith, 1998:128).

With the less vocationally-oriented learning, other benefits, such as enjoyment and interest, new friends, and increased confidence and encouragement to further study were among the benefits. In 1999, a Centre for Research into the Wider Benefits of Learning was funded by, what was then, the Department for Education and Employment to:

- (i) Produce and apply methods for measuring and analyzing the contribution that learning makes to wider goals including (but not limited to) social cohesion, active citizenship, active ageing and improved health;
- (ii) devise and apply improved methods for measuring the value and contribution of forms of learning including (but not limited to) community-based adult learning where the outcomes are not necessarily standards ones such as qualifications; and
- (iii) develop an overall framework to evaluate the impact of the lifelong learning strategy being put in place to 2002 and beyond to realize the vision set out (Schuler et al., 2002:5).

In the first of their reports, Preston and Hammond (2002:9) asked tutors what they perceived were the benefits learners gained from their course and they reported that ‘formal education practitioners are most likely to agree that students benefit in terms of improved self-esteem, development of social networks, and in the control and management of their lives’. They also noted students are more aware of their rights and responsibilities and tolerance suggesting that the key benefits relate to ‘notions of identity capital and social capital’. However, it must be pointed out that the researchers pre-set the answers in the research instrument.

Brassett-Grundy (2002) found that family learning, especially amongst disadvantaged and underrepresented groups, was also beneficial. Blackwell and Bynner (2002:26) discovered learning is a rich resource for family life, while Feinstein (2002a) suggests that learning can help lower crime, although this claim has to be treated with caution, and Feinstein (2002b) also begins to ask questions about the cost-benefits of learning on depression, and mental health. However, at present there is little evidence that learning can lower the incidence of obesity. It is clear that learning can have many benefits to the person because it is itself an existential phenomenon.

Job security, another benefit of earning a University degree is that the individuals will likely have a better job security. And for some employers, the value of an educated workforce means that will pay for employees' tuition. Most jobs that require postsecondary education also provide more benefits and perks. From health care and retirement investment to travel to travel and community discounts, these benefits can make a vital difference in the life of an individual.

2.6 Literature on the reasons that are persuading stakeholders to demand for the upgrading of University Extension programmes from Diploma to Degree level

An academic degree is a qualification awarded to students upon successful completion of a course of study in higher education, normally at a College or University. These institutions commonly offer degrees at various levels, typically Bachelor's and the post graduate degrees. The most common undergraduate degree is the bachelor's degree (Business dictionary, 2017: 89).

The University Extension Studies Unit provides learning experiences largely through evening classes. According to Mumba (2010), evening classes have a long history in Zambia. These were established before independence especially on the Copperbelt and other small towns such as Kabwe and Lusaka. They rapidly expanded after independent to provide education to those who had no chance to go to school. These were workers who wanted to improve their education so that they would fit into the work.

The classes are offered under the auspices of the Department of Continuing Education in the Ministry of Education. In support of the above, Chakanika and Nduna (2010: 40) argue that;

in the recent past the University Extension Unit experienced apathy in student's enrolment. This was attributed to the fact that the courses were being offered non-credited courses. Some people perceived these courses as adding no value while others viewed them as worthless which didn't enable graduates in the programmes to find a job.

In addition, Chakanika and Nduna (2010) narrate that the scenario threatened the existence of the extension studies unit. It was seen as a waste of University resources and as such came under

increasing pressure to be phased out. Many of its competitors such as Zambian Open University, soon gained ground and attracted a number of enrolments because they were seen to be offering credit worth certificates upon completion. In this context, the University of Zambia came under intense pressure from the society where people wanted credit programmes as opposed to non-credited. The University responded positively by transforming non-credited programmes to credited programmes with Senate being the custodian of the said programmes.

The action of transforming the University Extension programmes offered by the Extension studies unit of the University of Zambia helped many Zambians (Chakanika, 2016). Another achievement of the above action is that, the Extension studies unit and its activities have gained recognition within the University ambit. Chakanika (2016) argues that the introduction of credit programmes “... *did not only bring joy only to the University Extension staff but also to the students under Extension Education*”.

According to the study conducted by Ng’ambi (2013) on the benefits and possible improvements to University Extension Education in Lusaka Province recommended that the University must allow Extension Education to teach degree courses and run as a directorate.

Sichula (2016) postulates that University Extension remains the instrument of the University which has community and societal integrative power. Through research it identifies the burning issues confronting society which are then taken to the laboratory for consideration. In so doing it informs and influences policy directions and governance systems of the country on the basis of a well-founded information. This is another undisputable and fundamental role that is played by University Extension Education in the nation.

Historically, Extension Education has derived its content and its nature from the people it served. Using one of the principles of adult education of involving learners in planning the programmes, Extension Education takes the learners as key players in terms of participation in the programmes and being central figures in coming up with the content based on their needs (Saunders, 1959:12 as cited by Ngoma (2009)). University Extension Education addresses the highest priority needs of the learners. The learners participate in Extension Education because they feel indebted to support programmes which address their felt needs.

It has been observed that University Extension is currently experiencing an increasing demand from various sectors of the Zambian society. According to Luchembe (2010) as cited by Sichula, Chakanika and Ng'ambi (2013), this demand has resulted in an increase in enrolment levels in the recent years. The demand for University extension has been influenced by the recognition of the qualifications by different organisations and departments. For instance, the Permanent Secretary of the Public Service Management Division (PSMD) of the Republic of Zambia on 9 November 2012 wrote to the University of Zambia, Department of Adult Education and Extension Studies. He wrote:

I wish to acknowledge receipt of your letter and advice that the Division has taken note of your concerns and have since been advised by the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) that the issue has been resolved amicably... (Chakanika, Sichula and Nga'mbi, 2016: 93).

In Beinart's and Smith's (1998) survey, had five clusters of reasons why people enrolled on courses, some of these are:

- (i) connected with work, and in nearly half the cases the learning had been required by the employer, sometimes provided, and often paid for, by the employer;
- (ii) with future work in mind, and in the majority of cases, people in this category either wished to develop their career or find new employment;
- (iii) with voluntary work in mind, but the main reason for learning was to improve the learner's knowledge or skill; and
- (iv) With no initial connection with work, but having a potential impact on working life. Once more the reasons revolve around knowledge and skill, but a considerable number just wanted to do something interesting.

One of the motivations that this research recorded was that, for many, one of the reasons why they enrol in educational programmes was to meet other people. This was clearly an important social function of a great deal of adult education, one that might be undermined by distance education provision. Most of the other surveys conducted also include this social function of Adult learning.

Johnston and Rivera (1965) classify the motives of their sample in the following manner: prepare for a new job; help with the present job; become better informed; spare-time enjoyment; home-centred tasks; other everyday tasks; meet new people; escape from daily routine; other or none – a miscellany of unclassifiable responses. They went on to show how motives to participate vary with different subjects studied and with the age, sex and socio-economic position of each respondent. They concluded that: there are very pronounced ways in which the uses of Adult Education differ across the range of social classes, with the lower socio-economic levels using Adult Education primarily to learn skills necessary for coping with everyday life.

As one moves up the social class . . . they shift . . . to getting ahead. . . in general, there is an overall shift away from learning for the purpose of basic life adjustment . . . [to] enrichment of spare time (Johnstone and Rivera, 1965:160).

Other research projects have subsequently employed different typologies to these and yet the overall findings do not differ greatly. Burgess (1974 in Jarvis, 2013:75), for instance, identified seven basic orientations to adult education, which were a desire: to know; to reach a personal satisfaction, social or religious goal; to take part in a social activity; to escape; to comply with formal requirements.

Morstain and Smart (1974 in Jarvis 2013:75) highlighted six clusters of reasons: social relationships; external expectations; social welfare; professional advancement; escape stimulation; cognitive interest. In a later piece of research, Aslanian and Brickell (1980) interviewed 744 adult learners by telephone and discovered that 83 per cent of them specified a life transition as the motivating factor that urged them to start learning, for example a change in employment. While their research method might have biased their response, it didn't point to the significance of analysing the life-world of learners in order to understand both their motivation and their approach to learning, and this finding fits precisely into the phenomenological approach adopted by (Schutz and Luckmann 1974).

Increasing competition among high-educated people for good jobs and mismatching has led to a need for a more differentiated analysis of the labour situation of graduates and post-graduates. And it probably means the end of the link between higher education and better jobs for a considerable number of highly educated people. According to the European Union's Europe 2020 strategy plan that aims at 40% of the people between 30 and 34 years to undergo higher

education and has helped higher education to become universal. This could change the labour market for highly educated people. Studies of skill mismatch and off-shoring of knowledge work provides some indication of substantial changes in the sense of the internal segmentation of this specific labour market. It seems that the supposed link between good jobs and higher education is no longer valid for all highly educated people and that some of them are becoming more vulnerable to labour market risks. Although the demand for highly qualified workers can reinforce the labour market position of mature highly educated people, there is an increasingly greater demand for tertiary lifelong learning (Kruger et al., 2014: 56).

The particular labour market transition can influence learners' possibilities of putting into practice what they are learning in the programme. Learners who are preparing a transition within a company may have the chance to test at work what they have been learning. But people who are unemployed have fewer chances to test learning achievement. However, this can be compensated for by making placement opportunities available as part of the programme – although in these cases quality must be controlled – or by integrating practical orientation into the programmes (for instance, through problem based learning).

Another issue that is just as important as transitions is learners' expectation and awareness regarding the acquisition of capitals. Their project assumed that learning programmes are oriented to the transmission of knowledge, competences and abilities that can be converted into human, cultural and social capital that is relevant to the labour market. This approach made a more precise analysis of the interrelation between Universities and labour markets, and also of the impact of lifelong learning on labour (Kruger et al., 2014:57-58). Those who are aware of the capital they need in the labour market can make better decisions about which learning activities they want to carry out and how particular learning programmes respond to their expectations. It is important for learners to know more about the labour market and learning opportunities, so that they can make informed decisions.

The reason for participation does not always lie with learners alone, but in the dynamic tension that exists between learners and their sociocultural world. There are, therefore, barriers to enrolling in courses. Peterson and Roelfs (1974), for instance, suggested three sets of factors which inhibit participation: situational barriers, institutional barriers and dispositional barriers. Peter and Roelfs (1994) suggested that cost and time are the major hurdles, and this is in

accordance with Charnley *et al.* (1980:37) who recorded the most frequently mentioned deterrents to participation, which are:

- (i) lack of time, cited most frequently by unskilled workers and young mothers;
- (ii) negative effect of school experience from both the unemployed and the unskilled;
- (iii) lack of money cited by unemployed and by women and older people;
- (iv) lack of confidence cited by the black groups;
- (v) distance from classes among elderly, women with dependent children and ethnic minority groups;
- (vi) lack of childcare was mentioned by mothers with dependent children;
- (vii) lack of day-time opportunities mentioned by women and older adults;
- (viii) education is regarded as irrelevant by unskilled people;
- (ix) lack of transport cited by mothers with dependent children, and older people; and
- (x) Adults and ethnic minority groups. Reluctance to go out at night mentioned by women and elderly adults.

