CHAPTER ONE

Introduction

University extension education stems from the increasing realization that universities are not institutions isolated from society, but are an integral part of it and therefore have responsibilities to society. University extension education was not exclusively for one class of people but for the society. This chapter explains the background of University extension education in Zambia, statement of the problem, research objectives, and research questions. Significance of the study, limitation of the study, definition of terms and the outline of the dissertation are discussed. The chapter concludes with a summary.

Background

University extension education in Zambia started in the Department of Extra-Mural Studies at the University of Zambia. In March 1966 the University of Zambia opened and its Department of Extra-Mural Studies begun operating in the following May. Alexander (1975:31) state that,

> the functions laid down for the Department of Extra-Mural Studies by the senate in 1966 include the provision of study which is of university nature to the general public, provision of training for adults, research into academic and adult education problems and the teaching of subjects related to economic and social development with particular reference to the first national development plan.

The general aim of the Department of Extra-Mural Studies according to Bown (1966) was to convey the essence of the University's teaching to as many people in the community as possible. The University of Zambia was made possible partly owing to the sacrifices and subscriptions of many ordinary people. It was only right that they should get some returns from their effort. Hence the University was not going to limit its services to people who have normal qualifications of internal University students.

In order to achieve the functions laid down by the senate, the Department of Extra-Mural Studies decided that it should work in the following way; Extra-Mural class meetings were to be conducted in the evenings. The classes were to be held once a week for a period of about six months in as many centers throughout the country.

The University was to post one full-time Extra-Mural Resident Tutor in each province in Zambia. The Extra-Mural Resident Tutor was to have supervisory powers over a number of part-time tutors. Part-time tutors were carefully selected from among people with sufficient academic qualifications to convey University teaching genuinely to Extra-Mural Students. No one was to teach in the Extra-Mural classes without some form of training at the Uni   ity (Bown, 1966).

 The University Extra- Mural studies were useful for all kinds of people, of all ages and all degrees of previous education. Extra-Mural studies were also useful for particular groups of people in communities such as middle level civil servants and

trade Unionists. These people needed to equip themselves for their roles in the society and the University had a duty to help them (Chitulangoma, 1966).

In 1975, the University of Zambia decided to merge the department of Extra-Mural Studies, the Department of Correspondence Studies, the Department of Adult Education and the Department of Mass Communication into one entity called the Centre for Continuing Education.

The merger of these Departments was due to lack of finances. According to Nwabueze (1974:6), during the period 1971 and 1972 the University of Zambia suffered financially. Most departments were affected by the financial difficulty at the University but the Extra-Mural Studies Department suffered the most. There were strong feelings within the University administration to either abolish the Department or remove its personnel from the provinces.   Extra-Mural Studies Department was seen as having failed to project a well defined provincial programme and thus did not deserve continued financial backing.

In the 1990's, the University of Zambia decided to review the composition of the Center for Continuing Education. The Department of Mass Communication moved to the school of Humanities and Social Sciences, while the Department of Correspondence Studies became the Directorate of Distance Education. The remaining two departments of Adult Education and Extension Studies were merged to form the Department of Adult Education and Extension Studies which was relocated into the school of Education.

The University of Zambia senate had decided to close down the Department of Extension Studies and Conferences but it was later decided to fuse it with the Department of Adult Education. The Department then became known as Adult Education and Extension Studies under the School of Education. The demise of the Centre for Continuing Education and the transfer of the Extension Studies and Conferences to Adult Education meant that all functions of the Extension Studies and Conferences came under the Head of the Department of Adult Education (Moonga, 2008). Extension Studies Centres were reopened in all the Provinces in Zambia.

Over the years, University extension education in trying to spread the spheres of its usefulness in the country, has received negative perception by some members of the society. However, University extension education has been regarded as remedial education, dealing with the omissions of the formal education system. Ellwood (1979) has described University extension education as less prestigious than any form of adult education. University extension education has been generally marginalized.

Statement of the Problem

While learners participate in University extension education, it is observed that University extension education has been perceived negatively by some people who think that it is just remedial education that is not academic and less prestigious. The situation is accentuated by the fact that the University of Zambia perceives its own extension education negatively because learners only receive attendance certificates at the end of their courses which it does not recognize. Inspite of these problems, the number of people seeking this type of education keeps on escalating. The puzzle this study sought to unmask was why learners continue o enthusiastically participate in University Extension Education.

Purpose of the Study

The purpose of the study therefore was to identify factors which influenced learner participation in University extension education in Chipata district.

Objectives of the Study

The objectives of the study were as follows: -

(a)   to examine factors that encouraged learner participation in
        University extension education;

(b)   to assess whether or not University extension education was meeting the
        needs of the learners;

(c)   to investigate the extent of community response to University extension
        education;

(d)   to determine whether or not University extension education programmes
        experienced constraints in meeting the expectations of learners.

Research Questions

The research questions were as follows:-

(a)   What are the factors that encouraged learner participation in University extension education?

(b)   Does University extension education meet the needs of learners?;

(c)   What was the extent of community response to University extension education programmes? ; and

(d)   What were some of the constraints University extension education programmes faced in meeting the expectations of learners?

Significance of the Study

Various stakeholders can use the results of the study in planning, formulating and implementing University extension education. The study will also contribute useful information to the already existing body of knowledge on University extension. Additionally, the results of the study can also be used by providers of University extension education to gain an insight into factors that influence learner participation in the extension education programmes.

Limitations of the Study

The study was confined to one center, due to inadequate financial resources and shortage of time. With adequate financial resources and time, the study would have included other centers in other districts. Another limitation of the study was that the

researcher found it difficult to access a large sample. This was because at the time the research study was being conducted, most of the learners were not attending classes due to the fact that they were studying for end of semester exams. In some cases, classes were cancelled because tutors were not turning up for lessons.

Definitions of Terms

University Extension Education – The extension of the scope and work of the University by affording some of the advantages of university teaching and examinations to non-resident students.

Participation – In the contexts of learning, participation is viewed as an act of taking part or having a share with others in a learning action. It therefore involves assumptions of specific responsibilities by the learners in terms of the act of learning. Participation provides opportunities for determining what, how and when to learn (Shirur, 1997).

Learner – A learner is a person in pursuit of knowledge or a skill through studying (Hornby, 1995).

Programme – This is a coordinated set of dynamic, results-oriented, education activities focused on a problem and aimed at achieving measurable objectives.

Outline of the Dissertation

Chapter one has presented the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study and limitations of the study. It has also presented definition of terms, outline of the dissertation and the summary.

Chapter two focuses on literature review. This chapter provides a review of the relevant literature to the problem under discussion.

Chapter three provides an in-depth look into the research methodology used in the dissertation. Included under this chapter are research design, target population, sample size, sampling procedure, data collection and data analysis.

Chapter four provides the research findings. Frequency tables were appropriately done.

Chapter five covers the discussion of the findings. In this chapter, the findings are discussed under the headings drawn from the objectives of the research. All the research questions have been addressed in this chapter.

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

Summary

Chapter one has provided background information about University Extension Education in Zambia and gives the statement of the research problem. It has also outlined the objectives and research questions of the udy. The significance of the study has been stated. The limitations and definitions of terms have been discussed. Added to the above, in this chapter is a synoptic view of the dissertation which has also been provided.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

In this study, the researcher was interested in review   the factors which influence learner participation in University extension education in Chipata District. This chapter reviews literature related to the emergence of the concept of extension work/education, the of University extension education, factors encouraging learner participation in University extension education. The closing section of the chapter is a summary of the chapter

Emergence of the Concept of Extension Work/Education

Extension work was originally believed to have been born out of the need to develop agriculture. Through extension work, farmers were helped to acquire the skills and knowledge needed to use their land productively. Bradfield (1966) argues that extension has been developed as the only logical, scientific and successful way of bringing knowledge to farmers to help them farm their land more efficiently. Extension work helps to develop agricultural skills and knowledge of the farmers. This enables them to make more productive use of the country's natural resources.

