

**AN ASSESSMENT OF KNOWLEDGE, ATTITUDES AND PRACTICE OF
ADULT EDUCATION PRINCIPLES BY UNIVERSITY OF ZAMBIA
EXTENSION EDUCATION PART-TIME TUTORS IN LUSAKA
DISTRICT.**

By

Michelo Haluyasa

M. Ed. Adult. ED

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BY

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M. Ed. Adult. ED**

A dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the
award of the degree of master of education in adult education

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DEDICATION

This dissertation is dedicated to the following people: my parents Mr Nelson Haluyasa and Mrs Joyce Mukata Haluyasa for the support they rendered to me throughout my study; my lovely husband Fred Phiri for his encouragement, financial support and endurance, our lovely children, Beza Phiri, Nelson Phiri and Nancy Phiri for putting a smile on my face even when things were not well with me academically.

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Glory is to God.

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DECLARATION

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

Signature (Candidate): Date:

Name of the supervisor:

Signature..... Date:.....

CERTIFICATE OF APPROVAL

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

EXAMINERS' SIGNATURES

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Examiner 3

Name:

Signed: Date:

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ABSTRACT

The problem for the study emerged from the fact that there it was known if part time-tutors practiced the principles of adult education. It was also not known whether or not part time tutors were knowledgeable of the principles of adult education and what their attitudes towards these principles were. Thus, the purpose of this study was to establish tutors' knowledge, attitudes and practice of adult education principles in Lusaka District. The objectives were to: examine whether or not part- time tutors were knowledgeable of adult education principles; establish the attitudes of the part- time tutors towards adult education principles; and investigate whether or not part time tutors practiced adult education principles in their teaching. This study adopted a mixed method design. The study sample was 111 which comprised 60 students who were selected using simple random sampling procedure, 50 tutors were traced through convenience sampling procedure and 1 Resident Lecturer was selected using purposive sampling procedure.

Findings revealed that majority part- time tutors were not familiar with adult education principles in Lusaka District. For example, 28 (56%) respondents were not familiar with adult education principles compared to 22 (44%) respondents who were familiar with some of the principles. It was also established that part- time tutors' attitudes towards students were good as they embraced voluntary participation and learners' experience. Findings further revealed that tutors were not sure as to whether or not they practiced adult education principles and that they did not receive any form of training on how to teach adults or practice adult education principles.

It was thus recommended that the Resident Lecturer should see to it that all coordinators assigned to the centres were oriented in the principles of adult education; that the Resident Lecturer should assign coordinators who possess certificates in adult education to run the centres; that the Resident Lecturer should not just assume that adult education principles were practiced, instead should frequently visit the centres and assess part- time tutors' knowledge, attitudes and practice of adult education principles; Part-time tutors appointed to teach in university extension education studies should be oriented in the principles of adult education; the University of Zambia Central Administration should allocate enough financial resources to university extension centres in Zambia; the University of Zambia through the Department of Adult Education and Extension Studies (DAEES) should find alternative ways of encouraging students to attend classes rather than using registers because some students view them as an indirect way of forcing them to attend classes.

TABLE OF CONTENTS

DEDICATION	i
COPYRIGHT DECLARATION	ii
AUTHORS DECLARATION	iii
APPROVAL	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF BAR CHARTS AND TABLES	xi
LIST OF APPENDICES	x
LIST OF ACRONYMS AND ABBREVIATIONS	xiii
CHAPTER 1: INTRODUCTION	1
1.1. Overview.....	1
1.2. Background of the study.....	1
1.3. Statement of the Problem	6
1.4. Purpose of the Study	7
1.5. Research Objectives	7
1.6. Research Questions	8
1.7. Significance of the Study	8
1.8. Delimitation of the Study	9
1.9. Theoretical Framework.....	9
1.10. Ethical Considerations.....	11
1.11. Operational Definition of Terms.....	12

1.12. Organization of the study.....	13
1.13. Summary of Chapter 1.....	14
CHAPTER 2: LITERATURE REVIEW	15
2.1. Overview.....	15
2.2. Literature on part- time tutors’ knowledge of adult education principles.....	16
2.2.1. Involve adults in program planning and implementation.....	17
2.2.2. Create a physical and social climate of respect	18
2.2.3. Encourage collaborative modes of learning	18
2.2.4. Include and build on the student's experiences in the learning process	19
2.2.5. Foster critical and reflective thinking.....	20
2.2.6. Include learning which involves examination of issues and concerns, transforms content into problem situations.....	20
2.2.7. Generate a participative environment.....	20
2.2.8. Encourage self-directed learning	21
2.3. Literature on part- time tutors’ attitudes towards adult education principles.....	22
2.4. Literature on part time tutor’s practice of adult education principles.....	23
2.5. Studies related to the current study.....	24
2.5.1. Identified Gaps and Justification	26
2.6. Summary of Chapter 2.....	27
CHAPTER 3: METHODOLOGY	28
3.1. Overview	28
3.2. Research Design	28
3.3. Universe Population	29
3.4. Sample Size.....	30