These ten deterrents provide a wide variety of reasons why these groups of adults do not participate in learning opportunities. If education and learning are to attract them there is needs to continue to address some these problems. Beinart and Smith (1998:227) list some eighteen reasons, which serve as the greatest barrier to learning, with lack of finance also being quite prevalent. Without financial support from the government, it is clear that the Adult Education service cannot reduce fees a great deal but, despite the change in orientation of the UK government, education is still expected to be a wealth producer rather than a welfare provision. It might be argued that courses with high overheads, many work-based courses therefore, cannot be offered by the education service and need to be offered by corporations and businesses themselves. Thus we have seen the growth of learning opportunities being offered by the corporations and the emergence of corporate Universities (Meister, 1998).

It was quite clear from all of these research findings that most of the reasons that drive or motivate adults to participating in Extension Education classes lie in a cluster of orientations that are quite similar. Despite the fact that different researchers employ their own terminology and that the researches cited here were conducted either in Zambia, UK and USA. Recent research has merely tended to reinforce this, although it must be emphasized that there have been significant changes in the reasons for returning to study by women since the nature of work and

the types of knowledge required for work have changed. It resulted in more opportunities for lifelong learning and, consequently, more opportunities for women returners. Much of the reasons cited in different researches are that adults are driven by different desire to meet job requirements, promotion, and interaction with others, compete for future jobs on the market, for enlightenment and brighten the chances to upgrade in the career.

2.7 The preferred instructional mode of learning under University Extension Education programme

Ng'ambi (2013) argues that some of the Extension Education programmes conducted by a Resident Lecturer are, evening courses, packaged courses, seminars or workshops public lecturers and theatre for development. University Extension Studies Unit provides learning experiences largely through evening classes. In support, Mumba (2010) states that evening classes have a long history in Zambia. These were established before independence especially on the Copperbelt and in other towns such as Kabwe and Lusaka. They rapidly expanded after independence to provide education to those who had no chance to go to school. These were workers who wanted to improve their education so that they would fit into their work. The classes were offered under the auspices of the Department of Continuing Education in the Ministry of Education.

2.8 Extension Methods

Obibuaku (1983; 55) suggested that methods of University Extension Education can be classified as individual, such as correspondence study, apprenticeship, group related such as classes, discussion groups and seminars, or community related such as mass campaigns. There are basically three methods of extension teaching methods and these are individual method, group and mass methods.

2.8.1 Individual Extension Method

Individual methods are used in Extension teaching in recognition of the fact that learning is an individual process and that the personal influence of the Extension worker is an important factor in securing peoples` participation in Extension activities. Although the approach is time

consuming, its importance cannot be stressed enough. It is through working individually with the clientele that the Extension worker learns about the people of the area, how they think, what their needs are, and how they carry on their work. Equally, what are of more importance are the opportunities individual contact provides for the local citizen. They have been found to be highly effective when dealing with illiterate farmers in particular than to get to know the Extension workers. The use of this method provides the Extension worker the opportunity to show his credibility and integrity. Examples of individual methods are discussion, visits, phone calls, letter writing, result demonstration and client model (Rogers, 1992).

2. 8. 2 Group Extension Method

Obibuaku (1983) defines a group as an aggregate of small number of people in reciprocal communication. He further, suggests that group methods take into account the inclination of the individual to respond to pressures and opinions of groups in which he participates and to listen to the views of others before arriving at a decision about making changes in his farming operations. Group method include teaching techniques such as demonstration, field trips, general meetings, informal or group discussions, exhibits, tours, role playing and modified conference method.

Group teaching techniques are more frequently used in Extension work than individual teaching techniques. By utilizing group technique, an Extension worker can reach more people than is possible. This technique proves important when time and staff are limited. Group techniques are especially effective in persuading Extension's clientele to try a new idea or practice. A group decision to try a new practice, for example, is likely to carry more weight in an area than a similar decision made by an individual. The demonstration based technique have been, in many ways, the corner stone of Extension work. The technique falls into a grouping which could be informally called "seeing is believing", because they include the physical demonstration of practices the Extension worker wishes to promote, or the exhibition of the results of good farming practices.

2. 8. 3 Mass Extension Method

Mass media methods are useful in reaching a wide audience at a very fast rate. They are important in stimulating farmers' interest in new ideas and practices. Normally group boundary gets obliterated in this method, the Extension agent communicates with a vast and heterogeneous

mass of people, without taking into consideration their individual or group identity (Adams, 1982). This method is valid when a large and widely dispersed audience is to be communicated within a short time. There may be a few communicators such as the Extension agent and some subject matter specialists. This method is valid when a large and widely dispersed audience is to be communicated within a short time. The various methods which come under mass method are classification newspapers, radio, television, publications (National Open University of Nigeria, 2008).

On the other hand, techniques used in mass Extension Education include, lectures, panel discussion, debate, field trip, symposium, forum, buzz group discussion, role-play and demonstration. According to Ngoma (2009), the best technique is one which suits the facilitation, the learning situation and the learning needs of your learners. In other words, the facilitator is free to choose a technique or method which will assist him or her and their learners to achieve the objectives of each session in a particular learning situation.

2. 9 Identified Gaps and Justification

Based on the reviewed literature, it is clear that the three (3) research objectives and the problem for this study were not earlier on addressed by other researchers in this area. The researches carried out by Ng'ambi (2013) on the benefits of and possible improvements to University Extension education in Lusaka Province: A case study method was employed, in which questionnaires and an interview guide were used to collect data from a sample of 231 respondents. The respondents consisted of 100 students, 100 graduates, 30 part-time tutors and one resident lecturer. The findings showed that students, graduates, tutors and the resident lecturer benefited in numerous ways from participating in university, extension education.

This particular study was built on the recommendations that were given by Ng'ambi (2013) of allowing the University through Extension Education to teach degree courses and run as a directorate. The objectives of this study were not answered because Ng'ambi concentrated on the benefits of stakeholders and improvements to Extension Education. In addition, this study and Ng'ambi's study had the same targeted population but different sample size. Ng'ambi had about 231 respondents but this study had 256 respondents. The research design was also different. She

used a case study but this study used a current mixed design approach. Both researches used the questionnaires and interview guild for the collection of data.

On the second objective of this study which was to establish factors that are persuading stakeholders to demand for the upgrading of University Extension programmes from diploma to degree level. It reviewed literature from the study or the survey that was carried out by Beinart and Smith (1998). The literature gave similar reasons why stakeholders are demanding for the upgrading of University Extension programmes from diploma to degree level. One of the reasons that were given by the respondents were that; there is high demand from the market requiring individuals to have higher qualification and most of the learners under University Extension Education want to be promoted and recognition upon completion at their places of work. These reasons are similar to the one that were given in the study that was conducted by Beinart and Smith (1998).

In addition, Hargreaves (2013) carried out a study on the diploma disease among teachers in Egypt. There are so many teachers in the education system in Egypt with diplomas. This situation also happened here in Zambia where each and every teacher was feeling proud to be associated with the diploma qualification. The same situation has shifted from having diplomas to degree certificated. In the same light, Sichula and Chakanika (2013) note that education on the globe has for a long time concentrated on offering Certificates and diploma Programmes, and yet the need of society has been changing every now and then.

2.10 Delimitation of the Study

Creswell (1994) suggests that delimitation refers to the geographical area where the study is necessary. It is used to address how the study was narrowed in scope. The study was restricted to the Department of Adult Education and Extension Studies at the University of Zambia at the Ridgeway Campus and surrounding centres around Lusaka District. The University of Zambia Ridgeway Campus was selected for the study because it was one of the centres with a lot of students in Extension Education and houses the office of the Resident Lecturer. The study was focused on the graduates, students, part-time tutors and the Resident Lecturer of Lusaka Province University of Zambia.

2.11 Summary of the Chapter

The Chapter provided the reviewed literature related to the study. Among the issues discussed are the definitions of Extension Education, reasons that are persuading stakeholders to demand for the introduction of the degree programmes and the preferred instructional mode of learning for the upgraded degree programmes. The literature review has highlighted salient issues such as the factors that motivates different people to learn. Some of them includes personal satisfaction, making friends, earning more money, promotion, competing for different jobs on the market and keeping up to date with the ever changing world. Some of the factors that hinder adults to learn as also been highlighted such as lack of money, time, transport, long distances to the centres and low confidence levels. Other reasons included lack of childcare, day time opportunities, education being considered as irrelevance by unskilled people and reluctant to attend classes at night in case of women and elderly adults. Furthermore, this chapter highlighted the gaps and has shown the role the study may play in filling those gaps.

In chapter three, the researcher describes the research design and methods of data collection.

CHAPTER 3: METHODOLOGY

3.1 Overview

The previous chapter reviewed literature related to views of stakeholders, rationale and mode of learning regarding the upgrading of University Extension programmes from diploma to degree level. Literature was carefully reviewed using the three objectives of the study which are: to explore the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level, to establish reasons that are persuading stakeholders to demand the upgrading University Extension programmes, and to determine an instructional mode of delivery for the upgraded programmes. This chapter present the methodology employed by the study. Research methodology is a broad term involving all strategies that describe how, when and where data is to be collected and analysed (Chilisa and Preece, 2005). Research process methodology is used to collect information for the purpose of decision making. The focus of this chapter was on the research design, target population, sample size and sampling procedure, data collection procedure, data collection instruments, data analysis, ethical considerations and limitations.

3.2 Research Design

A research needs a design or a structure before data collection or analysis can commence, Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. There are several types of research designs, and these are; descriptive design, experimental design, correlational, case study and cross cultural research design. In support, Brink and Wood (1998:100) state that “the purpose of a research design is to provide a plan for answering the research question and is a blueprint for action. It is the overall plan that spells out the strategies that the researcher uses to develop accurate objective and interpretative information”.

In addition, Moore and McCabe (2011) add that:

a research design is said to be a plan of any scientific research from the first to the last step, meaning that it is a program designed to guide the research in collecting, analysing, interpreting observed facts and specifies which of the various types of research approach to be adopted.

This research used a concurrent mixed method design. This type of research uses both qualitative (descriptive) and quantitative (numerical). In this design, qualitative and quantitative data are collected concurrently in one phase. The data was analysed separately and then compared or combined (Creswell, 2013). An example would be if a researcher collected survey data and interview data at the same time and compare the results. This method is used to overcome a weakness found in the use of one approach. In addition, it is used to confirm, cross validate or corroborate findings.