However, extension work acquired new meaning over the   as it not only involved farmers but it involved the development of individuals in rural communities. Extension work was for people, mostly in rural areas, not merely to endure their condition of living, but to take responsibility for their own

development. Bown and Olu Tomori (1979) argue that extension is conceived of as the development of the individual, village leaders and the rural society as a whole as a continuous process. In extension work the cliente   is motivated through a properly organized approach to help themselves by applying science and technology in farming, home-making and community living.

Extension programmes were developed with the consultation of the people and participation was voluntary. The principles related to the concept according to Bown and Olu Tomori (1979) were that: extension work should be based on felt needs and enlightened desire of the people; it should be according to the local conditions of people; it should start with the people   work in harmony with their nature and that they should understand their problems; there ought to be a democratic procedure in the formation and execution of programmes; programmes should be started with simplest problems of the people and should be designed as to give greater benefit to the people; and extension work should be made in consultation with the people.

The Role of University Extension Work/ Education

Most Universities around the world were not left out in the application of this concept of extension work/education. The University extension was not exclusively concerned with one class of society but with the whole of society. It aimed at providing University courses to people of all types wh   were for one reason or another deprived of the opportunity of attending a Uni   ity progremme.

University extension has continued to address complex ocial, environmental and economic problems in communities. Debord (2005:5) states that, extension educators choose to teach in an informal community setting, where the focus is on learning and the distinction between the teacher and the student is not rigid. The voluntary nature of extension educational relationship is power because it demands the highest quality teaching and listening applied to   matter that is highly relevant to the student.

Extension educators are action oriented and are passionate about learning by doing. University extension goes beyond informal teaching and information or

transfer. Extension educators live and work off campus where they gain an understanding of the world view (Boyer, 1990:6). This allows them to assess the needs of the people and come up with extension programmes that respond to the felt needs of the people.

Cooper and Graham (2001:6) and Levine (2004:8) state that extension education core competencies are based on the research literature and the essential skills required for employment. Some of these core competency areas are communication, programme planning, implementation and evaluation, applied research, marketing and public relations, and theories of human development and learning. Scheer et al (2006) argue that, these core competencies are grounded in the specific theoretical foundations of extension education. Some of the theoretical foundations are programme development and evaluation, human development and development systems theory, adult learning, communication and comm   development. The

competency areas, guided by the theoretical foundation are infused into the coursework.

UNIVERSITY EXTENSION EDUCATION IN ZAMBIA

In the 1960s, when Zambia got its independence, the government appointed a Commission under the leadership of Sir Lockwood to advise on the development of a University. The Commission made recommendations on the establishment of a University in Lusaka. According to the Lockwood Report (1964), the establishment of the University had a two- fold conviction; first that the University must be responsive to the real needs of the country; secondly hat it must be an institution which on merit will win the respect and proper recognition of the University world. Unless it satisfies these two criteria, it will fall short of meeting its national responsibility. Therefore, in 1966 the University of Zambia was opened with the aim of meeting the needs of the people of Zambia.

The Lockwood report recommended that the University should not limit its services to internal students but to those outside the University. Alexander (1975:31) reports that the Lockwood Report advised that the University should draw its inspiration from the environment in which its people live and function. It specifically recommended that the University should have a Department of Extra-Mural Studies and a Department of Correspondence Studies, the latter entirely for University qualifications. The report argued that due to the regrettably slow development of the formal educational system large numbers of men and women with ability had

the misfortune to be born too early. These men and women constituted a reserviour of human talent which, for the sake of the country and of the individuals themselves, ought to be tapped and utilized at the ear est possible moment. Hence, the establishment of the Department of correspondence Studies and the Department of Extra-Mural Studies.

The aim of the Department of Extra-Mural Studies was to mobilize Zambia's available human resource to take part in national development. This was going to be done by conveying the essence of the University's teaching to as many people as possible through out the country.

The functions laid down for the Department of Extra-Mural Studies 1n 1966 by the Senate according to Alexander (1975:39) included the provision of study which was of University nature to the general pubic; provision of training for adults; research into academic and adult education problems; and the teaching of subjects related to economic and social development with particular reference to the first national development plan.

The Department of Extra-Mural Studies provided extension education to people through out the country. However in the 1970's the Department of Extra-Mural Studies was merged with the Departments of Mass Communication, Adult Education and Correspondence Studies to become the Centre for Continuing Education. In the restructure the Department of Extra-Mural Studies became known as the Department of Extension Studies and Conferences.

After 1994 extension programmes were ran by the Department of Adult Education and Extension Studies under the School of Education. This was because the University of Zambia Senate restructured the Centre for Continuing Education. The Department of Correspondence Studies became the Directorate of Distance Education, the Department of Mass Communication moved to the school of Humanities and Social Sciences. The two remaining departments were moved to the School of Education and merged into the Department of Adult Education and Extension Studies (Ngoma and Nyirenda, 2005:22).

University extension education in Zambia has been applied through public lectures conducted for a mixed target group, through Theater for Development which has been used in reaching the grass-roots level members of the society, through Seminars or workshops which cater for a broader clientele; and lastly University extension education has been applied through evening c   (Chakanika and Mtonga, 1995). Non-credit certificate courses have been taught in evening classes in all the centres in Zambia.

In 2002, a short study was undertaken to find out the students felt needs concerning the courses. It was found out that most students wanted the centres to run diploma courses. Specialists were identified to design the syllabi for diploma courses. Workshops were organized to discuss the syllabi and a   was made on the course contents. In 2005, Extension Studies Diploma courses started at all centres except Mongu, which started in January 2006. These courses have proven very popular with the public as they meet the real employment needs of the students

(Moonga, 2008). Almost all the courses ran by Extension Studies centres are employment oriented as the demand for these kinds of courses is high. Some of these courses taught at certificate and diploma levels range from Project Planning Management, Human Resource Management, Sale and Market   Financial Accounting and Public Administration. After a period of learning, which ranges from three to six months, learners write supervised examinations at the end of each semester.

Factors Encouraging Learner Participation in University Extension Education.

University extension education is eminently national and it is engaged in extending its sphere of usefulness in all the provinces in Zambia. Every year many people of all ages, with all kinds of different degrees of previous education and from different backgrounds, make an effort to participate in university extension education especially evening classes.

There are numerous factors that encourage learner participation in University extension education activities. Fasokun, Katahoire and Oduaran (2005:82) note that, understanding learner participation begins with   exploration of the mind-body relationship. The philophers, Plato and Descartes, pursued this mind-body relationship. These thinkers postulated that the body, which is physical, material, limited in space, time and size and objectively observable, interacts with the mind which is subjective, directly understood only by the individual having it. Unlimited in physical entity and even everlasting to produce pos   actions in response to events. It is often only the individual who knows for sure what factors influence him or her to participate in learning activities.

University extension education is based on the felt needs and problems of the learners. 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 (Saunder, 1959:12). 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.

A survey conducted by Dumazedire (1967:19) in France found that people took part in adult education activities because the activit   were based on their needs and because they were instrumental in solving matters affecting their lives.

One of the most important factors that also accounts for learner participation in University extension education programmes is the vocational factor. Most of the University extension education programmes are vocation related and because of this attracts learner participation. In most companies, performance on the job is of great importance. Most people want to improve their performance and be well informed about changes that are occurring concerning their vocation and so they participate in University extension education programmes. Cropley (1977) notes that, as at now, people are already experiencing the effects of rapid changes in their

vocational lives. The threat of redundancy or of obsolescence is looming over many people. Furthermore, the obsolescence of skills possessed and the need for the acquisition of new skills and knowledge is almost confined to all professions.

Most people participate in University extension education programmes because they find them helpful and beneficial. Some people are dissatisfied and bored with an existing job. They are searching for a more challenging working environment. They participate in university extension education programmes to acquire needed skills and knowledge.

While others who do not have vocations tend to participate in extension education programmes so that they may be able to find a job or an occupation. In order t obtain a promotion or major new responsibilities the individual, according to Tough (1971), may need to undertake an intensive learning effort in adult education activities. Adult education activities will probably continue to be important even when the learner enters the occupation or obtains a new job. At times the individual may need to maintain or upgrade his or her skills. As new knowledge is discovered in the individual's field and as procedures change, the individual will have to learn in order to keep up.