3.5. Sampling procedure.....	30
3.6. Data Collection Procedure	32
3.7. Data Collection Instruments	32
3.7.1 Questionnaire	33
3.7.2. Interview guide	33
3.8. Limitation of the study.....	33
3.9. Data Analysis	34
3.10. Summary of Chapter 3	34
CHAPTER 4: PRESENTATION OF FINDINGS	36
4.1. Overview	36
4.2. Socio demographic characteristics of respondents.....	37
4.2.1 Summary of socio demographic characteristics of respondents.....	40
4.3.1. Research Question 1: What is the level of knowledge part- time tutors have regarding adult education principles.....	40
4.3.2. Summary of findings on research question number one (1)	45
4.3.3. Research Question 2: What is the attitude of part-time tutors towards adult education principles?	45
4.3.4. Summary of findings on research question number two (2).....	50
4.3.5. Research Question 3: How do part- time tutors practice adult education principles in their teaching?	51
4.3.6. Summary of findings on research question number three (3)	56
4.5. Summary of Chapter 4	57
CHAPTER 5: DISCUSSION OF FINDINGS	58
5.1. Overview	58

5.2. part- time tutors’ knowledgeable of adult education principles.....	58
5.3. part- time tutors’ attitudes towards adult education principles.....	60
5.4. part time tutors’ practice of adult education principles in their teaching.....	62
5.6. Summary of Chapter 5	64
CHAPTER 6: CONCLUSION AND RECOMMENDATIONS	66
6.1. Overview	66
6.2. Conclusion	66
6.3. Recommendations	69
6.4. Summary of Chapter 6	69
REFERENCES	70
APPENDICES	77

LIST OF FIGURES

Figure 4.1:	Distribution of respondents by their sex	38
Figure 4.2:	Distribution of Respondents by their age.....	39
Figure 4.3:	Percentage distribution of respondents by the highest educational qualification attained.....	40
Figure 4.4:	Distribution of respondents by their views on principles of adult education they were familiar with.....	44
Figure 4.5:	Distribution of respondents by their response on whether or not they had a certificate in the field of adult education.....	45
Figure 4.6:	Distribution of respondents by their views to the teaching technique which was frequently used by part- time tutors.....	54
Figure 4.7:	Distribution of respondents by their views on whether or not they practiced adult education principles.....	55

LIST OF TABLES

Table 4.1:	Distribution of respondents on whether or not part-time tutors knew how to handle adults	42
Table 4.2:	Distribution of respondents based on their response on what they understood by the term adult education.....	43
Table 4.3:	Distribution of respondents by their response to the kind of relationship that existed between students and their tutors.....	47
Table 4.4:	Distribution of respondents by their views on whether or not they were forced to attend classes.....	48
Table 4.5:	Distribution of respondents by their response to the kind of relationship between tutors and their students.....	49

Table 4.6:	Distribution of respondents by their views on whether or not learners came to class voluntarily.....	49
Table 4.7:	Distribution of respondents by their views on whether or not students' experiences were used to enrich part-time tutors.....	50
Table 4.8:	Distribution of respondents by their views on whether or not students were allowed to air their views in class.....	53
Table 4.9:	Distribution of respondents by their views on whether or not students were given chance to research on their own.....	53
Table 4.10:	Distribution of respondents on whether or not tutors were trained on how to practice adult education principles upon appointment or not.....	56

LIST OF APPENDICES

Appendix 1:	Research Questionnaire for Students	77
Appendix 2:	Questionnaire for part-time tutors	81
Appendix 3:	Interview guide for the Resident Lecturer.....	85

LIST OF ACRONYMS AND ABBREVIATIONS

C A: Continuous Assessment

CCE: Centre for Continuing Education

DAEES: Department of Adult Education and Extension Studies

DRGS: Directorate of Research and Graduate Studies

UNZA: University of Zambia

ZAOU: Zambia Open University

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter provides background information on knowledge, attitudes and practice of adult education principles by University extension education part-time tutors in Lusaka District. It further presents the statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, significance of the study, delimitation of the study, theoretical framework, operational definitions, ethical consideration and organization of the study. It closes with a summary of the chapter.

1.2. Background

Kombo and Tromp (2006) defined background of the study as “a brief overview of the problem the researcher aspires to tackle. It helps clarify what has brought about the need for the study; demonstrates the researcher’s view of the research problem; and shows the reader that the researcher knows the study as he/ she is familiar with what has preceded.” On the other hand, Kasonde- Ng’andu (2013) is of the idea that background of the study provides some general information on the context of the study. It is aimed at making the reader perceive the general picture of what the problem is, solutions attempted and the impasses of the present situation.