3.3 Target Population

According to Borg and Gall (1979), population contains the numbers of a hypothetical set of people, events or objects to which we wish to generalize the results of our research. In this study, the target population refers to people that conform to the eligibility criterion and were accessible to the researcher as a pool of subjects.

Therefore, the population of this study included all: Students and the graduates in University Extension programmes in Lusaka; part-time tutors involved in teaching courses in University Extension in Lusaka; and the Resident Lecture in charge of University Extension Lusaka province.

The participants mentioned above were identified using the theory in use. The theory of Freeman's (1984) stakeholder. Stakeholders typically are defined as individuals, groups and organizations that have an interest in the processes and outcomes of the organisation and upon whom the organisation depends for the achievement of its goals (Freeman, 1984; Freeman, Harrison and Wicks, 2007). Some individuals, groups and organizations are easily defined as stakeholders because of their involvement in the value producing processes of the firm. They include employees and managers, shareholders, financiers, customers and suppliers. These stakeholders may be referred to as primary stakeholders or legitimate stakeholders (Phillips, 2003). Stakeholder theory suggests that "managing for stakeholders" involves attending to the interests and wellbeing of these stakeholders, at a minimum (Harrison, Bosse and Phillips, 2010). In case of this study the Resident Lecture is actually involved in the running day to day activities of the unit. He/she has the better understanding of University Extension. The part-time tutors were a vital component of the University Extension stakeholder because of the vast experience in teaching and facilitating under University Extension. The researcher saw it fit to tap in their vast experience in teaching University Extension education activities. The students being the main respondent, the researcher wanted to hear about their experiences of University Extension and how they are affected by the decisions that are made by those in management. It affect much of their wellbeing in terms of learning, becoming responsible and productive citizens depending on the quality of education they receive as students.

However, frequently other stakeholder groups are included, such as communities, special interest or environmental groups, the media, or even society as a whole. This latter group, society, is a little difficult to comprehend in terms of the core ideas of stakeholder theory because it is, from a practical perspective, impossible to determine what is in the best interests of such a vast and heterogeneous group. An interesting and important aspect of stakeholder theory is that it is comprehensive in its approach. Stakeholder theory advocates for treating all stakeholders with fairness, honesty, and even generosity.

As Harrison, Bosse and Phillips (2010) put it, “an organisation that manages for stakeholders allocates more resources to satisfying the needs and demands of its legitimate stakeholders than what is necessary to simply retain their wilful participation in the productive activities of the organisation.” Other business disciplines tend to focus on one or a subset of stakeholder groups: human resource theory focuses on employees, marketing theory focuses on customers, financial theory focuses on shareholders and financiers, and so forth. Stakeholder theory proposes that treating all stakeholders well creates a sort of synergy. In other words, how an organisation treats its customer’s influences tin which it operates influences the attitudes and behaviour of its suppliers and customers. This concept is known as generalized exchange, and it is a core differentiating aspect of the theory (Ekeh, 1974; Harrison, Bosse and Phillips, 2010). The attitudes and behaviour of the organisation’s employees, and how it behaves towards the communities.

According to the information obtained from the office of the Resident Lecturer’s in the accounts and audit office, the population of the students was **550** students that were enrolled in the years 2016 and 2017. The Department conducts enrolment twice a year in January and August. The number was subdivided as follows; January intake 2016 the enrolment was **117** and August 2016 it was **159** students. The total enrolment for students in 2016 academic year was **276**. In 2017 the enrolment for January was **153** and August 2017 intake was **121** respectively. The total enrolment for 2017 was **273**. The total enrolments for both 2016 and 2017 academic years was **550**. The main respondents for this study were students. Nevertheless, the researcher included, graduates, Part – time tutors and the Resident Lecturer for the purpose of triangulating the information.

3.4 Sample Size and Sampling Procedure

a) Sample Size

This research used a sample size of 256 respondents to provide feedback for a good and reliable analysis. Broken down as follows 215 students who were the main respondent of the study. However, the researcher included the 30 graduates, the names of the graduates where provided

by one part-time tutor at one of the centres. 10 part-time tutors and 1 Resident Lecturer for Lusaka Province for the purpose of triangulating the findings of the study. The main function of the sample was to allow the researchers to conduct the study to individuals from the population so that the results of their study could be used to derive conclusions that would apply to the entire population. It is linked to a give-and-take process. The population “gives”, and then, “takes” conclusions from the results obtained from the sample.

Table 1 Shows the Centers and Participants’ Sample Size Sample

The table below shows the subdivision of the 256 sample size of the students, part-time tutors, graduates and the Resident Lecturer who participated in the study.

University Extension Centres	Number of Students	Number of Part-time tutors	Number of Graduates	Number of the Resident Lecturer
UNZA	38	2	-	-
Ridgeway	54	2	-	01
Munali	28	1	-	-
Mumuni	21	1	-	-

Burma	17	1	-	-
Lusaka South End	22	1	30	-
Chilenje	35	2	-	-
Sub Total	215	10	30	01
Grand Total	256			

b) Sampling Procedure

This is the procedure that a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo and Tromp, 2006). When sampling, the researcher considered the available sampling designs in order to come up with an appropriate one. Sampling designs are divided into two broad areas and these are: probability designs and non-probability designs. Probability sampling approaches are based on randomization. This means that people, places or things are randomly selected. As for non-probability sampling, the researcher was interested in the representativeness of the concepts in their varying forms. This method is mainly applied to find out how a small group, or a representative group, is doing for purposes of illustration or explanation (Orondho and Kombo, 2002).

In order to select the sample from the population, purposive random sampling, chain or snowball sampling and simple random sampling techniques were used. The Part-time Tutors and Resident Lecturer were selected using purposive sampling. While the students were selected using the simple random sampling.

Saunders (2003) defines purposive sampling as a non-probability sampling technique in which the researcher's judgment about some appropriate characteristics required of the sample members. In other words, purposive (expert) sampling enabled the researcher to use his/her judgment to select cases that best enabled the researcher to answer the research questions and met the objectives of the research. Purposive (expert) sampling allowed the researcher to select respondents who were likely to reveal in-depth and variety of information. Hence, those that

were involved in teaching courses, administration and the actual learning in University Extension Education programmes were picked.

The graduates were selected using the snowball sampling. The use of snowball sampling allowed each of the respondents in small sample to propose other persons in the community who have similar (specific) characteristics and therefore qualifying for sampling for the survey and they can also be interviewed (Mulwa, 2008). The other advantage of using snowball as a sampling technique are that the researcher had to access or reach population that were difficult to sample when using other sampling methods. This sampling technique needs little planning and fewer workforce as compared to other sampling techniques.

The students were selected using simple random technique. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. Given the large number of students who were selected in this study simple random sampling helped the researcher to form the sampling group. This technique also allowed or helped the research findings to be generalised due to representativeness of the sampling technique and the little relevance of biasness (Gravettters and Forzano, 2011). In simple random sampling, all the students had an equal chance of being included in the sampling frame. The researcher began with identifying the total population which was about 550 of the student. Using the formular.... The sample size of the student was 286. The researcher prepared the numbers of respondents from 1 to 286. When a person is picked randomly the research used to tick the numbers. The researcher distributed more questionnaires to the students but only managed to collect 215 at was above 75% of the required sample size.

3.5 Data collection procedure

This process explains how the researcher entered the field. Creswell (2009) argues that in piecing a research design, data collection procedures answer to who, when, and how the research proposal or research project conducted or collected from the participants.

Thus, to collect data for this study, questionnaires, both structured and non –structured were used in order to obtain greater conformity of responses from the students, graduates. It was a self-administered questionnaire. For the Resident Lecturer and part-time tutors the researcher used

the interview guide which allowed the researcher to probe deeper with additional questions. The interview guide was administered through one to one.

Table 1: Details concerning the interviews conducted

No of interview	Date of interview	Type of interview	Interviewee/s	No of interviewee	Duration
1.	11.12.17	Semi-structured Individual	Part-time tutor	1	55 minutes
2.	12.12.17	Semi-structured individual	Part-time tutor	1	40 minutes

3.	13.12.17	Semi structured individual –	Part-time tutor	1	30 minutes
4.	14.12.17	Semi-structured	Part-time tutor	1	20 minutes
5.	14.12.17	Semi-structured individual	Part-time tutor	1	50 minutes
6.	17. 12.17	Semi-structured individual	Part-time tutor	1	30 minutes
7.	17.12.17	Semi-structured individual	Part-time tutor	1	45 minutes
8.	18.12.17	Semi-structured individual	Part-time tutor	1	25 minutes
9.	19.12.17	Semi-structured individual	Part-time tutor	1	30 minutes
10.	20.12.17	Semi-structured individual	Part-time tutor	1	40 minutes

3.6 Research Instruments

Research instruments refers to the tools or techniques that the researcher uses in data collection. Research instruments includes questionnaires, interview schedules, observations, and focus group discussions (Kombo and Tromp, 2006). It is advisable to use appropriate data collection instruments because the process of data collection is critical. For the purpose of this study the researcher used the questionnaires and the interview guide. Ngoma (2006:55) states that “*without*

high quality data collection technique, the accuracy of research conclusions are easily challenged”.

A questionnaire is known to have dominated the field of conventional research for years. It is assumed that questionnaires are the most effective tools for the collection of objective data. Mulwa (2008) suggests that a questionnaire is a set of written or printed questions organised in a systematic way for the purpose of eliciting information from respondents. The questionnaire was used because it upholds confidentiality and saves time. Thus, to collect data for this study, questionnaires, both structured and non –structured were used in order to obtain greater conformity of responses from the students, graduates. It was a self-administered questionnaire.

This research also used an interview guide in data collection. An interview guide is a written list of questions or topics that need to be covered by the interviewer. Creswell (2013) asserts that an interview guide is a method used to get people to express their views broadly on a certain issue and this consists of asking people to comment on widely defined issues. For the Resident Lecturer and part-time tutors the researcher used the interview guide which allowed the researcher to probe deeper with additional questions. The interview guide was administered through one to one.

3.7 Data Analysis

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation (Singh, 2006:225). Lewis-Beck (1995) states that data analysis is done in a variety of ways depending on the instruments used to collect data and how the researcher wants the information presented.

There were two types of data, these are qualitative and quantitative data. In this study each of them was analyzed differently in relation to the study objectives. Data collected on all tape recorders from the interviews was transcribed. The structured questions from the semi structured schedule were used to generate quantitative data. In addition, the researcher went through each respondent’s questionnaires in turn, adding in the codes. The data was entered into a spreadsheet. Statistical procedures were used to analyze quantitative data which was later summarized and presented using frequency distribution tables and bar graphs.