Personal development accounts for a good deal of learner participation in University extension education programmes. Those whose aim is personal

development are usually concerned with becoming more cultivated or better informed people. Low (1975) states that, women in particular tend most to participate for personal development reasons. They te to have more free time when their children are able to fend for themselves. This partly explains why a lot of women are so predominant in adult education activities. They may feel out of touch with the society while their husbands move. Moreover, in an age when the personality factor is constantly stressed, women may want to engage in an educational activity as a way of enhancing their impact upon others. Most men and even women participate in adult education activities in the hope of self-enhancement before or after retirement. This is so because they may want to learn a skill or to cultivate new intellectual interests in order to be able to occupy their leisure time rewardingly.

Learners also tend to participate in University extension education programmes because they would like to associate with other people. It is through expanding social relationships with other people that many individuals are able to achieve a sense of significance. In a study conducted by Lieb (1999), it was found that some adult learners find that learning in a group provides pportunities for companionship, meeting new people or making good friends. Sometimes one develops a special closeness with one or more persons n learning with them. The adults are interested in the opportunity for social interaction which educational activities can provide. Educational activities may provide them with a change in

routine. They may enjoy getting away from work or the ouse to a class. They simply want to enjoy new activities thus avoiding boredom.

There other people who engage in educational activities do so in pursuit of pleasure. These adults find participating in extension education programmes pleasurable and enjoyable. They feel that learning is satisfying, mentally stimulating and pleasant. Many people enjoy the adventure and challenge that Uni ity extension education programmes have to offer. There are also many adult learners who engage in learning activities because they would like to increase their self-esteem. Tough (1971) found that adults who participated in a learning activity wanted to feel more highly of themselves with the skills and knowledge that they hoped to gain. These adults feel like they are putting their time to good u and doing the right thing when participating in an educational activity. Taking part in an educational activity is central to their self-esteem because it may help them become a better person, more confident and self-assured.

Curiosity is another factor that leads to learner participation in University extension education programmes. Most individuals learn because will help satisfy their curiosity or puzzlement about some courses or subject matter. The individuals may be fascinated in a course because its new and they would like to explore the new field. Once the individual participates in University extension education programmes, it reduces the feeling of curiosity and abo the programmes or courses.

Preparation and impressing others are also factors that influence learner participation in University extension education programmes. In a study conducted by Hutchinsin (1973), it was found that most students were prompted to engage in adult education activities because they thought it would be helpful as a preparation for higher education. It gave them tremendous confidence in their ability to take part in higher education. By trying themselves out in a small pond before launching themselves on to a larger sea.

The adult learner may have a desire to impress others o that he or she may have their approval and praise. The adult wants prestige in his or her community, family and at work. This influences the adult to engage in University extension education hoping that his or her employers, colleagues and family will develop a higher regard or greater respect for him or her.

In sub-Saharan African countries, many of the adults seek participation in adult education activities when they see a connection between the educational programmes and improvement of life. Fasokun, Katahoire and Oduaran (2005:89) found that some African adults engaged in learning because of major life crises. Life crises in Africa are enormous because of the different challenges that African people face. The adults participate in learning activ ies because it will help them deal with real-life crises. The adult has to solve personal and societal problems that affect their lives. They also have to cope with socia economic problems and

problems of poverty. Such challenges in many African   make huge

demands on people's ability to acquire sufficient skills and knowledge.

African adults may also engage in learning in response to specific   assigned to

them by their families and communities. A community may nominate a person for

elective positions that require the use of specific sk lls and knowledge. In such a

case, the obvious thing to do would be to enroll in an appropriate learning

programme in order to acquire the skills and knowledge

or to fill that position.

A study conducted by Houle (1961) noted that adult lea   participated in

learning activities because they are either goal-oriented learners, activity-

oriented learners or learning-oriented learners. The goal-oriented learners engage

in educational activities to achieve specific goals li   acquiring better skills to

ensure a promotion in the work place.

Activity-oriented learners engage in education for social reasons. The learners are

interested in the activity rather than the content. They are interested in the

opportunity for social interaction with other people and avoid isolation. The

activity-oriented learners are interested in the increased social status that education

may bring. The learning-oriented learners are those who enjoy learning for the sake

of learning. These learners may engage in education because they love learning for

the sake of it and because they are used to learning since childhood.

Natukho, Amutabi and Otunga (2005:13) also found that adults engage in learning activities for cognitive interest such as satisfying an inquiring mind and seeking knowledge for its own sake.

Summary

Literature review has made up Chapter Two. It gives an overview of the emergence of extension work/education. The concept of extension work was born out of the need to develop farming and over the years it took on different meaning. Extension work became concerned with the development of the individual mostly in rural areas. The chapter also looked at the principles which are related to extension work. One of the principles of extension work is that it should be based on the felt needs and enlightened desire of the people. Universities were not left out in providing extension work. University Courses were provided for people of all types who were for one reason or other deprived of the opportunity of attending a university programme within the ambiace of the campus.

The chapter also reviewed literature on factors which luenced learner participation in University extension education. Some these factors have included personal development factors, vocational factors, social factors and life crises. The chapter also outlined that learners are influenced to participate in University extension education because they are goal-oriented, activity oriented and learning oriented.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

Research methodology is a broad term involving all str   ies that describe how, when and where data is to be collected and analyzed. This chapter consists of a number of aspects related to research methodology (Chilisa and Preceece, 2005:247).

Research design

The research design was the overall plan used to obtain answers to the questions that were being studied and for handling some of the difficulties that were encounted during the research process. Moore and McCabe (1989:89) note that a research design can be understood as the planning of any scientific research from the first to the last step. In this wide sense, it is   programme designed to guide the research in collecting, analyzing and interpreting observed facts. The research design specifies which of the various types of research approach to be adopted.

A survey approach was used in this study. Survey research involves collecting information about a current situation, an area of interest, a series of events, or about people's attitudes, opinions, behaviour, interests or   Zikmund (2000) defines survey as a research technique in which information is gathered from a sample of people by use of a data collection techniques based on communication with a representative sample of individuals. The survey was selected for the study

because it involved asking the respondents for information using questionnaires and interviews.

Both qualitative and quantitative approaches were used to collect and analyze data. Chilisa and Preece (2005:142) define qualitative approach as the type of inquiry in which the researcher carries out research about people's experiences in natural settings, using a variety of techniques such as interviews and report findings mainly in words rather than statistics. While De vos (1998:6) refers to quantitative approach as a type of research inquiry which uses numerical methods of describing observations. The principal feature of quantitative research is that it is about numbers and statistical analysis. The research uses scientific methods, is more highly formalized and is more explicitly controlled.

The researcher had good reasons for combining qualitat ve and quantitative approaches. One of them was that the combination of qualitative and quantitative approaches resulted in a more powerful design and together gave a more complete picture than one approach alone would have. Creswell (2003) states that, the concept of combination of the approaches is based on the recognition that any approach used on its own has limitations and biases which could be reduced by using multiple approaches.

The other reason was for the purposes of triangulation. Triangulation is another way of enhancing the credibility of a study. Chilisa and Preece (2005:167) define

triangulation as a strategy of using different methods to reinforce, complement or cross-check data. Researchers often use more than one research instrument to enhance the validity of their findings. One technique nables the researcher to get information that is not otherwise available using the other method.

Target Population

The entire set of objects and events or group of people, which is the object of research and about which the researcher wants to deter   some characteristics is called the population (Moore and McCabe, 1989). The target population referred to the people that conformed to the eligibility criteria   that were accessible to the researcher as a pool of subjects for the study. The total number of the target population was 129. The target population included learners participating in University extension education. Part-time tutors involved in teaching some courses in university extension education programmes were included in the target population. The resident lecturer was also part of the target population.

Sample size and Sampling Procedure

A sample is part of a population from which information is gathered (Moore and McCabe, 1989). A total of 100 respondents were selected for this study as the sample that was actually examined in order to gather information. The sample included the following, 89 learners, nine (9) part-time tutors and one (1) Resident Lecturer. In order to select the sample from the population, purposive sampling technique was used.