Adult education is a practice in which adults engage in a systematic and sustained self-educating activity in order to gain new forms of knowledge, skills, attitudes, or values (Lindeman, 1926). It also refers to any form of learning adults engage in beyond traditional schooling. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. However, this learning happens in many ways and contexts just as all adults' lives differ. Adult learning can be in any of the three contexts; Formal, Non-formal and Informal. Nevertheless, this study will focus on formal adult education as is offered by the University of Zambia extension education.

University extension education or formal adult education in Zambia replicated its historical development in Britain in respect of its purpose and objectives. The origin of extension

education in Britain was first recorded in the 19th century. The first proponent of University extension education in Britain was a politician by the name of Lord Henry Brougham, an influential advocate of formal education for the poor and of mass adult education who founded the society for the diffusion of useful knowledge in 1826. It is important to note that during the industrial revolution, Britain did not only experience shortage of skilled human resource to operate machines in industries but was also faced with high levels of illiteracy among the poor. At that time, two social classes existed in Britain which were the Upper and the Lower classes. The lower class did not access quality or good education (Mukumbi, 2015).

According to Kelly (1970), the history of University extension education can be traced back to the mid-19th century at the two ancient Universities of Cambridge and Oxford in England and Wales. He further states that admission to these Universities demanded one to be a male child of the aristocracy. Other classes were excluded through a series of religious tests until after the industrial revolution when a new middle class of professionals such as merchants, manufacturers and medical doctors emerged. The new class whose sons had been excluded from University education began to mount pressure on the ancient Universities to introduce reforms. As a result, the Universities abolished the religious tests and founded colleges for non-aristocracy sons and established facilities for non-collegiate students. In 1947, Gilbert, J.W. a banker, recommended the establishment of societies in Non-University towns to organize educational lectures with lecturers being paid by government. Later on, Lord Arthur of Cambridge University proposed the creation of four rural or circuit professors to be nominated by the University to offer courses in natural philosophy, geology, astronomy, literacy, science and mechanics. This marked the birth of University extension education in Britain (Kamwengo, n.d :). In addition to this, the growth of Britain's population influenced the need to equip farmers with new farming skills so as to enhance food production (Mukumbi, 2015).

The growth and success of extension work in Britain influenced the initiation of similar activity elsewhere and Zambia is no exception. The origin and development of extension education in Zambia can be traced back to 1964 when the country gained her political independence from British rule. Prior to independence, Northern Rhodesia, which is currently known as Zambia,

belonged to the Federation of Rhodesia and Nyasaland, which began in 1953 and ended in 1963 (Nduna, 2011).

During the Federal era, the mining industry was the only sector of Northern Rhodesia's economy which was developing. The Agricultural industry deteriorated because of preferential treatment and higher prices which were paid to white commercial farmers for maize and other products (Carmody, 2004). Alongside this background stood an educational system which was woefully inadequate to meet the challenges of the Post-colonial society. For instance, the few schools which were run by Christian Missionaries could not allow the enrolment of too many African pupils (Sandlane, 1989).

Important to note is the fact that the Federal Government, whose capital was in Salisbury (Harare), was responsible for the education of all races and higher education in the Federal region whilst Northern Rhodesia was only responsible for African Education (Kelly, 1999: 51). As a consequence of the above factors, Zambia had only 100 University graduates and about 961 Cambridge school leavers against a population of 4 million people at independence (GRZ, 1966). Chiyongo (2010:105) further elaborated that only Chalimbana teachers training college and Sefula Secondary school were training teachers before independence. Even though the country had 21 trades training schools by 1957, employment opportunities for Zambians remained scanty because higher technical jobs were reserved for whites.

Furthermore, the quality of trades training graduates was reported to have been very low and inadequate to satisfy the labour demands of the construction industry (Kelly, 1999). This situation was evidence enough to show that Zambia was unprepared for self-rule (Carmody, 2004).

In response to the above scenario, government quickly rehabilitated and expanded the already existing primary schools, secondary schools, colleges and trades training institutes in order to quickly produce the preferred human resource to drive the country to social-economic development. The new government also extensively constructed new schools in provinces that had none (Carmody, 2004: 23).

Due to the above hostile circumstances that existed during Zambia's attempt to attain self-rule, there was need for Zambia to have a University in order to produce highly skilled human resource. University extension education was at this time thought to be most appropriate to bring about development because its clientele were working adults. Due to this development, a Commission was appointed under the chairmanship of Sir John Lockwood who was the former vice chancellor of the University of London. The Lockwood Commission was therefore entrusted with the responsibility to counsel government on the prospects of establishing a University in Zambia. In November 1963, the Lockwood Commission recommended that, a University was to be constructed in Lusaka without undue delay (Lockwood Report, 1963).

The Lockwood Commission also recommended that the University of Zambia must combine practical service to the nation at a critical time of its life, with the fulfillment of the historical purposes for the University as a seat of learning, a treasure-house of knowledge and a creative centre for research.