Non-structured responses which were generated from qualitative data were analyzed using categories of themes. When using this form of analysis, the researcher identified major concepts or themes and the following steps were followed:

- (i) perused the collected data and identified information that was relevant to the research questions and objectives;
- (ii) developed a coding system based on samples of collected data. Classified major issues or topic covered;
- (iii) reread the text and highlighted key quotations/ insights and interpretations.
- (iv) indicated the major themes in the margins;
- (v) placed the coded materials under the major themes or topics identified. All materials relevant to a certain topic were placed together; and
- (vi) developed a summary report identifying major themes and the associations between them.

3.8 Ethical Considerations

Cohen, Manion and Morrison (2000:49) as cited by Phiri (2015), observed that ethical issues in educational research may arise from the context of the study, the procedures to be adopted, methods of data collection, the nature of participants, the type of data collected and that which is to be done with the data. Thus, before data collection commenced, permission to conduct this research was sought from the Research Ethics Committee of the University of Zambia. The researcher submitted the research topic to the ethical clearance Committee which cleared the topic and gave a Certificate was given. In addition the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS) and in this case permission was sought from the Lusaka Province Resident Lecturer and from Centre Coordinators to conduct research. The researcher further briefed the aforesaid authorities on the value of the research and the procedures to be used.

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

for academic purposes. They were also assured that instruments that were used in collecting data will be secured in the safe place for the period of three years then later destroyed.

3.9 Validity, Reliability and Trustworthiness of the Study

This section of the study deals with validity, reliability and trustworthiness of the study. The researcher has decided to discuss them in order to determine whether the study adhered to these three criteria of scientific study.

According to Schumacher and McMillan (2006), validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. Validity of qualitative design, therefore, refers to the degree to which the interpretations have mutual meanings for the participant and the researcher. These people should agree on the description and interpretation of the events being discussed. According to Field (2002) (in Ibrahim, 2006), validity refers to the accuracy of the definitions given to the concepts under investigation by the measures utilized whereas reliability is related to stability of those measures. In more a technical sense, validity is the precise point at which a given group of measures are found to be characteristic and typical in terms of the cores of interest they are to reveal. In practice any methodical error must be eliminated from the process. White (2005) supported the above sentiment when he said that validity is the researchers conclusion which corresponds to the actual state in reality. Cohen and Manion (1994) (in Banda 2002) said that the most important quality of any research instrument is the validity or extent to which an instrument measures what it supposed to measure. In a qualitative study a researcher is also an instrument. Therefore the definition of validity cited above is applicable to this study.

According to Charles (1995), validity of qualitative research data is more difficult to establish than validity of quantitative data. However, this does not mean that validity in qualitative data is less important. In this study the researcher used three appropriate methods to ensure triangulation which adds to the validity of scientific research (White, 2003). Since the study was mainly descriptive, the researcher employed semi-structured interviews, observations and document analysis. The methods of collecting data were determined by the following factors: the nature of the data that were collected, the research questions that were asked, scope of the type of the study and the ways of maximizing the validity, and the reliability of the data.

To ensure validity in this qualitative research, the researcher identified techniques that would check the credibility of the data and minimize personal bias. Internal validity was ensured by establishing member checks, guarding against bias and observing changes in the responses of interviewees so that interviewees' perceptions could be clarified by follow-up questions (White 2005). Prolonged and persistent field work, tape recording and transcription of interviews as well as using verbatim accounts in the analysis also contributed towards ensuring validity.

Face validity is considered to be a complementary technique which ensures that a research measures what it supposed to measure. Prior to collection of data, a list of questions relating to the study, which were meant to guide the researcher during the interviews and the questionnaires were submitted to the supervisor and peers in order to assess the validity of the questions. The concept of face validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but "rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects" (Winter 2000).

Although some qualitative researchers have argued that the term face validity is not applicable to qualitative research, they have at the same time realized the need for some kind of qualifying check or measure for their research. Golafshani (2003) suggests that face validity is affected by the researcher's perception of validity. As a result many researchers have developed their own concepts of face validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality, rigor and trustworthiness.

Qualitative researchers regard reliability as the elimination of casual errors that can influence results. Reliability can be divided into internal reliability and external reliability. Internal reliability is achieved during the study through triangulation, cross examination, member checks, careful selection and training of assistant researchers, careful auditing of the data, by reaching consensus regarding the findings with the participants, and using audiotapes and video recordings to store information and computers for the processing of data, while external reliability refers to the verification of the findings of the research, when the same research is conducted by an independent researcher under the same circumstances and using the same participants (White 2005). According to Muzumara (1998), reliability refers to the consistency

between independent measurements of the same phenomenon. The same methods used by different researchers at different times under similar conditions should yield same results.

To increase external reliability, the researcher accurately described the various aspects of the subjects such as status and their roles, the concepts and the methods used. In addition, the researcher asked questions about upgrading University Extension programmes from diploma to degree level, based on the participant's experiences and practices in University Extension in Zambia.

Although reliability and validity of the study are treated separately in quantitative studies, these terms are not viewed separately in qualitative research (Golafshani, 2003). Instead, a terminology which encompasses both, such as credibility, transferability, and trustworthiness are often used (White, 2005) and was the focus of the researcher.

From the definitions above, reliability and validity in mixed research design reveal two strands: Firstly, with regards to reliability, whether the result of the research can be replicable or not. Secondly, with regards to validity, whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure.

Although this researcher holds the view that replicability is difficult to ensure in qualitative studies, he nevertheless strived for replicability by ensuring that the methods of gathering data were accurate and efficient. The researcher also made sure that the research design was appropriate to the problem that was investigated. In this way, other researchers who would like to replicate this study would be likely to obtain similar results.

According to White (2005), trustworthiness refers to the quality of the research. This study is considered trustworthy because the findings were based on a well-founded research design as well as relevant informants and context. In this regard, the researcher tape recorded the interviews and regular field notes and photographs, which were available for scrutiny, were taken.

To ensure trustworthiness, the researcher considered Lincoln and Guba's method (1985), which consists of the following criteria for establishing trustworthiness: truth-value, applicability, consistency and neutrality.

Truth-value helped the researcher to establish confidence in the subject and the context in which the research was undertaken. In this study, the researcher established confidence through the strategy of credibility. Credibility was achieved through prolonged fieldwork, triangulation, persistent observation, taking notes during the interviews and tape-recording the interviews, peer debriefing, focusing on the topic under study (*Towards upgrading University Extension programmes from diploma to degree level: stakeholders views, reasons and mode of learning in Lusaka district*), and member checks.

According to White (2005), applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups. It is the ability to generalize the findings to larger populations. Therefore, the goal of the researcher in this study was simply to identify participants' views, reasons and the preferred mode of learning under University Extension.

Applicability then was not seen as relevant to this qualitative study, because the purpose of the study was to describe a particular phenomenon or experience, and not to extend or apply results to other situations (White 2005:204). Transferability is a criterion against which applicability of qualitative data is assessed. This study would meet this criterion when the results fit into contexts outside the study situation that are determined by the degree of similarity or suitability.

Consistency means that the findings of the research would be consistent if the inquiry were replicated with the same participants or in a similar context. According to Field and Morse (1985), the key to a concurrent mixed design research was for the researcher collect both qualitative and quantitative data at the same time and triangulate the findings and minimize the weaknesses of each other. In this case the data was collected from the students, the Resident Lecturer, graduates and part-time tutors. The data was triangulated using the sources of information, the instruments that were used, the interview guide and the questionnaire and the approaches. In this study, it did not matter whether the results would be identical when future researchers using the same research participants, approaches and data collection instruments who have extended their experience and same methods in the same context would yield exactly the same results.

Dependability is used to ensure consistency (Marshall & Rossman 1995:145). According to Babbie and Mouton (2004:278), dependability indicates that if research were to be repeated with the same participants in the same context, the findings would be similar, not necessarily identical. There is no credibility without dependability (Lincoln & Guba 1985:290, Babbie & Mouton 2004:278). In order to attempt to ensure dependability, the researcher permitted independent experts who were experienced in mixed design research methodology and peers to scrutinize the data and the techniques of obtaining them. The supporting documents were also availed to them for further scrutiny.

Neutrality refers to the extent to which the findings of an inquiry are determined by the participants and the conditions of the inquiry and not by biases, motivations, interests or perspectives of the inquiry (Lincoln & Guba 1985:290). In this study, the researcher avoided bias to ensure the objectivity or neutrality of the data by entering the field without preconceived ideas or subjectivity. Instead he followed the described data collection methods, and discussed and reached consensus on the findings.

3.10 Summary of Chapter

This chapter discussed the research methodology that was used to conduct the study. It covered the research design, target population, sampling size and sampling procedure. It further looked at the data collection instruments, data analysis instruments, ethical considerations and limitations of the study. The population included all the Resident Lecturer, part-time tutors, students, and graduates from the University of Zambia Extension Education Lusaka Centre. The Sample Size was 256, which was calculated from the sample frame of about 550 from the population of the students that were enrolled in the 2016 and 2017 academic years. It was broken down as follows: 215 students who were the main respondent in the study 30 graduates, 10 Part-time Tutors, and 1 Resident Lecturer were used in the study for the purpose of triangulating the findings. The chapter also indicated that the data was analyzed separately for both qualitatively and quantitatively. Qualitative data was analyzed thematically and with the use of direct quotes from the respondents. Quantitative data was analyzed descriptively and contently and later summarized and presented using frequency distribution tables and bar graphs. This chapter has also indicated the measures that were taken in upholding ethical considerations. In the next chapter, the researcher presents the findings of the study.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study that sought “*to explore the views of the stakeholders regarding upgrading University Extension programme from diploma to degree level at the University of Zambia*”. This chapter is prepared in the following order: the first section consists of bio data from the participants. The second part consist of data of obtained from University Extension students using questionnaires; the third section is the presentation of data obtained from graduates using the questionnaires while the fourth and fifth sections are the presentations of data obtained from the part- time tutors and the Resident Lecturer respectively using an interview guide.

The following University Extension centers in Lusaka were used in data collection: The University of Zambia main campus, Lusaka South End School, Ridgeway, Munali Boys and Mumuni Primary School. These centers have been offering University Extension programmes in different courses such as Adult Education, Social work, Business Administration, Purchase and supply, Information Technology, Accounting and Finance, Early Childhood Education, Clearing and Forwarding, Economics, Social work, Public Administration, Journalism, Public Relations, Records Management, Sports Studies, Project Planning and Management, Horticulture and many more (Banda, 2016).