Learners, part-time tutors and the Resident Lecturer were selected purposeful because the researcher wanted subjects who were likely to reveal an in-depth and a variety of information. Some of the learners and part-time tutors were not present at the time the research was conducted. The reasons accounting for there absence were: that learners were studying for the end of semester examinations; and that classes were cancelled because tutors were not showing up for lessons due to other work commitments. The researcher purposely selected those who were present and who could provide the information useful to the research.   Zikmund (2000) defines purposive sampling as a non-probability sampling technique in which the researcher's judgment about some appropriate characteristics required of the sample members. Purposive sampling enables the researcher to   his/her judgment to select cases that will best enable the researcher to answer the research questions and to meet the objectives of the study (Saunders, 2003).

The advantage of sampling is that its less time consuming and reduces the volume of work. Chilisa and Preece (2005:108) however state that, the disadvantage of sampling is that the researcher may cause sampling bias. Sampling bias also occurs where a sampling procedure leads to over selection or under selection of the respondents.

Validity and Reliability of Instruments

Validity is the degree to which a test or an instrument measures what it is supposed to measure. To ensure internal validity, the researcher used a mixture of data collection techniques which included questionnaires and interview guide. The

advantage of using a combination of methods was that some compensation exists for draw backs of any single method with regards to its validity and relevance to the study. The internal validity of a research study is the extent to which its design and the data it yields allow the researcher to draw accurate conclusions (Leedy and Ormrod, 2001). To ensure external validity, literature review was used in shaping the questions to the respondents. Leedy and Ormrod (2001) define external validity of a research study as the extent to which its results apply to a situation beyond the study itself.

The issue of reliability was also tackled by ensuring that most of the questions stressed the respondent's observations rather than their opinions. According to Leedy and Ormrod (2001) the reliability of a measurement instrument is the extent to which it yields consistent results.

Data Collection

Data collection refers to the process of finding information   the research problems. It may involve administrating a questionnaire, conducting an interview or a focus group discussion or observing what's going on mong the subject of the study (Kumar, 1999:148). Data was collected towards the end of first semester of the 2008 academic year. Before the data collection exercises began, the researcher sought permission from the Resident Lecturer. The research participants were given a general idea of what the study was about.

The instruments used in the study were questionnaires and an interview guide. Questionnaires are forms of inquiry which contain systematically complied and organized series of questions (Holloway and Wheelers, 1996). Structured questionnaires (refer to B and C) were administered to part-time tutors and learners in order to obtain information.

On the other hand, interviews are a two-way method which permits an exchange of ideas and information. Interviews are unique in that they involve the collection of data through direct verbal interaction between the interviewee and the interviewer (Sidhu, 1984). An interview was conducted with the Resident Lecturer who was the key informant. The interview was carried out using the standard interview guide (refer to Appendix A).

Data Analysis

Data analysis entails categorizing, ordering, and summarizing the data and describing them in meaningful terms. There are many analysis methods that can be used. At present, research studies generally use either narrative or statistical strategies or both. The type of analysis methods used   pend on the research design and the method by which the data were collected or measured (Moore and Mc Cabee, 1989).

The data gathered was analyzed quantitatively using tables of frequencies and percentages. The processing of data included descripti   analysis involving running of frequencies to show how some of the variables were distributed in percentages.

Analysis of the interview responses involved the processing of data into a form that allowed common themes or patterns to be established so that appropriate conclusions were made. This involved grouping the respondent's answers and analyzing different perspectives on central issues.

Summary

This Chapter discussed the research methodology employed in the study. A survey research design was used in this study because it involved asking the   ndents for information using a questionnaire and an interview guide. Both quantitative and qualitative approaches were used to collect and analyze data. The combination of quantitative and qualitative approaches resulted in a more powerful design and gave a more complete picture than one approach alone would   A sample of 100 respondents was selected. The sample included 89 learners, nine (9) Part-time tutors and one (1) Resident lecturer. Purposive sampling technique was used to select the sample. Questionnaires and an interview guide were the instruments used in collecting data.

 Quantitative data was analyzed using frequency tables while qualitative data was analyzed by processing the data into a form that allowed common themes or patterns to be established so that appropriate conclusions were made.

CHAPTER FOUR

RESEARCH FINDINGS

Introduction

Chapter three has outlined the methodology used in the collection of data that constitutes this chapter. Data was obtained from a sample which consisted of 89 learners participating in University extension programmes, nine (9) part-time tutors involved in teaching courses in University extension education and one (1) Resident Lecturer. This chapter presents the research findings which were in the following order: the first part is the presentation of the data obtained from learners using questionnaires; the second part is the presentation of data obtained from part-time tutors using questionnaires and the third part is the   tation of data obtained from the Resident Lecturer through an interview guide. The research findings are based on the objectives of the study.

Findings from Learners

Table 1: The distribution of learners by sex.

Response	Frequency	Percentage
Male	49	55%
Female	40	45%
Total	89	100%

The table shows that 49 (55%) of the respondents were   while 40 (45%) were female.

Table 2: Distribution of learners by age group.

Response	Frequency	Percentage
16 – 25years	28	31%
26 – 36years	45	51%
37 – 47years	16	18%
48years and above	0	0
Total	**89**	**100%**

The table shows that 28 (31%) of the respondents were between 16 and 25 years, 45 (51%) were between 26 and 36 years while 16 (18%) were between 37 and 47 years.

Table 3: Distribution of learners by marital status.

Response	Frequency	Percentage
Married	39	44%
Single	46	52%
Divorced	4	4%
Widowed	0	0
Total	**89**	**100%**

The table shows that 39 (44%) respondents were married, 46 (52%) were single while 4 (4%) were divorced.

Table 4: Educational levels of learners.

Response	Frequency	Percentage
Grade 7	0	0
Grade 9	0	0
Grade 12	89	100%
Total	**89**	**100%**

The table shows that 89 (100%) respondents had attained Grade 12 qualifications.

Table 5: Professional qualifications of learners.

Response	Frequency	Percentage
Certificate	36	40%
Diploma	9	10%
Degree	0	0
No professional qualification	28	31%
No response	16	18%
Total	**89**	**100%**

The table shows that 36 (40%) respondents had certificates, while 9 (10%) had diplomas, 28 (31%) did not have any professional qualification, while 16 (18%) did not respond.

Table 6: How learners knew about University Extension Education.

Response	Frequency	Percentage
Through Friends	53	60%
Through Relatives	8	9%
Through Radio	18	20%
Through Posters	11	11%
Total	**89**	**100%**

The table shows that 53 (60%) respondents knew about University Extension Education through friends, while 8 (9%) knew about University Extension Education through relatives, 18 (20%) knew about University Extension Education through the radio, while 11 (11%) knew about University Extension Education through posters mounted by the Resident Lecturer.

Table 7: Period Learners participated in University Extension Programmes.

Response	Frequency	Percentage
Less than 3 months	3	3%
4 to 6 months	9	10%
6 to 12 months	48	54%
1 year and above	29	33%s
Total	**89**	**100%**

The table shows that, 3 (3%) had participated in University extension programmes for less than 3 months, while 9 (10%) had participated in extension programmes for 4 to 6 months, 48 (54%) had participated in extension   ogrammes for 6 to 12 months, while 29 (33%) had participated in extension programmes for 1 year and above.

Table 8. Learners' responses regarding main reasons for participating in   versity Extension Education.

Responses	Frequency	Percentage
To get a job	19	21%
To get promoted	13	15%
Improve qualifications	49	55%
Make friends	0	0
To be better informed	8	9%
Total	**89**	**100%**

The table shows that 19 (21%) respondents participated in University extension education because they wanted to get a job, while 13 (participated in University extension education because they wanted to   promoted, 49 (55%) participated in University Extension Education because they wanted to improve their qualifications, while 8 (9%) participated in University extension education because they wanted to be better informed.

Table 9: Learners other responses for participating in University Extension Programmes.