In addition to this, the Commission recommended that the University of Zambia should lower the illiteracy levels of the country in order to produce the required human capital and to lower its entry qualifications so as to serve the entire nation and not a diminutive cluster of undergraduates. It further recommended that the University of Zambia should make a provision for both the extension of its degree and diploma programmes to the people outside the University and to offer non-formal and non-credit programmes to people who had no opportunity to access higher education (Lockwood Report, 1963). This marked the birth of the Department of Extra-Mural Studies at the University of Zambia (Nduna, 2011).

In 1966, the University opened its doors to the public; the Department of Extra Mural Studies was also established. Cardinal principles which underlie the work of the Department were laid down by the University Senate. The duty of the Department was to:

".... maintain the University links with the community, and recognize that the University has a contribution to make to society as a whole and not only to the small group of graduates and undergraduates on campus, and diffuse University knowledge and university ways of thought throughout the nation, and recognize that it is possible to stimulate objective and coherent

thinking among mature men and women of varying levels of formal education (First Extra Mural Annual Report, 1966: 6).”

The Department of Extra Mural Studies, which started functioning in 1966, became part of the Centre for Continuing Education (CCE) in 1976. The CCE comprised four departments namely; Extension Studies and Conferences, Adult Education, Mass Communication and Correspondence Studies. In April 1995, Extension Studies and Conferences were merged with Adult Education to form the current Department of Adult Education and Extension Studies (Luchembe, 2006: 2). The Department of Adult Education and Extension Studies has established extension centres in all the 10 provinces of Zambia. Resident Lecturers in these provinces facilitate University Extension Education to the communities on behalf of the University of Zambia.

Since its inception, the Department of Adult Education and Extension Studies has been offering non-credit programmes to the community until the year 2002 when it received considerable demand for credit courses from the community. This demand was more prominent among school leavers whose justification for participating in University extension education was mainly to search for employment. On the other hand, University extension education non-credit diploma graduates developed a negative attitude towards University extension education after employers rejected their non-credit certificates (Phiri, 2013). The displeased members of the community, students and graduates mounted pressure on the University of Zambia to initiate University extension credit courses to the Zambian community. Currently, credit courses are offered alongside non-credit programmes in all University Extension Education at Provincial Centres in Zambia (Moonga and Luchembe, 2008).

Emanating from the above background, what was clear is the fact that from 2009, the University of Zambia has been offering credit-courses in its extension education programme, making it a bifurcated system as it carries both credit and non-credit courses. It was also known that the non-credit courses have been applied through public lectures conducted for a mixed target group; through Theatre 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 through evening classes (Chakanika and Mtonga, 1995). Moreover, it was also clear that since 2009, the

institution has been engaging tutors on a part-time basis to teach credit courses in extension education programme (Phiri, 2015). These tutors are holders of bachelors and some even masters' degrees from different fields of specialization appointed on a one-year renewable contract by senate.

The system has produced a cohort of certificate and diploma holders in various fields. However, there was lack of information showing how part time-tutors engaged by the University of Zambia practiced the principles of adult education. It was also not known whether part -time tutors were knowledgeable of the principles of adult learning and what their attitudes towards these principles were.

Lindeman (1926) argues that in order for adult educators to select appropriate teaching techniques, they should have the knowledge of adult education principles and how to apply them in their teachings. The way adults learn differs from the way children learn. Therefore, for effective teaching to take place, the facilitators should have good knowledge of how adults learn. Similarly, Vella (2007) observed that having prior knowledge of adult education principles can help adult educators to develop and/or use instructional materials that are based on students' lives. The forgoing discussion confirms the fact that the knowledge on adult education principles can help educators to select appropriate and effective teaching techniques. Nevertheless, since 2009 when credit courses were infused in the University of Zambia (UNZA) extension education programme, it was not yet established as to whether or not part-time tutors were knowledgeable of adult education principles, what their attitudes were and as to whether or not they practiced the principles of adult education. The current study therefore, sought to assess the knowledge, attitudes and practices of adult education principles by University extension part- time tutors in Lusaka District.

1.3. Statement of the problem

Kombo and Tromp (2006) define statement of the problem as an issue or concern that puzzles the researcher. This may be due to its effect or consistence despite measures taken. In the view of Sampson (2012:28) statement of the problem is defined as "... a succinct statement of the dilemma that the research questions are intended to resolve." Therefore, the subsequent paragraph presents the problem that this study sought to investigate.

University extension education in Zambia has been in existence since 1966 (Kelly, 1999). This education paradigm has improved from just providing non-credit courses into a bifurcated system embracing both credit and non credit courses since 2009. From 2009, the University of Zambia has been engaging tutors on a part-time basis and the system has produced a cohort of certificate and diploma holders in various fields. One undisputed fact however, is that University of Zambia (UNZA) extension education deals with adults and hence cannot exist without embracing the principles of adult education. Despite this notable relationship between the two disciplines, it still remains unknown how part time-tutors practice the principles of adult education. It is also not known whether part-time tutors are knowledgeable of the principles of adult learning and what their attitudes towards these principles are. This study therefore, sought to assess the knowledge, attitudes and practice of adult education principles by University extension part-time tutors in Lusaka District.