The presentation of the findings were guided by the following research questions: what were the views of stakeholder regarding upgrading University Extension programmes from diploma to degree level? What are the reasons that are persuading stakeholders to demand for introduction of degree programmes under University Extension Studies? And what instructional mode of learning will be appropriate to be used in University Extension Education for the upgraded programmes?

Qualitative data was summarized using narrative reports while quantitative data was presented using tables and percentages as collected from the field.

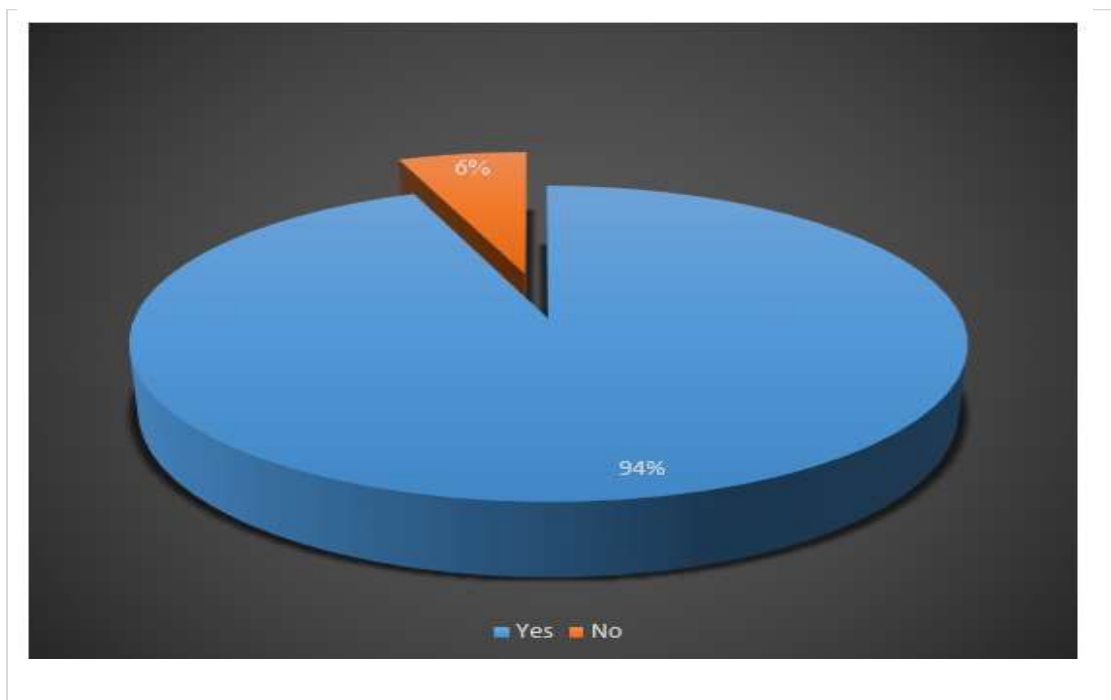
4.2 Views of stakeholders regarding upgrading University Extension programmes from diploma to degree level

The respondents were asked on their views regarding upgrading University Extension programmes from diploma to degree level.

4.2.1 Responses from Students

There were 215 respondents that participated in this study. About 94% of the students were in agreement and welcomed the process regarding upgrading University Extension programmes from diploma to degree level.

Figure 1: A pie chart showing stakeholder's views on upgrading University Extension Education



From the figure above, it is indicated that 215 respondents participated in this study. The closed ended question was used to collect the quantitative data from the respondent. About 202 (94%) per cent of the students were in agreement and welcomed the process of upgrading University

Extension programmes from diploma to degree level. There were 13 (6%) of the respondents said no regarding the process of upgrading University Extension programmes from diploma to degree level. From the data above can say that the majority of participants were in support of the University to upgrading the Extension programmes from diploma to degree level.

For qualitative data the researcher used the open ended question to solicit for the participants views regarding upgrading University Extension programmes from diploma to degree level. The researcher requested for the personal views of the respondent regarding upgrading University Extension programmes from diploma to degree level. This data was collected using questionnaires from students and graduates while for the Part-time Tutors and the Resident Lecturer the researcher used individual interview guide.

One of the responses that came out from the students was as quoted: *'the process of upgrading the diploma to degree level is long overdue and it is really a good idea as most students doing diploma programmes really want to progress to degree level with the University of Zambia'* (Respondent 12).

Another student argued that, *'I think it is an ideal for the University to introduce degree studies to give an extended opportunity to the students and the Zambian population at large to reach the higher level of their career programmes using this mode of learning.'*

In addition, to the responses given above another student said, *'this is a progressive idea as this has the potential to give access to education to many citizens which will translate to development'* (respondent 03).

Some students who opposed the process regarding upgrading University Extension programmes from diploma to degree. One of them argued:

The University of Zambia under the Department of Adult Education and Extension Studies should first improve on the standard of education offered under University Extension before embarking on this process. Especially when it comes to giving the continues assessments, some Part- time tutors have a tendency of giving students same assignments every year and most students have access to these past assignments. Secondly, most Tutors do not regularly attend to students for lectures and it seems like the University

through the Resident Lecturers are not supervising the Part-time tutors to see if what there are teaching. Some Part-time tutors lack researching and reading extensively before coming to class and that make their teaching not to up to the standard and not well argued. (Respondent 74)

Respondent (202) argued that:

It is not necessary for the University to upgrade University Extension programmes from diploma to degree, because at one time the University of Zambia wrote to different government Ministries and Department informing them not to employ and promote individuals that hold the diploma from University Extension because it is not recognized. This meant if the University upgrades the programmes from diploma to degree level, the individuals that will be trained under University Extension will be just wasting their resources both in time and monetary. We hear there was a circular which was issued in the year 2013 and from that year both the government and the University have not given a position on this issue. Some of the people who previously studied with the University under Extension Studies were recalled to do some additional courses. But the question that begs answers is what about the thousands of the people who have not done the additions courses what is their fate?

4.2.2 Response from graduates

There were 30 graduates who participated in this research. The qualitative data was collected using the questionnaires and they were sampled using snowball sampling. All the respondents were in agreement with the process of upgrading the University Extension programmes from diploma to degree level. They felt like it will be a real opportunity for them to go back to school to pursue the degree programmes under Extension Studies. One of the responses that came out from the graduates were quoted as follows: *'I'm in agreement of the developmental idea of upgrading the University Extension programmes from diploma to degree level and through*

developing some extra blocks for learning and introduces the higher level as soon as possible' (Respondent 6).

'it will/would help the student upgrade with the same university, allowing the University to recognize students and be given exemptions like it is with the students who graduated in Adult Education and Counselling and guidance are allowed to continue to third year of their studies without starting from the first year' (Respondent 18).

4.2.3 Responses from Part-time tutors

The number of Part-time tutors who took part in the study was 10. The data was collected using interview guide. 9 out of 10 Part-time tutors were in agreement with the idea regarding upgrading University Extension programmes from diploma to degree level. The respondent argued that:

It is really a good idea as most students doing diploma programmes really want to progress to degree with the University of Zambia. This will also give the University an opportunity to provide equal pay and other conditions of services to the Part – time tutors as it is to our counterparts teaching full time courses at the main campus (interviewee 6).

Another (interviewee 4) said that:

It will be better if the programmes can be upgraded to a degree level and we are looking forward to it as it will as well motivate not only the students but also the tutors. It will offer us a chance to further our studies so that we will have an opportunity to be employed by the University on a full time basis and enjoy services and privileges that the full time Lecturers have.

But (interviewee 3) argued against this by stating that:

There is no need for the University of Zambia to upgrade the programmes from diploma to degree as there is already a degree programme offered by the Directorate of Distance Learning. The Department of Adult Education

and Extension Studies and the Directorate of Distance Learning are all under the University of Zambia. If the Department of Adult Education and Extension introduces the degree programmes it will be like competing with the Directorate of Distance Learning. At one time the Senate through the School of Law refused the offering of a diploma in law under Extension Education. If that will be the case, the University will be required to employ individuals with higher education to teach these programmes and the University will be compelled to create similar working conditions like to those who are teaching the full time students.

4.2.4 Response from the Resident Lecturer

One Resident Lecturer participated in the study. She was in agreement with the idea of upgrading University Extension programmes from diploma to the degree level. She argued that:

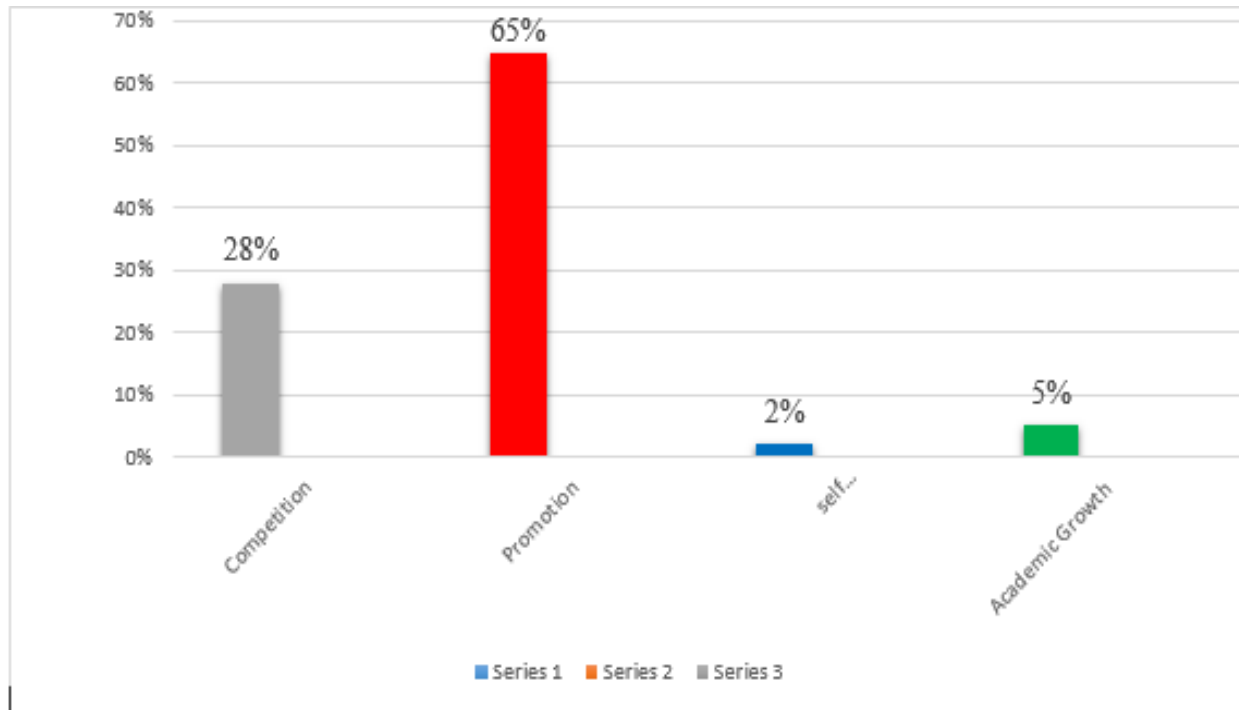
The process of upgrading University Extension programmes from diploma to degree level is long overdue. This will help the Department to compete with other upcoming Universities and Colleges. There are many Universities that are coming up almost every day and there is high competition for the same students. Long are days where the University of Zambia was the only institution in the country offering higher education. Each and every corner of Lusaka has one or more Universities offering the same programmes as the ones offered by the University Extension Education at diploma level. Most people would rather do a degree programme rather than a diploma. Some of the Universities that are offering University Extension services are Zambia Open University, ST Eugen, Lusangu and Lusaka University. Some Universities such as the Zambia Open University has offices in all the ten (10) Provinces of Zambia as the University of Zambia.