Response	Frequency	Percentage
Advance in education	36	40%
Change careers	21	24%
Better salary	9	10%
To enhance self-esteem	3	3%
Be a better citizen	7	8%
Contribute to national development	13	15%
Total	**89**	**100%**

The table shows that 36 (40%) respondents participated in University extension education because they wanted to advance in their education, while 21 (24%) participated because they wanted to change careers, 9   0%) participated because they wanted better salaries, 3 (3%) participated because they wanted to enhance their self-esteem, 7 (8%) participated because they wanted to be   citizens,

while 13 (15%) participated in University extension education because they wanted to contribute to national development.

Table 10: Learners responses on participation of other people in University Extension Programmes.

Response	Frequency	Percentage
Yes	22	25%
No	67	75%
Total	**89**	**100%**

The table shows that 22 (25%) respondents felt that a   of people participated in University Extension programmes, while 67 (78%) felt that not a lot of people participated in University Extension programmes.

Table 11: Learners' frequency of attendance of classes.

Response	Frequency	Percentage
Occasionally	17	19%
Most of the time	23	26%
Always	49	55%
Total	**89**	**100%**

The table shows that 17 (19%) respondents attended classes occasionally, while 23 (26%) attended classes most of the time, 49 (55%) attended classes always.

Table 12: Learners enjoyed participating in University Extension Programmes.

Response	Frequency	Percentage
Yes	85	95%
No	4	5%
Total	**89**	**100%**

The table shows that 85 (95%) respondents enjoyed participating in University extension programmes, while 4 (5%) did not enjoy participating in University extension programmes.

Table 13: University Extension programmes addressed learner needs.

Responses	Frequency	Percentage
Yes	72	81%
No	17	19%
Total	**89**	**100%**

The table shows that 72 (81%) respondents felt that University extension programmes addressed their needs, while 17 (19%) felt that University Extension programmes did not address their needs.

Table 14: Learners' responses regarding their involvement in determining course content of University Extension Programmes.

Response	Frequency	Percentage
Yes	4	4%
No	85	96%
Total	**89**	**100%**

The table shows that 4 (46%) respondents felt that learners were involved in determining the course content, while 85 (96%) felt that learners were not involved in determining course content.

Table 15:   Learners responses regarding major constraints experienced by University Extension Programmes.

Response	Frequency	Percentage
Lack of study materials and a library	34	38%
Shortage of Tutors	22	25%
Tutors are not committed	10	11%
Lack of computers	11	12%
Lack of permanent class Buildings	3	3%
Power interruption During lessons	5	6%
Lessons don't start on time	4	5%
Total	**89**	**100%**

The table shows that 34 (38%) respondents said that lack of study materials and a library were a major constraint, while 22 (25%) said that shortage of tutors was a major constraint, 10 (11%) said that the major constraint was lack of commitment by tutors while 11 (12%) said that lack of computers was a major constraint, 3 (3%) said that lack of permanent buildings was a major constraint, 5 (6%) said that power interruption during lessons was a major constraint, while 4 (5%) cited late starting of classes as a constraint.

Table 16:   Learners responses regarding teaching strategies used in University Extension Programmes.

Response	Frequency	Percentage
Very good	5	6%
Good	75	84%
Poor	9	10%
Very poor	0	0
Total	**89**	**100%**

The table shows that 5 (6%) respondents felt the teaching strategies were very good, 75 (84%) felt that the teaching strategies were good,   9 (10%) felt the teaching strategies were poor.

Table 17: Teaching strategies used in University Extension programmes were helping in meeting learner needs.

Response	Frequency	Percentage
Yes	68	76%
No	21	24%
Total	**89**	**100%**

The table shows that 68 (76%) respondents felt that the teaching strategies used in University Extension programmes helped meet their needs, while 21 (24%) felt that

teaching strategies used in University Extension programmes did not help meet their needs.

Table 18: Learners responses regarding their experiences in participating in University Extension Programmes.

Response	Frequency	Percentage
Good	35	39%
Challenging	29	33%
Fair	15	17%
Not Good	10	11%
Total	**89**	**100%**

The table shows that 35 (39%) respondents had a good experience from participating in University Extension programmes, while 29 (33%) had a challenging experience participating in Extension programmes, 15 (17%) had a fair experience participating in Extension programmes, while 10 (11%) had difficulty in participating in University extension programmes.

Table 19: Learners satisfied with University Extension Programmes.

Response	Frequency	Percentage
Very satisfied	8	9%
Satisfied	50	56%
Not satisfied	31	35%
Total	**89**	**100%**

The table shows that 8 (9%) respondents said they were very satisfied with University Extension programmes, 50 (56%) said they were satisfied with University Extension programmes, while 31 (35%) were not satisfied with University Extension programmes.

Table 20: Learners responses on how University Extension Programmes can be improved.

Responses	Frequency	Percentage
Recruit more specialized and committed tutors	19	21%
Library should be opened and study materials should be available	26	29%
University extension should have own permanent buildings	18	20%
Computers should be available	10	11%
Certificates should be availed quickly	7	9%
Graduation ceremonies should be held for students	9	10%
Total	**89**	**100%**

The table shows that 19 (21%) respondents suggested that University should recruit more specialized and committed tutors, while 26 (29%)   that a library

should be opened and study materials should be availab   18 (20%) suggested that University extension programmes should have permanent   m buildings, while 10 (11%) suggested that computers be made available for learners, 7 (9%) suggested that certificates should be availed quickly   the learners, while 9 (10%) suggested that graduation ceremonies should be held for learners.

Findings from the Part-Time Tutors

Table 21. Distribution of part-time tutors by sex.

Response	Frequency	Percentage
Male	8	89%
Female	1	11%
Total	**9**	**100%**

The table shows that 8 (89%) respondents were male, while 1 (11%) was female.

Table 22. Age group of the part-time tutors.

Response	Frequency	Percentage
15 – 25 years	2	22%
26 – 36 years	3	33%
37 – 47 years	4	45%
More than 47 years	0	0
Total	**9**	**100%**

The table shows that 2 (22%) respondents were between   and 25 years, 3 (33%)

were between 26 and 36 years, while 4 (45%) were between 37 and 47 years.

Table 23. Academic qualifications of Part-time tutors.

Response	Frequency	Percentage
Grade 7	0	0
Grade 9	0	0
Grade 12	0	0
Certificate	0	0
Diploma	0	0
Degree	9	100%
Post graduate degree	0	0
Total	**0**	**100%**

The table shows that 9(100%) respondents had a degree.

Table 24.   Enjoyed working as Part-time tutors of the University.

Response	Frequency	Percentage
Yes	9	100%
No	0	0
Total	**9**	**100%**

The table shows that 9 (100%) respondents enjoyed working as part-time tutors of the University.

Table 25.   Part-time tutors responses regarding community response to University Extension Programmes.

Response	Frequency	Percentage
High	7	78%
Low	2	22%
Total	**9**	**100%**

The table shows that 7 (78%) respondents said that community response to University extension programmes was high while 2 (22%) respondents said that community response was low.

Table 26. Reasons why learners participated in University Extension Programmes.

Response	Frequency	Percentage
Personal development	2	22%
Improve educational qualifications	5	56%
Getting jobs	2	22%
Total	9	100%

The table shows that 2(22%) respondents said that learners participated in University Extension programmes because of personal development reasons, 5(56%) respondents said that learners participated in University Extension programmes to improve their educational qualifications, while 2(22%) respondents said that learners participated in University Extension to get jobs.

Table 27: University Extension Programmes were based on the felt needs of the learners.

Response	Frequency	Percentage
Yes	9	100%
No	0	0
Total	**9**	**100%**

The table shows that 9 (100%) of the respondents agreed that University Extension programmes were based on the needs of learners.

Table 28. Learner involvement in the formulation and planning of University Extension Programmes.

Response	Frequency	Percentage
Yes	0	0
No	9	100%
Total	**9**	**100%**

The table shows that 9 (100%) respondents said that learners were not involved in the formulation and planning of University Extension programmes.

Table 29. Do teaching strategies used by Part-Time Tutors meet the needs and expectations of learners?

Response	Frequency	Percentage
Yes	7	78%
No	2	22%
Total	**9**	**100%**

The table shows that 7 (78%) respondents said that their teaching strategies in University Extension programmes helped to meet the needs and expectation of learners, while 2 (22%) said that their teaching strategies did not help to meet the needs and expectations of learners.