1.4. Purpose of the study

Cooper and Schindler (2008) define purpose of the study as a general statement which reflects the intention or purpose of one's research. It is a general statement of what the researcher hopes to accomplish by the end of the study and reflects the aspirations and expectations of the researcher. In the same vein, Creswell (2012: 110) postulates that, purpose of the study is a statement that advances the overall direction or focus for the study.

Therefore, the purpose of this study was to assess the knowledge, attitudes and practice of adult education principles by University extension education part- time tutors in Lusaka District.

1.5. Research objectives

General objective

Kombo and Tromp (2006) define a general objective as intentions or purposes stated in specific measureable terms. They provide opportunities for evaluating the end results.

Thus, the general objective of the study was:

To determine the knowledge, attitudes and practice of Adult Education principles by University extension education part-time tutors who taught in its programmes.

Specific objectives

A study objective is a specific statement relating to the defined aim of the study. Objectives also state specific tasks that will be carried out by the researcher to accomplish the aims of the study (Kombo and Tromp, 2006).

Therefore, this study was guided by the following specific objectives:

- i. to examine whether or not part- time tutors are knowledgeable of adult education principles;
- ii. to establish the attitudes of the part- time tutors towards adult education principles; And
- iii. to investigate whether or not part time tutors practice adult education principles in their teaching.

1.6. Research questions

Research questions are issues that the researcher seeks to answer. They are related to the objectives and guide the research process by addressing the variables of the study (Kombo and Tromp, 2006). In the perception of Creswell (2012:110), research questions are defined as questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer.

Hence, this study responded to the following questions:

- i. What is the level of knowledge part- time tutors have regarding adult education principles?
- ii. What is the attitude of part-time tutors towards adult education principles? And
- iii. How do part- time tutors practice adult education principles in their teaching?

1.7. Significance of the study

Kasonde- Ng'andu (2013) argues that a significance section elaborates on the importance and implications of a study for researchers, practitioners and policy makers. Sampson (2012) is of the view that the significance section of the study describes the importance of seeking a solution to the statement of the problem identified previously. Therefore, through this study the University of Zambia as the main provider of extension education may gain an understanding of the adult education principles and improve on the provision of the programme. Moreover, the findings of this study may also help policy makers to understand the importance of adult education and its role in national development. This study may also encourage UNZA to recruit part- time tutors with adult education background. Additionally, findings of the study may also encourage UNZA to conduct workshops for part-time tutors on principles of adult education especially for those tutors that do not have an adult education background. This study may as well help the Department of Adult Education and Extension Studies become aware of the part-time tutors' attitudes, their knowledge and their practice of adult education principles. Lastly but not the least, the findings may add on to already existing literature on University extension education.

1.8. Study sites/ Delimitation

Delimitation of the study generally describes the scope of the study. Delimitations are factors that affect the study over which the researcher generally does have some degree of control. They also describe the scope of the study or limits for the study (Kasonde-Ngandu, 2013). Creswell (1994) quoted in Kasonde- Ngandu (2013), observed that delimitation is used to address how the study will be narrowed in scope. Consequently, this study was confined to Lusaka District only. It catered for students and part- time tutors in centers within this same District and this had helped the researcher to come up with a balanced sample. Lusaka District was selected because it is one of the Districts with a large number of centers, tutors and learners.

1.9. Theoretical framework

A theoretical framework is a collection of interrelated ideas based on theories; it is a reasoned set of prepositions, which are derived from and supported by data or evidence (Kombo and Tromp, 2006).

This study adopted Andragogy (adult learning theory) theory by Malcom Knowles. According to Knowles (1980), Andragogy is defined as “the art and science of helping adults learn.” This theory is viewed to be relevant to the study as it explains how adults learn. It also gives more insights on how adult educators should treat and teach adults. Andragogy is based on six assumptions about how adults learn their attitude towards learning and motivation for learning. These assumptions are discussed below.

a) Adults are internally motivated and self-directed

The theory assumes that adults are more motivated to learn by internal drives than by external ones. For adults, the need to know why this information is important becomes a key question. It entails that adult learners resist learning when they feel others are imposing information, ideas or actions on them (Knowles 1984). Therefore, as an adult educator, it is important to show interest in the student's thoughts and opinions. The theory further emphasises that in order to help adults learn, adult educators should actively and carefully listen to any questions asked, develop rapport with the student to optimise your approachability and encourage asking of questions and exploration of concepts.