4.3 Reasons persuading stakeholders to demand for the upgrading of University Extension Education programmes

4.3.1 Responses from students and graduates

There were 215 students and 30 graduates that participated in the study. The data from both students and graduates was collected using questionnaires. All the participants, both the students and the graduates, were in support to demand for the upgrading of University Extension programmes from diploma to degree level.

Figure 2: Factors persuading stakeholders to demand for introduction of degree programmes



Bar graph 1: Factors persuading stakeholders to demand for introduction of degree programmes

The above bar chart revealed that 69 (28%) of the respondents were motivated to increase their chances of being employed, 159 (65%) had a view of being promoted, 5 (2%) had a view of self-satisfactions while 12 (5%) wanted to increase the chances of academic growth. Majority (159 = 65%) want to be promoted from their current position to other higher positions.

For qualitative data the researcher used the open ended question to solicit for participants views regarding upgrading University Extension programmes from diploma to degree level. Some of the reasons that came out from the respondents include completion, promotion, self-satisfaction, academic growth and recognition at place of work. One of the responses that came from the graduates and the students included:

When the programmes are upgraded it will give us a wider range of understanding than just what we learn at diploma level. At diploma level we don't cover a lot of things but at degree level it will give us a better chance to learn a lot of things in detail and have a better understanding (participant 14).

Participant number 52 said that:

Diplomas are no longer marketable on the job market and not everyone can manage to do a degree programme on full time so the extension will be a better deal. It is hard to get a place as a full time students. University Extension Education is affordable as compared to other mode of learning such as full-time and distance learning.

Another participant argued that some of the reasons that are persuading stakeholders to demand for the upgrade of the University Extension Programmes from diploma to degree are that:

The competitiveness of the labour industry as most companies are considering individuals with higher qualification such as the first degree or the masters for employment. Graduates also want promotion at their place of work (participant 69).

4.5.2 Responses from Part-time tutors

The sample of part-time tutors was 10. This data was collected using interview guide. All the part-time tutors were in agreement with the reasons that are persuading stakeholders to demand for the upgrading University Extension programmes from diploma to degree level. The few selected responses were as quoted: interviewee 8 argued that:

With a diploma it is very difficult to find a job but when the programmes are upgraded to a degree level it will give both the students and graduates a wider chance to find employment. Although it's not always a must that with a degree they will find jobs but their chances will be increased. We have so many graduates from different Universities with different degrees who are not taken by the labour market.

Another interviewee said that:

It is very important for the University to upgrade these programmes from diploma to degree level because there are so many upcoming universities on the market offering degree certificates in the same programmes. If the University will delay in implementing this decision of upgrading University Extension programmes from diploma to degree level, some programmes such as Adult Education will die a nature death. The enrolment in some programmes or courses have reduces drastically. In some courses like adult education there are less than 10 people who are enrolled for the classes. This is quite worrisome and agent measures are needed to put life back in University Extension Education (interviewee 5).

Some of the reasons that were given by the Part-time tutors were similar with what was given by the students and the graduate. The world is changing and so the University has to keep itself with the new global technological advancement for it to remain relevant to the needs of stakeholders.

4.5.3 The response from the Resident Lecturer

The sample of the Resident Lecturer was 01. This was the Resident Lecturer for Lusaka Province. She said that:

Some of the major reason that are persuading stakeholders to demand for the introduction of degree programmes under University Extension are: affordability in fees, increased chances of employment, self-satisfaction, increased better wages and academic growth. At the moment University Extension is the only form of University Education which is very much

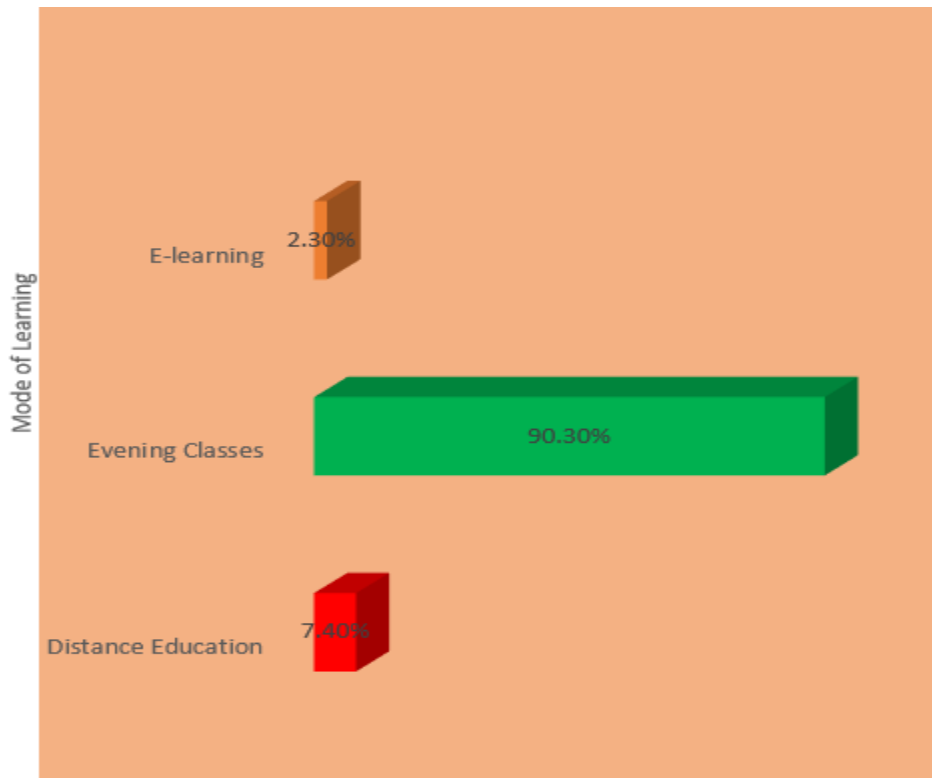
affordable in terms of fees to most people. The Resident Lecturer at the time of the interviews reported that students were only required to pay K1500 per term and the total sum of about K4500 per year toward the tuition fee for the different courses that are offered under University Extension. This amount of money is affordable to most individuals with businesses and those working in both government and private sector who wish to upgrade their education. In addition, University Extension Studies unit has the most flexible mode of payment that allows installment from the students. The students feel that if they continue learning through this mode they are able to obtain higher qualification cheaply as compared to formal education.

4.6 Instructional Delivery Mode of Learning for Extension Education

4.6.1 Distribution of Students by their Response Regarding the Mode of Learning for the upgraded University Extension Education programmes from diploma to degree level

The sample of the students was 215.

Figure 3: Distribution of Students on the Mode of Learning



The above bar graph revealed that 16 (7.4%) of the participants were in support of the programme to be offered through distance learning. 194 (90.3%) students were in support to maintain the evening classes as the mode of learning through University Extension Education. While 5 (2.3%) students preferred the use of E-learning for the upgraded University Extension programmes. From the above data it clear that the majority students preferred learning using the evening classes.

4.6.2 The responses from the graduates

The sample of the graduates was 30.

Table 2: the instructional mode of learning for the upgraded University Extension Education programmes from diploma to degree level.

Mode of Instructional Delivery	Frequency	Percentage (%)
Distance	0	0

Evening Classes	26	86.6
E-Learning	4	13.4
Total	30	100

Table 5 above showed that 26 (86.6 %) preferred learning through evening classes. 4 (13.4 %) preferred learning through E-learning more especially those working in districts where there are no University Extension activities. therefore, it clearly shows from the data that majority graduates would like to continue learning through evening classes if they had another chance.

4.6.3 Findings from the part-time tutors regarding the instructional mode of learning for the upgraded University Extension programmes from diploma to degree level

The sample size for the Part-time tutors was 10. Their responses regarding the mode of instructional delivery for the University Extension programmes suggested that they maintain evening classes. They cite reasons that most of them are not fully employed by the University and during the day they are busy with other duties and responsibilities. In support, one part time tutor stated that: *All the tutors that teacher under University Extension work with different institution during the day. The only time they have to meet the students under Extension studies is in the evening.*

4.6.4 Findings from the Resident Lecturer regarding the instructional mode of learning for the upgraded University programmes from diploma to degree level

When the Resident lecturer was asked about the mode of learning regarding the upgrading of University Extension programmes from diploma to degree level, she responded that the evening classes were the best way of teaching and learning. She cited some of the reasons why the programmes should continue be taught through evening classes. She said:

- (i) *Most of the Part-time tutors are employed on part time basis and during the day they are busy working. Most of them are government workers who are qualified in different programmes.*

(ii) *Classroom accommodation used for University Extension programmes is rented from different schools where these centers are dotted around the town. During the day the classrooms are used for teaching the pupils and the Department has no infrastructure for classroom accommodation of its own apart from the office space at Ridgeway campus.*

(iii) *Evening classes give a chance to all the students who are busy during the day working. Our clientele base is quite wide. We cater for school leavers, those in employment already and people in business. Evening classes accommodate all the groups of students that we have under University Extension Studies.*

4.7 Summary of the Chapter

The findings from students, graduates, part-time tutors and Resident Lecturer indicated that there is need to upgrade the University Extension programmes from diploma to degree level. On second objective of the study that sought to establish reasons that are persuading stakeholders to demand for the introduction of degree programmes under University Extension, it was revealed that some of the reasons that are persuading stakeholders to demand for introduction of degree programmes as cited by participants were as follows: competition on the job market, personal satisfaction, salary increase, recognition, academic growth and other reasons. On the mode of instruction delivery for the upgraded programmes the stakeholders preferred to maintain evening classes. The reasons they gave was that evening classes is flexible in accommodating different people who are involved in different activities during the day. Most of the classroom accommodation that are used in teaching University Extension programmes are rented from the various schools within Lusaka where these centers are found. Part-time tutors are not permanently employed by the University. During the day they are also involved in different activities. Most of them are government workers. The findings obtained from the interview guide and the questionnaire guide were similar. Most of the findings were also in congruent to information discussed in the literature review.