Table 30. Learner attitude towards University Extension Programmes.

Response	Frequency	Percentage
Very favourable	3	33%
Favourable	6	67%
Not favourable	0	0
Total	**99**	**100%**

The table shows that 3 (33%) respondents felt that the attitude of learners was very favourable, while 6 (67%) felt that the attitude of learners towards University Extension programmes was favourable.

Table 31: Learner satisfaction with University Extension Programmes.

Response	Frequency	Percentage
Yes	5	56%
No	4	44%
Total	**9**	**100%**

The table shows that 5 (56%) respondents said that learners were satisfied with University extension programmes, while 4 (44%) said that they were not satisfied with extension programmes.

The respondents acknowledged that learners were pleased with the courses in which they were enrolled. Most of the learners participated   their various courses until

the very end. This showed that they were satisfied with skills and knowledge acquired through University extension programmes.

Regarding the constraints experienced in University extension programmes, the respondents acknowledged that lack of teaching and learning materials for both tutors and learners was a major constraint. Most of the teaching materials were outdated. The University extension centre in Chipata District lacked modern teaching equipment, this often leads to poor teaching. The University extension centre in Chipata District was lacking a library for tutors and learners. Other constraints stated by the respondents were: ***"The extension centre does not have its own class buildings and office space. The current load shedding is also negatively affecting evening classes. Most of the time we do not meet because there is no electricity in the evening."***

Regarding suggestions to improve University extension programmes, the respondents mentioned that adequate modern teaching and learning materials should be provided at the extension centre. A library should be opened at the extension centre so that relevant books can easily be accessible to both tutors and learners. It was also necessary that part-time tutors be paid on time so as to improve their motivation towards teaching in extension programmes. Further, respondents suggested that maintaining class meetings twice in a week for each course and introducing tutorials for the learners was   to improve University extension programmes.

Findings from the Resident Lecturer

As mentioned earlier on, an interview guide was technique used in collecting data from the Resident Lecturer. Face to face interview was conducted by the researcher with the Resident Lecturer using a standardized interv   guide. A standardized interview guide is a type of interview guide which contains a number of pre-planned questions. The advantage of a standardized interview is that it is time saving and reduces interviewer effect.

Overall, the response of the learners with regard to University extension programmes was favourable. The demand for University extension programmes had increased as shown by the large number of programmes/courses on offer.   The introduction of the diploma programme has increased the number of people enrolling in extension programmes since 2005.

Regarding factors which encouraged learner participation in University extension programmes, the respondent acknowledged that learners   encouraged to participate in an effort to acquire new skills and knowledge. Learners had the desire to upgrade their skills and knowledge.   Those who were employed sought promotion at their work places and so they participated in University extension courses to acquire skills and knowledge that would enable them gain promotion. Those who were not employed wanted to acquire skills and knowledge they could use to seek employment. While some learners participated in University extension

programmes because they were not satisfied with their   ent job and so they were looking for better jobs.

With Regard to whether University extension programmes were meeting the needs of learners, the respondent acknowledged that the needs of the learners were being met by University extension programmes. This was because a lot of people were enrolling for various programmes/courses of their choice.

As to who designs University extension programmes, the respondent acknowledged that professionals who are specialists in particular f lds in collaboration with Resident Lecturers designed course contents of Univers   extension programmes. **"Courses are tailor made and tend to be influenced by the interests of learners. However, there is little involvement of learners in designing course contents for courses offered in University extension programmes."**

Regarding the major constraints encountered in Univers   extension programmes, the respondent acknowledged that the major constraints were that some of the part-time tutors lacked the methodology required to teach a   learners. The presentation of lessons by part-time tutors was not satisfactory. When it came to the learners, some of them expected to be spoon-fed all the time. They did not want to search for information on their own. They expected tutors to give them all the knowledge or information all the time. The respondent further stated that lack of texts books and other teaching materials was also a constraint experienced by the

extension programmes. The teaching points and the office for the University extension programmes are rented from other organizations which was a constraint. The University did not have its own structures at the moment.

As to what has been done to overcome the constraints, respondent acknowledged that the University was purchasing its own office premises. This may result in the creation of classrooms in the same area where the offices will be. The respondent also stated that: **"*There is a plan to compile lecture notes into modules for the learners. If possible, there is need o organize workshops to orient tutors on teaching methodologies."*

Regarding what had been done to encourage learner participation, the respondent mentioned that University extension programmes had bee efficiently planned or designed. Well planned learning programmes often encouraged learner participation. The learning environment which includes the classroom had been made as conducive as possible for learners. This is because the learning environment provides an important impression to learners.

Summary

The findings of the study indicate that all of the respondents felt that learners took part in University Extension programmes due to factors such as improving qualifications, getting a job, getting promoted and being better informed.

Many respondents revealed that University Extension Education was meeting the needs of the learners. Only a few respondents believed that University Extension programmes did not meet the needs of learners.

The results of the study indicated that community response to University Extension programmes was high. However, the number of people participating was not to the expectation of many respondents.

The findings from the respondent also show that University Extension programmes experienced many constraints. These constraints included lack of learning and teaching materials, shortage of part-time tutors, lack of computers and lack of permanent class and office buildings.

CHAPTER FIVE
DISUCSSION OF THE FINDINGS

Introduction

This chapter discusses the findings of the study. The   se of the study was to review factors that encouraged learner participation in University extension education. The information obtained from the study will allow University extension providers a base for decisions making regarding what areas should be emphasized in order to improve the quality of service. The discussion of the findings was based on the objectives of the study.

Findings from Learners, Part-Time Tutors and Resident Lecturer

The first objective was to determine factors that encouraged learner participation in University extension education. Various responses were elicited from the respondents on factors that encouraged learner participation in University extension education as shown in table 8. The most frequently cited factor which attracted by 49 (i.e. 55%) respondents was to improve qualifications, followed by getting a job 19 (i.e. 21%), getting promoted 13 (i.e. 15%) and being better informed 8 (i.e 9%). Table 9 also shows other reasons that encouraged learner participation in University extension education. Majority respondents, 36 (i.e. 40%), mentioned to advance in education, followed by changing of a career 21 (i.e. 24%), contribution to national development 13 (i.e. 15%), getting better salaries 9 (10%), becoming a better citizen 7 (i.e. 8%), and enhancing self-esteem, 3 (i.e. 3%). The results from Part-time tutors and the Resident Lecturer also revealed that learners participated in University extension education because of a strong desire for personal

development. Learners wanted to improve their academic qualification and advance in their education. Some learners sought promotion from their work place and those who were not employed or not satisfied with their current jobs wanted to use the skills and knowledge to look for better jobs.

Napukho et al., (2005:13) have also agreed that adults engage in learning because of external factors such as getting promotion, getting higher salaries and better jobs in the future. Adults were also motivated   learn by internal factors or pressures such as enhancing self-esteem and the desire for job satisfaction.

Those who are motivated by self-esteem wanted to feel more highly of themselves. Taking part in an educational activity was central to   self-esteem because it helped them become better people, more confident and self-assured. Those who were motivated by the desire for increased job satisfaction were dissatisfied and bored with an existing job. They were searching for a   challenging working environment. They took part in educational activities   acquire skills and knowledge they felt necessary to achieve job satisfaction or change jobs.

Low (1995) identified personal advancement as one of t   important factors that motivated individuals to learn. Those whose aim was personal advancement were concerned with becoming better citizens and better-informed people.

As for the second objective which was to determine whether or not Uni   ity extension education was meeting the needs of learners, the findings showed that majority respondents, 72 (i.e. 81%), revealed that University extension education

was meeting their needs. Only 17 (i.e. 19%) stated that University extension education was not meeting their needs. Table 17 shows that 68 (i.e. 76%) respondents felt the teaching strategies used in Unive extension programmes was helping to meet their needs. While only a few respondents 21 (i.e. 24%) felt that teaching strategies used in University extension programmes was not helping to meet their needs. 50 (56%) respondents were satisfied University extension education, while only 31 (35%) were not satisfied with University extension education.