Furthermore, the theory emphasises that self- directed learning can be viewed as a method of organising teaching and learning in which the learning tasks are largely within the learners' control. It can also be viewed as a goal towards which learners strive so that they become empowered to accept personal responsibility for their own learning, personal autonomy, and individual choice. Success in the first view would lead to attaining the second. Therefore, this theory entails that as an adult educator; lead the student toward inquiry before supplying them with too many facts. Encourage use of resources such as library, journals, internet and other departmental resources (Knowles, 1980).

b) Adults bring life experiences and knowledge to learning experiences

The andragogy theory is relevant to this study as it emphasises that adults have accumulated a great deal of experience, which is a rich resource for learning. It also entails that adults have a growing bank of experiences that they are able to refer to. Adults also like to be given opportunity to use their existing foundation of knowledge and experiences gained from life experience, and apply it to their new learning experiences. The theory also indicates that it is important for adult educators to find out about their students' interests and past experiences. Adult educators should also assist students to draw on those experiences when solving problems and reflecting on their actions (Knowles, 1984).

c) Adults are goal oriented

Andragogy theory also assumes that adults value learning that integrates with the demands of their everyday life. Adults' readiness to learn is dependent upon their social role of the developmental task. Additionally, adult students become ready to learn when they experience a need to learn in order to cope more satisfyingly with real-life tasks or problems (Knowles, 1980, as cited by Fidishun, 2000). As an adult educator, your role is to facilitate a student's readiness for problem-based learning and increase the student's awareness of the need for the acquisition of knowledge. This assumption is relevant to this study as it indicates that, as adult educators; provide meaningful learning experiences that are clearly linked to personal goals as well as assessment for future life goals.

d) Adults are practical and relevancy oriented

Knowles' theory is also of the view that adults are more interested in immediate application of learning. It also emphasises that adults value problem centred approaches than subject centred ones. Additionally, adult learners want to know the relevance of what they are learning to what they want to achieve (Knowles, 1980).

e) Adult learners like to be respected

Andragogy is of the view that adults are not like children hence, they deserve to be respected. As an adult educator, respect can be demonstrated to your students by taking interest, acknowledging the wealth of experiences that the student brings to the classroom, and by regarding them as colleagues who are equal in life experience. Encourage expression of ideas, reasoning and feedback at every opportunity (Fidishun, 2000; Lieb, 1991).

1.10. Ethical Considerations

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

Therefore, in order to collect data, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS). Furthermore, Permission to elicit data from the part-time tutors and students was obtained from the Lusaka Province Resident Lecturer before data collection commenced. The researcher further briefed the aforementioned authority on the value of the research and the procedures to be used. Additionally, the researcher assured both the part- time tutors and students that participation in the research process was on voluntary basis and that the participants were free to terminate their participation at any point during the research process if they felt need to do so. Furthermore, as a way of maintaining confidentiality, participants were not asked to write their names on the questionnaires. They were also informed that the information the researcher was in search of was only for academic purposes.

During separate interviews with the Resident Lecturer, the researcher notified the interviewee that the responses were to be recorded in a note book and that the notes were only meant for the research. The researcher also stated that the responses were not going to be presented elsewhere.

1.11. Operational definitions

Kasonde-Ngandu (2013) argues that the definition of terms is used in the study that is extraordinary or not widely understood by everybody. Researchers define terms so that readers can understand their precise meanings. Theobald (1991) is of the view that the terms in this section should be terms directly related to your research that will be used by you throughout the research. The researcher should define each term as he or she wants the reader to know that term. Therefore, the listed terms below will be used to mean the following:

Education: the gradual process of acquiring knowledge and skills necessary to operate effectively and efficiently in one's environment.

Adult education: this concept shall mean a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values.

Extension: the spread of something (belief or practice) into new regions from the core or point of origin.

Extension Education: this concept shall mean both credit and Non-credit courses and programmes offered by University Extension Studies Section in Provincial Centers in Zambia. In other words, it shall mean educational activities such as short courses, evening classes, seminars and workshops provided by the University of Zambia for people outside the perimeters of the main institution.

Principle: a principle is a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning. It is a law or rule that has to be, or usually is to be followed or can be desirably followed, or the way that a system is constructed.

Knowledge: is information and understanding about a subject which a person has, or which all people have.

Attitude: the way that someone thinks and feels about something, especially when this shows how someone behaves.

Practice: doing something regularly in order to be able to do it better.

Credit Courses: all the senate - approved diploma and certificate courses offered by the University Extension Studies Section in provincial centers in Zambia.

Non Credit Courses: all the non-senate- approved educational activities offered by University Extension Studies Section in Provincial Centers in Zambia.

1.12. Organisation of Dissertation

Chapter 1 provides the background of the study. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, significance of the study, delimitation of the study, research hypothesis, theoretical framework, operational definition of terms and ethical considerations. Its last part is a summary of the chapter.

Chapter 2 reviews the literature related to the study. It highlights part- time tutors' knowledge of adult education principles, their attitudes towards the principles and how they practice them. It further looks at different studies in this area, shades more light on the gaps and justifies the role that this current study plays in fulfilling those identified gaps.