In the next chapter, presents the discussion of findings.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. This chapter focuses on the discussion of findings of the study. The study focused on the three objectives which were: to explore on the views of the stakeholders regarding upgrading University Extension programmes from diploma to degree at the University of Zambia; to establish reasons that are persuading stakeholders to demand for the introduction of the degree programmes; and To determine an instructional mode of learning for University Extension upgraded programme. In order that meaningful conclusions may be reached, the themes that emerged from the study are examined in the light of the theoretical framework and relevant literature reviewed lenses discussed in chapters 2 and 4 in relation to the objectives of the study.

5.2 The views of stakeholders regarding upgrading University Extension programmes from diploma to degree level

The first objective sought to explore the views of stakeholders regarding upgrading University Extension Education programmes from diploma to degree level. The finding of the study established that the participants were in support of the University of Zambia to upgrading Extension programmes from diploma to degree level. It was in line with the government policy on developing human resource and the theory of freeman's (1984) stakeholders.

The findings of the study were also in tandem with the theory that motivated and guided this study. This was the theory of stakeholders. The theory of stakeholders by Freeman (1984) argues that the purpose of an organisation is to create value for the stakeholders. In order to succeed and sustainable over time, executives must keep the interests of stakeholders aligned and going in the same direction. The general idea of the Stakeholder concept is a redefinition of the organization. The managers should on one hand manage the corporation for the benefit of its stakeholders. In order to ensure their rights and the participation in decision making. On the other hand, the management must act as the stockholder's agent to ensure the survival of the firm to safeguard the long term stakes of each group. When the University of Zambia upgrades University Extension programmes from diploma to degree level, it will be creating value for stakeholders. There are many students under University Extension who wish to continue studying with the University of Zambia at different level. It will be even much better if University Extension programmes are upgraded because it will give a chance to the majority Zambians to access University Education that is very difficult to access using in the main stream education.

Furthermore, by upgrading University Extension programmes from diploma to degree level may help the University to strengthen the financial base. University Extension Unity brings a lot of income into the University. This may help in sustaining the University to remain viable and relevant to stakeholders.

5.3 Factors that are persuading stakeholders to demand for upgrading University Extension programmes from diploma to degree level

The second objective of the study aimed at establishing the factors that are persuading stakeholders to demand for upgrading University Extension programmes from diploma to degree

level. The study established that there are many reasons that are persuading stakeholders to demand for the introduction of degree programmes under University Extension include competition on the job market, to keep updated with the ever changing world of technology, competition on the job market, to earn a good salary, promotion and personal stratification.

This was in agreement with Beinart's and Smith's (1998) survey, they had five clusters of reasons why people enrolled in adult courses, some of these are; connected with work, and in nearly half the cases the learning had been required by the employer. Sometimes provided, and often paid for, by the employer. Other reasons are with future work in mind, and in the majority of cases, people in this category either wished to develop their career or find new employment; with voluntary work in mind, but the main reason for learning was to improve the learner's knowledge or skill and with no initial connection with work, but having a potential impact on working life. Once more the reasons revolve around knowledge and skill, but a considerable number just wanted to do something interesting.

In addition, the reasons were also in congruent with Johnston and Rivera (1965:46) classified the motives why adults learn: prepare for a new job, help with the present job, become better informed; spare-time enjoyment; home-centred tasks; other everyday tasks; meet new people; escape from daily routine, other or none – a miscellany of unclassifiable responses. They went on to show how motives to participate vary with different subjects studied and with the age, sex and socio-economic position of each respondent. They concluded that there are different pronounced ways in which the uses of Adult Education differ across the range of social classes, with the lower socio-economic levels using Adult Education primarily to learn skills necessary for coping with everyday life.

The views of the stakeholders were also in agreement with the views of the New Zealand Qualification Authority (2015) that argued that better career and employment opportunities are narrow for those who only hold high school diplomas. Conversely, College and University graduates have skills that qualify them for a wider range of careers with upward mobility. Though all career paths are different and generalizations are not true for all jobs, the act of earning a University degree gives you the skills for the career success. College and University courses teach the learners to think analytically, communicate effectively and solve problems

efficiently. As a student, you will also gain experience in time management, organization and self-discipline, all of which are skills employers seek.

However, these claims were not in support with Kruger et al (2014: 56) who argued that it seems that the supposed link between good jobs and higher education is no longer valid for all highly educated people and that some of them are becoming more vulnerable to labour market risks. Although the demand for highly qualified workers can reinforce the labour market position of mature highly educated people, there is an increasingly greater demand for tertiary lifelong learning.

5. 4 Instructional delivery mode of learning for University Extension.

The third object of the study was to determine the instruction mode of learning for the upgraded University Extension programmes. The study established that stakeholders preferred to maintain the evening classes. They cited reasons that the University Extension clientele base is quite wider and most people are involved in different activities during the day. Banda (2016) assert that most of the clients in University Extension Education programmes in Zambia were youths, with few adults. For example, enrolment in Western Province in 2015 showered that out of the 155 learners enrolled, 78 per cent were below the age of 35years. Only 22 per cent were over 35 years. This is the most active and productive age group.

In addition, most of the classrooms that they use are rented from the various schools within Lusaka where these centers are found. Part-time tutors are not full employed by the University, so during the day they work with different government institutions and other private organization. It is only in the evening when they have time to meet students.

This was in line with Chakanika and Mtonga (2016:11) argues that some of the Extension Education programmes conducted by a Resident Lecturer are, evening courses, packaged courses, seminars or workshops public lecturers and theatre for development. University Extension Studies Unit provides learning experiences largely through evening classes, which are not only designed for and attended by persons participating in adult education activities. They are also meant to impart skills to help people cope with the ever-changing demands of life at work, and the changes taking place in the social-political spheres. In offering these courses the Department utilises all available local high-level human resource. The majority of part-time

tutors are taken from government offices and other institutions. These are usually University graduate or professionally qualified persons. In support, Mumba (2010) urges that evening classes have a long history in Zambia.

Maintaining evening classes as instructional mode of learning under University Extension will help the learners who are committed with other responsibilities during the day to attend classes in the evenings. Evening classes is flexible since the clientele base of University Extension is wide. It give a chance to all the students who are busy during the day working. University Extension cater for school leavers, those in employment already and people in business.

5.5 Contribution to the Body of Knowledge

The purpose of the researcher in this study was to ascertain the views of stakeholders regarding upgrading, rationale and the mode of learning for University Extension programmes. So far most studies in University Extension have focused on the quality of University Extension, challenges, prospects, teaching techniques, diffusion of credit programmes, awareness of University Extension among school leavers, participation levels among the female learners and the Resident Lecturers.

In this study the researcher tried to shift the focus to the issues of upgrading, rationale and mode of learning for University Extension programmes from diploma to degree level. The finding of the study may add to the body of knowledge because it has revealed the views of stakeholders regarding upgrading University Extension programmes from diploma to degree level.

5.6 Summary of the Chapter

This chapter has discussed some key themes which were generated from the objectives of the study. The chapter started by exploring the views of stakeholders regarding the upgrading of University Extension programmes from diploma to degree level. What was established from different stakeholders namely students, graduates, part-time tutors was that they were in support of University of Zambia to upgrade University Extension programmes from diploma to degree level. The second theme was derived from the second objective of the study. It was to establish there are many reasons that are persuading stakeholders to demand for the introduction of degree programmes under University Extension. Some of the reasons were; competition on the job

market, to keep updated with the ever changing world of technology, to earning a good salary, promotion and personal stratification. The third theme of discussion was derived from the third objective of the study that aimed at determining the instructional mode of learning for the University Extension. The study revealed that stakeholders preferred to maintain evening classes. The reasons they gave were that evening classes is flexible in accommodating different people who are involved in different activities during the day. Most of the classroom accommodation that are used in teaching University Extension programmes are rented from the various schools within Lusaka where these centers are found. Part-time tutors are not permanently employed by the University. During the day they are also involved in different activities. Most of them are government workers.

In the next chapter, the researcher will discuss the conclusion and recommendation.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter presented the discussion of findings of the study. This chapter presents the conclusions and recommendations of the study based on the findings and discussions of the study. Three (3) objectives that guided this study were: to explore the views of stakeholders regarding upgrading University Extension programmes from diploma to degree at the University of Zambia; establish reasons that are persuading stakeholders to demand for the introduction of the degree programmes; and To determine an instructional mode of learning for University Extension upgraded programme.

6.2 Conclusions

The first objective aimed at exploring the views of stakeholders regarding upgrading University Extension Education from diploma to degree level. The findings of the study revealed that different stakeholders that included students, graduates, part-time tutors and the Resident Lecturer were all in support of the idea of upgrading University Extension programmes from diploma to degree level. Stakeholders were in support with the government's policy on developing human resources.

The second objective was on establishing the factors that are persuading stakeholders to demand for the introduction of degree programmes. The study concluded that there were several reasons that were persuading stakeholders more especially the students and graduates. Some of these reasons were: competition on the job market, good salary, promotion, keep updated with the changing world of work and advancing technology.

The third objective was to determine an instructional delivery mode of learning for University Extension upgraded programme. The study revealed that the stakeholders preferred maintaining the evening classes. They cited reasons that the University Extension clientele base is quite wider and most people are involved in different activities during the day. Most of the classrooms that are used are rented from the various schools within Lusaka where these centers are found. The Part-time Tutors are not fully employed by the University, so during the day they work with different government institutions and other private organization. It is only in the evening when they have time to meet students.

6.3 Recommendations

The recommendations contained in this section are aimed at contributing to the optimisation of the effectiveness and operational efficiency of the management of University Extension Education in Zambia. They take into account the realities of the Zambian environment in which University Extension Education as a method of education delivery is used. In view of the discoveries, some of the recommended are as follows:

- a) The University of Zambia should show clearly the progression patterns by University Extension candidates into the main stream University by exempting

them from doing courses that were done at certificate and diploma. As it is for those doing Adult Education and Guidance and Counselling they are allowed to enter in 3rd year of their studies.