Results from Part-time tutors showed that 9 (i.e. 100%) respondents revealed that University extension education programmes were meeting the needs of learners. Table 29 shows that 7 (i.e.78%) respondents felt that teaching strategies used in University extension programmes were meeting the needs and expectation of the learners. In contrast, 2 (i.e. 22%) respondents felt the teaching strategies used in University extension programmes hardly met the needs and expectation of the learners. Table 31 shows that 5 (i.e. 56%) respondents indicated learners were satisfied with University extension programmes but only 4 (i.e. 44%) respondents felt that learners were not satisfied with University programmes. The Resident lecturer mentioned that University extension programmes were meeting the needs of the learners. This was because a lot of learners were enrolling in various course/programmes of their choice.

Adult learners participate in educational activities because they want to meet a need. The heart of University extension education has been to help meet the

needs of people. Learners commit themselves to Univers   extension programmes because their needs are addressed. In an earlier survey conducted by Dumazedire (1967:16) in France, it was found that people took part in adult education activities because the activities were based on their needs and because they helped in solving matters affecting their lives.

The third objective was to determine whether or not the extent of learner response to University extension education was high. The results indicated that majority respondents, 67 (i.e.75%), revealed that not a lot of people participated in University extension education. 22 (25%) indicated that a lot of people participated in University extension education. Findings reflected in table 26 show that 7 (i.e. 78%) part-time tutors felt that community response to University extension education was high while 2(i.e. 22%) respondents felt that community response to University extension education was low. The Resident lecturer acknowledged that community response to University extension education programmes had been positive generally. The demand for University extension programmes had increased as shown by the large number of programmes\ courses on offer. The introduction of the diploma programmes increased the number of people   ling in University extension programmes.

In recent years, adults have realized they were capable of   if motivated to do so. However, high tuition fees and lack of time hinder them from participating in educational activities offered by the extension unit of the University. The financial status of prospective learners, according to Nafukho,   and Otunga

(2005:78), determines whether or not they were able to participate in adult education programmes. Many adult education programmes, like University extension education, require funds for registration, tuition, transport and for purchasing relevant reading materials.

Fasokun, Katahoirie and Oduaran (2005:90) mention that low participation in adult education programmes can be caused by programme based   such as lack of programme materials. These programme materials include relevant books and computers.

The fourth objective was to determine whether or not University extension education programmes experienced constraints in meeting the needs and expectations of learners. Table 15 shows that a large number of respondents, 34 (i.e. 38%), felt that lack of study materials and a library were a constraint, followed by shortage of tutors 22 (i.e. 25%), lack of computers 11 (i.e. 12%) and the presence of uncommitted part time tutors, 10 (i.e. 11%). Other constraints mentioned were electricity interruption during lessons, 5 (i.e. 6%), lessons not starting on time, 4 (i.e. 5%), and lack of permanent class building 3 (i.e. 3%). The results form part-time tutors and the Resident lecturer also show the major constraints as being lack of learning and teaching materials for both course participants and tutors; the few available materials were outdated. The University extension centre in Chipata District lacked modern teaching equipment. As a result, teaching was negatively affected. Other constraints mentioned were that some tutors lacked the methodology required to teach a cohort of adult learners. The presentation of

lessons by part-time tutors was not satisfactory. The University extension centre lacked permanent class and office buildings, and the current load shedding has had negative implications on University extension programmes.

The University extension centre should make efforts to work out measures to address these constraints so that people are not discouraged to participate in the University extension programmes. Relevant books and computers should be bought. Part-time tutors can be motivated to committee themselves to their work by paying the good salaries and paying them on time.

Summary

According to the findings, it was apparent that respondents were prompted by several factors to participate in University extension education. Some of the factors mentioned included getting jobs, getting promoted and improving qualifications. Adults, especially in Africa, engage in learning activities because of the need to acquire qualifications, promotions and getting better jobs.

Generally, majority respondents felt that University extension education met the needs and expectation of the learners. Only a small proportion of respondents mentioned that University extension education did not meet the needs of learners. However, almost all the respondents felt that teaching strategies used in University extension programmes helped to meet the needs of learners and that learners were satisfied with University extension education. Adult learners participated in

educational activities that would meet their needs. The University has the responsibility of satisfy the needs and goals of the individuals by providing them with competencies which will help them perform more effectively in a changing environment.

Most of the respondents felt that the extent of community response to University Extension Education was high. Even though the response was high the number of those who participated was not to the expectation of majority part-time tutors and learners. Factors that could have hindered a lot of people from   ing part in University Extension education could have been high tuition fees and lack of time.

Majority of the respondents revealed that University Extension programmes experienced constraints in meeting the needs and expectation of learners. Some of the constraints included shortage of tutors, lack of computers, lack of learning and teaching materials and lack of permanement class and office buildings. The University should address these problems so as to improve the quality of there services.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter draws conclusions based on the research findings and makes some recommendations for future research. The chapter ends   a summary which is a brief account of the major points.

Conclusions

The results have highlighted findings from learners, part-time tutors and the Resident Lecturer. It was found out that learners engaged in learning because of the need to develop new skills and acquire knowledge. Other factors that encouraged learner participation were the need to improve their academic and professional qualifications, changing careers, achieving promotion and getting better jobs. The factors also included getting better salaries, enhancing self-esteem, and contributing to national development.

Adult education programmes, like University extension   ucation, were originally designed to meet the goals and needs of learners. Based on the information gathered from the learners, part-time tutors and the resident lecturer, it can be concluded that University extension education is meeting the needs of the learners.

According to the information gathered from the learners, part-time tutors and Resident lecturer, it can also be concluded that the e   of community response to

University extension education was high. Even though the response was high, the number was not to the expectation of most part time tutors and learners. This could have been because of high tuition fees and the occupation of learners. Most prospective learners could not afford to pay the tuition fees charged and those who were fully occupied with their employment and families did not have time to participate in University extension education.

Based on the findings gathered from the learners, part-time tutors and Resident lecture, it can be assumed that University extension education programmes experienced constraints in meeting the expectation of learners. The most intractable constraints were that the extension centre in Chipata   ked computers, teaching and study materials for both part-time tutors and learners. Added to this, there was a shortage of part-time tutors while others were not committed to their work. Most of the part-time tutors lacked the knowledge of how to handle adult learners. What is more, the University centre in Chipata does not have its own office and classrooms space. The situation is accentuated by the load shedding of electricity supply. The implication of this is that classes which are held in   evening are interrupted once the supply of electricity is turned off.

Recommendations

In view of the findings of the study, the following recommendations are made to concerned parties such as the University of Zambia.

a. More adequate evaluations of University extension education programmes offered must be done so as to enhance their capability to offer quality

programmes in line with the needs of the learners. Continuing evaluation of the programmes provides the basis for improvement of planning and implementing of the programmes.

b. Recruit more part-time tutors who are specialized in their various fields. The attraction or marketability of most adult education programmes like University extension education depends, in part, on the quality of the facilitators. Such professionals should be accessed to information and strategies on the handling of adult learners. It needs starting that the teaching/handling of adult learners requires a different set of teaching strategies.

c. Use participatory research approaches to re-identify the needs of the participants and University extension centre. Participatory research approaches are about doing research by and for the peo   not on the people. According to Chilisa and Preece (2005:196) participatory research approaches are research approaches that focus on involving the community or participants. This means seeing the community or participants as co-researchers, ensuring dialogue and discussion with the participants throughout the process and using methods of data collection that enhance their participation and understanding.