Chapter 3 presents the Methodology that was used in this study. It explains the research design that was adopted, presents universe population and sample size. The data collection method, instruments, data analysis methods and procedures were also discussed. The chapter closes with a summary.

Chapter 4 is a presentation of the findings for this study. The findings are presented using research questions.

Chapter 5 is a discussion of findings. This is done using research objectives. The findings are also confirmed and disconfirmed by the reviewed literature and the theoretical framework for this study.

Chapter 6 presents a conclusion for this study as well as the recommendations made. This chapter is followed by references and appendices.

1.13. Summary of Chapter one

This chapter presented and discussed background information for this study. It showed what the problem for this study was. This chapter also discussed the purpose for conducting this study, the research objectives and the research questions. Furthermore, this chapter highlighted the significance of this study and its delimitation. It also defined key words and concepts that needed clarity. Lastly, this chapter presented the organization of the dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview

The forgoing Chapter presented an introduction to the study on *the assessment of Knowledge, attitudes and practice of adult education principles by University of Zambia Extension Education part-time tutors in Lusaka District*. It commenced with the background of the study. This was succeeded by the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, theoretical framework, operational definition of terms and organisation of the dissertation. This Chapter proceeds with literature review.

According to Kombo and Tromp (2006) “a literature review is a collection of published information and data relevant to a research question.” It is also a written document that provides background information on your subject area and details of previous research that is relevant. Literature reviewed typically includes scholarly journals, scholarly books, authoritative databases and primary sources. Sometimes it includes newspapers, magazines, films, audio and video tapes and other secondary sources.

On the other hand, Hart (1998) defines literature review as the critical synthesis and evaluation of previous research which logically leads to research questions. The review of literature provides the background and context for the research problem. Moreover, Fink (1998:3) contended that a literature review refers to:

“a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners.”

The foregoing discussion was guided by the following sub-headings which are also the objectives of the study: Literature on part- time tutors’ knowledge of adult education principles; part- time tutors’ attitudes towards adult education principles and part- time tutor’s practice of adult education principles. Additionally, this chapter amalgamates and assesses critically studies

and writings which are related to this study and shows how this present study is different from the reviewed literature. The chapter is concluded by a summary.

2.2. Literature on part- time tutors' knowledge of adult education principles.

Heron (1999) observed that many teachers/tutors involved in adult education in Ireland do not have a formal teaching qualification. Tutors may be appointed for their expertise in a subject or discipline, but there is no requirement to hold a teaching qualification for positions in the adult education sector or the further/higher education sectors. Therefore, teachers/trainers have to learn as they go often copying teaching styles/methodologies from their own experiences of school or college. Unfortunately, this can result in school appropriate teaching practices which are drawn from the pedagogical model of education being replicated with adult students.

In addition, Fry, Ketteridge and Marshall (2003:9) cited by Phiri (2015), pointed out that ... it is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn. Many lecturers know how they learn best, but do not necessarily consider how their students learn and if the way they teach is predicated on enabling learning to happen.

In the same vein Ng'ambi (2013) observed that:

. . . most of the tutors in university extension education do not necessarily have the preferred skills for the courses they offer. Therefore, most tutors are just recruited based on the fact that they possess university first degrees.

Lindeman (1926) is against the above idea and proposes that in order for adult educators to select appropriate teaching techniques, they should have the knowledge of adult education principles and how to apply them in their teachings. The way adults learn differs from the way children learn. Therefore, for effective teaching to take place the facilitators should have good knowledge of how adults learn.

Lindeman (1926) further argued that the purpose of adult education should be derived from what adults want. He further added that adult educators should know that adult education is an instrument for helping adults understand their experiences and thereby find meaning in their lives. Therefore, people engaged in adult education are striving to improve themselves; that is to gain intelligence, power, self-expression, freedom, creativity, appreciation, enjoyment, and fellowship. Lindeman's basic thesis was that adults do not have to be forced to learn. Adults learn what is meaningful to them, what helps them to understand their experiences and to respond creatively to their life situations.

Moreover, the adult educators should be aware of the fact that if adults refuse to participate in educational activities, the problem cannot be attributed to their lack of either ability or motivation. The problem lies with educators who may not know how to create the conditions that permit adults to be active participants in their own learning. Mind you adults do not want to be schooled; they want to learn (Zemke & Zemke, 1995).

Brookfield (1995) postulates that many writers in the field of adult education have developed guiding principles to assist adult education practitioners facilitate learner-centered education. Following is a composite of some of these principles:

2.2.1. Involve adults in program planning and implementation.

Adult educators should be aware of the fact that including learners in the planning and implementing of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where group members establish the programme goals and objectives. It is a widely held belief that people will make firm commitments to activities in which they feel they participated and contributed to the planning. Mutual planning of curriculum, learning objectives, resources, assessment and evaluation methods encourages student participation in the learning process (Lieb, 1991).