- b) The University of Zambia should establish the levels of awareness among the citizen about the University Extension Education in Zambia.
- c) The University should show the various alternatives one can use to progress from diploma level to higher ones: such as exemptions and/ or bridging courses between the diploma and degree content (if any) as it is for those doing Adult Education and Guidance and Counselling.
- d) There Department of Adult Education and Extension Studies should draw up supportive structures that will make Extension Studies a formidable avenue of delivering quality University Education to the community and expand the enrolment of the University of Zambia.
- e) The Department of Adult Education and Extension Studies should be separated to into two independent Department or even as directorates to improve on the efficiency and effectiveness.
- f) Extension Education should decentralised to all the districts of Zambia and employ district coordinators so that more people can access University education in the country.
- g) There is need for Adult Education policy to guide both Adult Education and University Extension activities at all levels of education system. The University of Zambia should establish and stock the libraries with new books in all the districts that have centres of Extension Studies.
- h) What come out strongly from the stakeholders was that University Extension programmes are not extensively advertised. The stakeholders encouraged the University to advertise the programmes to all media houses so that the public can be aware of the programmes offered.

6.4 Limitation and Suggestions for Future Practice

Meredith et al (2003) suggest that limitations are factors which the researcher foresees as restrictions, problems and such other elements which might affect the objectivity and validity of the research findings.

There were very few female participants that were willing to participate in the research but this was boosted by the graduates who were also involved in the study. It helped to increase the number of female participants.

Despite this study's comprehensive nature, the findings have resulted in further questions concerning the management of University Extension Education in Zambia. There are therefore prospects for further research concerning the management of University Extension Education in Zambia. Suggestions for further research are mentioned below:

a) A national wide comprehensive study should be carried by the Department of Adult

Education and Extension Studies to ascertain the views of stakeholders regarding upgrading

University Extension Education programmes from diploma to degree level.

b) A study should be done to establish factors why most of the University Extension are found in

low and medium residential areas than in high populated areas, defeating the principle of

University Extension Education that argue that University education should be taken closer to

the under privilege in society. The status quo at the moment favours the few individuals who had the chance to attend higher education and with resources forgetting the real people who need this form of education more.

c) Establish the levels of awareness among the citizen about the University Extension Education

in Zambia.

6. 4 Summary of the Chapter

Chapter six provided a conclusion and recommendations of the study. The conclusions were based on the objectives while recommendations were drawn from findings. The study concluded that stakeholders are very much willing to see the University of Zambia upgrade Extension programmes from diploma to degree level. It is in line with the government policy on developing human resource, the government of Zambia in 2008 upgraded the three Colleges of education to University status start offering degree programmes in the teaching subjects from diploma to degree level. It was to establish there are many reasons that are persuading stakeholders to demand for the introduction of degree programmes under University Extension. Some of the reasons were; competition on the job market, to keep updated with the ever changing world of technology, to earning a good salary, promotion and personal stratification. The third theme of discussion was derived from the third objective of the study that aimed at determining the instructional mode of learning for the University Extension. The study revealed that stakeholders preferred to maintain evening classes. The reasons they gave were that evening classes is flexible in accommodating different people who are involved in different activities during the day. Most of the classroom accommodation that are used in teaching University Extension programmes are rented from the various schools within Lusaka where these centers are found. Part-time tutors are not permanently employed by the University. During the day they are also involved in different activities. Most of them are government workers.

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APPENDIX 1: Questionnaire for Students at the University of Zambia Ridgeway Campus and Surrounding Centres

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

I am a student at the University of Zambia reading for a Master of Education Degree in Adult Education. I am carrying out a research study on “*toward upgrading University Extension programmes from diploma to degree level: Stakeholders views, reasons and mode of learning.*” as part of my academic requirement. Your response to this study will greatly enhance my understanding in this area and ultimately help promote the University extension.

I am kindly requesting you to participate in this study by completing this questionnaire. Your participation in this research is voluntary. Your confidentiality and anonymity are assured. Return of this questionnaire to me is your consent for your responses to be compiled with others. Please be aware that the use of this data will be limited to this research as authorized by the University of Zambia. Should you feel the need for clarification you also have the right to express concerns to me at the number, address or email below.

Thank you for your interest and I greatly appreciate your participation in this research.

INSTRUCTIONS: Please answer all questions by [X] in the appropriate spaces provided or write where necessary. You are advised not to write your name on the questionnaire.

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

2. What age category do you belong to?

(a) 18 – 27 []

(b) 28 – 37 []

(c) Above 37 []

3. Year of study

4. What do you understand by University Extension Education?

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

5. What is your view regarding the process of upgrading the University Extension programmes from diploma to degree level?

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

6. Do you think it is necessary to upgrade the University Extension programmes from diploma to degree level in your opinion? YES [] NO []

(a). If YES give the reasons please

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

(b).If NO give the reasons for your answer

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

7. What are some of the benefits of upgrading the University Extension programmes from diploma to degree level?

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

8. What are some of the reasons that are pushing for the demand of upgrading the University Extension from diploma to degree level?

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

9. In your opinion, what are the advantages of pursuing a degree programme as compared to a diploma programme?

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

10. What are the disadvantages of pursuing a degree programme as compared to the diploma programme?

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

11. How would you wish the degree programme to be taught?

(a). Evening classes [], give reasons

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

(b). through distance [], give reasons

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

(c). on- line based, [], give reasons

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

12. What do you recommend the best way of providing University Extension Education in Zambia?

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

Thank you very much for participating in this study. We have come to an end of the questionnaire. Below are my contact should you wish to contact me:

Mulenga Alexander
Faith Baptist School,
P.O BOX, 30403,
Lusaka.
Phone #: 0979523719
e-mail address: Mulenga_k@ymail.com

APPENDIX 2: Interview Guide for the Resident Lecturer and the Part-Time Tutors at the University of Zambia Ridgeway and the Surrounding Centres

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

I am a student at the University of Zambia reading for a Master of Education in Adult Education Degree. I am carrying out a research study on *“toward upgrading University Extension programmes from diploma to degree level: Stakeholders views, rationale and mode of learning”* as part of my academic requirement. Your response to this study will greatly enhance my understanding in this area and ultimately help promote University Extension.

I am kindly requesting you to participate in this study by completing this questionnaire. Your participation in this research is voluntary. Your confidentiality and anonymity are assured. Return of this questionnaire to me is your consent for your responses to be compiled with others. Please be aware that the use of this data will be limited to this research as authorized by the University of Zambia. Should you feel the need for clarification you also have the right to express concerns to me at the number, address or email below.

Thank you for your interest and I greatly appreciate your participation in this research.

Instructions; the interview will both be recorded and written.

1. What is your understanding of the term University Extension Education?
2. What are your views concerning the University of Zambia's intentions to upgrade the University Extension Programmes from diploma to degree level?
3. What are some of the benefits of upgrading the University Extension programmes from Diploma to Degree level?
4. What are some of the reasons that have brought about the need to upgrade the University extension programmes from diploma to degree level?
5. In your opinion, what are the advantages of pursuing a degree programme compared to a diploma programme?
6. What mode of learning would you recommend for the upgraded programmes would you recommend?
7. Is there anything else you would like to share?

Thank you very much for participating in this study.

Mulenga Alexander

Faith Baptist School,

P.O BOX, 30403,

Lusaka.

Phone #: 0979523719

e-mail address: Mulenga_k@ymail.com

APPENDIX 3: Introductory Letter

THE UNIVERSITY OF ZAMBIA UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

VIEWS OF STAKEHOLDERS REGARDING UPGRADING UNIVERSITY EXTENSION EDUCATION FROM DIPLOMA TO DEGREE LEVEL IN LUSAKA DISTRICT.

You are asked to participate in a research study conducted by Mr. Mulenga Alexander from the University of Zambia. The results of this study will contribute to a research paper which will be submitted as a part requirement for a Masters of Education in Adult Education degree in University Extension Education. You were selected as possible participant in this study because you are the main stakeholders in University Extension Education.

1. PURPOSE OF THE STUDY The aim of this research is to ascertain the views of stakeholders regarding upgrading University Extension Education from diploma to degree level.

2. PROCEDURES if you volunteer to participate in this study, we would ask you to do the following things:

You will be asked to fill in a questionnaire which will be made available for the Students and the graduates or answer the interview guide for the Part-time Tutors and the Resident Lecturer.

3. POTENTIAL RISKS AND DISCOMFORTS. There are no potential risks in this study

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY the results may contribute toward to the body of knowledge, it might also help the University to know the views of stakeholders regarding upgrading University Extension programmes from Diploma to Degree level. In addition, it may also help both the graduates and students who would wish to continual their education activities with the University up to a Degree level if the programme is upgraded.

5. PAYMENT FOR PARTICIPATION No payments will be provided for participation in this research

6. CONFIDENTIALITY any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of not allowing to write your name on the questionnaire.

7. PARTICIPATION AND WITHDRAWAL you can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

I hereby consent voluntarily to participate in this study and I have been given a copy of this form.

Name of the Participants _____

Signature of the Participant _____

Alexander Mulenga

Date of Consent _____

APPENDIX 4: Ethical Clearance Letter

Faith Baptist School

P.O BOX 30403

Lusaka.

14th May, 2018

The University of Zambia

The Head of Department

Department of Adult Education and Extension Studies

P.O BOX 32378

Lusaka, 10101, Zambia.

Dear Sir,

RE: REQUEST FOR DATA ON THE ENROLMENT FOR UNIVERSITY EXTENSION STUDENTS, GRADUATES AND THE PART-TIME TUTORS IN LUSAKA DISTRICT FOR THE PERIOD 2016/ 17

I am writing to request for information on the enrolment of Students, Graduates and the Part-time Tutor for the period 2016/17 in Lusaka District. I am currently enrolled in the Master of

Education in Adult Education degree at the University of Zambia and I am in the process of writing my Master's dissertation. The study is entitled **“toward upgrading University Extension programmes from diploma to degree level: Stakeholders views, rationale and mode of learning”**. This information will help me in determining the sample frame and planning purposes.

I will greatly appreciate if the necessary assistance is rendered.

Yours faithfully

Alexander Mulenga

Appendix 5: Ethical Clearance



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

Approval of Study

7th August, 2018

REF. No. HSSREC: 2018-MARCH-010

Mr. Alexander Mulenga
C/O School of Education
Adult Education
The University of Zambia
P.O Box 32379
LUSAKA

Dear Mr. A. Mulenga,

RE: "TOWARD UP GRADING UNIVERSITY EXTENSION PROGRAMMES FROM DIPLOMA TO DEGREE LEVEL: STAKEHOLDERS VIEWS, RATIONALE AND MODE OF LEARNING IN LUSAKA DISTRICT"

Reference is made to your resubmission. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary Review	Approval No. HSSREC: 2017- MARCH-010
Approval and Expiry Date	Approval Date: 1 st January, 2018	Expiry Date: 31 st December, 2018
Protocol Version and Date	Version-Nil	31 st December, 2018
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

Excellence in Teaching, Research and Community Service

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at www.who.int/rpc/research_ethics/informed_consent/en/. REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study

documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours sincerely,

Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE IRB**