The main aim of participatory research approaches is to obtain a detailed understanding and analysis of a specific problem, then for participants to prioritize their needs based on this enhanced understanding. The   of this process is an action plan, devised to help participants solve their own problems. Participatory research approaches assume that participants are best placed to identify their own needs and solve their own problems. Participatory research approaches may help in ascertaining learners and the University extension centres most common and relevant needs. This could help in designing appropriate programmes for participants in University extension programmes.

d. A library should be opened at the extension centre so   relevant books can easily be accessible to part-time tutors and learners. The learners and part-time tutors will be able to obtain information they need from the library.

e. More computers should be acquired and made available to the learners. This will enable the learners to practice their skills and conduct on-line research. Conducting on-line research will help improve the quality of their research work. Garmer and Firestone (1996) state that a computer can be a powerful tool for improving motivation and incentives for learning. It can create excitement in the learning process.

f. Part-time tutors must be motivated. According to the monistic or economic theory of motivation, people feel highly motivated when rewarded with more money. Basu (1994) mentions that F.W. Taylor, the father of scientific management, believed that people would work harder if   more money. Even today, financial incentives can add a great deal   the efficiency of personnel. The elements whose absence or inadequacy in a job produced dissatisfaction include: low pay, type of supervision, physical working conditions and company policy. Improving these elements could lead to job satisfaction.

g. It can be proposed that further studies be conducted with much larger samples to enable plausible generalizations to be made.

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APPENDIX A

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

INTERVIEW GUIDE FOR RESIDENT LECTURER

INTRODUCTION

I am a student at the University of Zambia currently studying for a master of Education (Adult Education). I am conducting a research study on factors that encourage learner participation in University Extension Education for my postgraduate degree. Iam kindly asking you to answer the questionnaire freely and honestly. The information that will be obtained form the questionnaire will be used only for the study.

1. How has been the response of the community to University Extension programmes?

2. Has the demand University Extension programmes increased or decreased over the years?

3. Why do you think learners participate in University Extension programmes?

4. Do University Extension programmes meet the needs of the learners?

5. Who designs University Extension programmes?

6. Are learners involved in designing University Extension programmes?

7. What major constraints do you encounter in your attempt to meet the expectations of learners?

8. What has been done to overcome the constraints you have mentioned above?

9. What has been done to encourage learner participation?

END

THANK YOU

Name   :   Flora Ngoma

Address   :   University of Zambia

School of Education

Department of Adult Education and Extension Studies

P.O Box 32379

LUSAKA

APPENDIX B

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

QUESTIONNAIRE FOR INSTRUCTORS

INTRODUCTION

I am a student at the University of Zambia currently studying for a Master of Education (Adult Education). I am conducting a research study on factors that encourage learner participation in University Extension Education for my postgraduate degree. I am kindly asking you to answer   questionnaire freely and honestly. The information that will be obtained from the questionnaire will be used only for the study.

INSTRUCTIONS

1. Please don't write your name on the questionnaire.
2. Kindly answer all the questions by ticking [ ] in the box provided or writing in the space provided.
3. Feel free to respond to the questions as the information obtained will be treated in strict confidentiality. Your response will be highly appreciated.

1. Sex?

a. Male   [   ]

b. Female   [   ]

2. Indicate you age group below

a. 15 – 25 years   [   ]

b. 26 – 36 years   [   ]

c. 37 – 47 years   [   ]

d. More than 47 years [   ]

3. Academic qualification attained?
   …………………………………………………………………………

4. Professional qualification attained?
   ……………………………………………………………………………
   ……………………………………………………………………………
   …………………………………………………………………………

5. Do you enjoy your work as part-time of the University?

a. Yes   [   ]

b. No   [   ]

6. How has been the response of learners to University Extension Programmes?

a. High   [   ]

b. Low   [   ]

7. Why do you think learners participate in University Extension Programmes?
   …………………………………………………………………………
   …………………………………………………………………………

8. Has the participation of learners been according to your expectation?

    ………………………………………………………………..

    ………………………………………………………………..

9. Are University Extension programmes based on the needs of the learners?

 a. Yes   [   ]

 b. No   [   ]

10. Who designs the course content of University Extension Programmes?

    ……………………………………………………………………

    ……………………………………………………………………

    ……………………………………………………………

11. Are learners involved in formulating and planning of University Extension programmes?

 a. Yes   [   ]

 b. No   [   ]

If yes how do you justify this ……………………………………..

    ………………………………………………………………..

    ………………………………………………………………..

    …………………………………………………………………

12. Is the way you teach in University Extension programmes Meeting the needs and expectation of learners?

 a. Yes   [   ]

 b. No   [   ]

If yes how do you justify this ……………………………………….

    …………………………………………………………………

    …………………………………………………………………

    ………………………………………………………………..

13. How has been the attitude of learners towards University Extension programmes?

a. Very favourable   [   ]

b. Favourable   [   ]

c. Not favourable   [   ]

Explain your answer ……………………………………………………
……………………………………………………………………………..
……………………………………………………………………………..

14. In your opinion are learners satisfied with University Extension Programmes?

a. Yes   [   ]

b. No   [   ]

If yes how do justify this ……………………………………………
……………………………………………………………………………..
……………………………………………………………………………..

15. What are some of the constraints you experience in University Extension programmes in trying to meet the expectations of learners?
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

16. What suggestion can you make to improve University Extension Programmes? …………………………………………………………….
……………………………………………………………………………
…………………………………………………………………………

END
Thank You

Name : **Flora Ngoma**

Address : **University of Zambia**
School of Education
Department of Adult Education

APPENDIX C

<div align="center">

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

</div>

QUESTIONNAIRE FOR STUDENTS

INTRODUCTION

I am a student at the University of Zambia currently studying for a Master of Education (Adult Education). I am conducting a research study   factors that encourage learner participation in University Extension Education for my postgraduate degree. I am kindly asking you to answer   questionnaire freely and honestly. The information that will be obtained from the questionnaire will be used only for the study.

INSTRUCTIONS

1. Please don't write your name on the questionnaire.
2. Kindly answer all the questions by ticking [ ] in the box provided or writing in the space provided.
3. Feel free to respond to the questions as the information obtained will be treated in strict confidentiality. Your response will be highly appreciated.

1. Sex?

a.   Male   [   ]

b.   Female   [   ]

2. Age?

a.   16-25 years   [   ]

b.   26-36 years   [   ]

c.   37-47 years   [   ]

d.   48 years and above   [   ]

3. Marital Status?

a.   Married   [   ]

b.   Single   [   ]

c.   Divorced   [   ]

d.   Widowed   [   ]

4. Educational level?

a.   Grade 7   [   ]

b.   Grade 9   [   ]

c.   Grade 12   [   ]

any other, specify ? :..

....

5. Professional qualification?...

……………………………………………………………………………

……………………………………………………………………………

6. How did you know about University extension programmes?

…………………………………………………………………………….

…………………………………………………………………………….

7. How long have you been doing the course/programme?

a. Less than 3 months [ ]

b. 4 to 6 months [ ]

c. 6 to 12 months [ ]

d. 1 year to above [ ]

8. Why are you participating in University extension programmes?

a. to get a job

b. to get promoted [ ]

c. improve your qualifications [ ]

d. make friends [ ]

e. to be better informed [ ]

9. Apart from the reasons in question 8 any other reasons?

………………………………………………………………………..

………………………………………………………………………..

10. In your opinion do you think that a lot people participate in University extension programmes?

a. Yes [ ]

b. No [ ]

11. How frequent do you attend classes?

a. Occassionally [ ]

b. Most of the time [ ]

c. Always [ ]

12. Do you enjoy participation in University extension programmes?

a. Yes [ ]

b. No [ ]

13. Do you think that University extension programmes are addressing your needs as learners?

a. Yes [ ]

b. No [ ]

14. Do you get involved as learners in coming up with the   content in the University extension programmes?

a.   Yes   [ ]

b.   No   [ ]

15. What constraints does University extension programmes experience?

……………………………………………………………………..

…………………………………………………………………….

16. What is your opinion on how the University extension programmes are being taught?

a.   Very good   [ ]

b.   good   [ ]

c.   Poor   [ ]

d.   Very poor   [ ]

17. Are the ways the University extension programmes being taught helping in meeting your needs?...

…………………………………………………………………….

18. What has been your experience so far in participating   University extension programmes?

……………………………………………………………………

…………………………………………………………………..

19. Are you satisfied with the University extension programmes?

……………………………………………………………………..

……………………………………………………………………..

20. Do you any suggestions that you think can help improve extension programmes?

……………………………………………………………………..

……………………………………………………………………..

END
Thank You

Name: ; **Flora Ngoma**

Address : **University of Zambia**
 School of Education
 Department of Adult Education and
 Extension studies P.O Box 32379
 Lusaka.