Rogers (1969) added that when an adult learner has control over the nature, timing, and direction of the learning process, the entire experience is facilitated. Adults have a need to be self-directed, deciding for themselves what they want to learn. They enter into the learning process with a goal in mind and generally take a leadership role in their learning. The challenge

for teachers is to be encouraging to the learner but also reinforce the process of learning. The endpoint of learning cannot always occur quickly or on a pre-set timeline.

2.2.2. Create a physical and social climate of respect

O'Brien (2004) observed that, it is essential to create a climate that encourages and supports learning. The classroom environment should be characterized by trust and mutual respect among teachers and learners. It should enhance learner self-esteem. Supporting and encouraging learning does not mean that the environment is free of conflict. It does mean that when conflict occurs, it is handled in a way that challenges learners to acquire new perspectives and supports them in their efforts to do so. Adults will generally learn best in an atmosphere that is non-threatening and supportive of experimentation and in which different learning styles are recognised.

2.2.3 Encourage collaborative modes of learning

Heron (1999) observed that, knowledge of fostering a spirit of collaboration in the learning setting is very crucial to adult educators. Collaboration in the adult classroom is frequently founded on the idea that the roles of teachers and learners can be interchangeable. Although teachers have the overall responsibility for leading a learning activity, adult learning is a co-operative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

Even in learning situations in which the learning content is prescribed, sharing control over the learning strategies is believed to make learning more effective. Engaging adults as collaborative partners for learning satisfies their “need to know” as well as appeals to their self-concept as independent learners (Knowles, Holton and Swanson, 1998).

Etuk, Afangideh and Uya (2013:197), as cited by Phiri (2015) argued that:

. . . students' participation in the learning process is critical and their perception presents methodological challenges. The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students' understanding and achievement.

2.2.4. Include and build on the student's experiences in the learning process

Develop an understanding of learners' experiences and communities. Draw upon learners' experiences as a resource. Not only do adult learners have experiences that can be used as a foundation for learning new things but also, in adulthood, readiness to learn frequently stems from life tasks and problems. The particular life situations and perspectives that adults bring to the classroom can provide a rich reservoir for learning (Adult Education Centre, 2005).

O'Brien (2004) states that:

adults have a greater depth, breadth, and variation in the quality of previous life experiences than younger people. Past educational or work experiences may color or bias the learner's perceived ideas about how education will occur. If successfully guided by the facilitator, former experiences can assist the adult to connect the current learning experience to something learned in the past. This may also facilitate in making the learning experience more meaningful. . . .

Brookfield (1986) supports the above idea and connotes that adults learn throughout their lives, with the negotiations of the transitional stages in the life-span being the immediate causes and motives for much of this learning. They exhibit diverse learning styles strategies for coding information, cognitive procedures, mental sets-and learn in different ways, at different times, for different purposes. As a rule, however, they like their learning activities to be problem centered and to be meaningful to their life situation, and they want the learning outcomes to have some immediacy of application. The past experiences of adults affect their current learning, sometimes serving as an enhancement, sometimes as a hindrance. Effective learning is also linked to the adult's subscription to a self-concept of himself or herself as a learner. Finally, adults exhibit a tendency toward self-directedness in their learning (Brown, 2003).

Furthermore, adults' experiences are crucial elements to their learning and that if these experiences are ignored or devalued, the adult will not engage in any learning activity. Adult

educators believe that people should be treated as adults. They should not be condescended to, infantilized, or demeaned. In particular, their experience must be recognized and valued. Rogers (1996) also argues that our ability to learn changes as we become adults and a different method is required.

2.2.5. Foster critically reflective thinking

Adult learning is facilitated when teaching activities do not demand finalised, correct answers and closure; express a tolerance for uncertainty, inconsistency, and diversity; and promote question-asking and -answering, problem-finding and problem-solving. Freire (1970) added that:

. . . Problem posing” is the recommended strategy to enhance a mutual learning experience. The process involves listening, dialogue and action. It begins with inquiry and questioning about situations affecting our personal experiences and daily life and moves towards action and transformation.

2.2.6. Include learning which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions

Vella (2007) contended that having prior knowledge of adult education principles can help adult educators to develop and/or use instructional materials that are based on students' lives. An important part of the participatory approach is using instruction that reflects the context of students' lives. Sometimes this approach is referred to as contextualized learning. It draws on the actual experiences, developmental stages, and problems of the learners. Furthermore, it has the advantage of integrating academic skills; rather than focusing on learning academic subjects separately, promoting learning in ways that are meaningful to the student and ensures that the classroom becomes more authentic because adults learn to use skills in real-life situations.

2.2.7. Generate a participative environment

Incorporate small groups into learning activities. Groups promote teamwork and encourage co-operation and collaboration among learners. Structured appropriately, they emphasise the importance of learning from peers, and they allow all participants to be involved in discussions and to assume a variety of roles (Kegan, 2000).

Freire (1970) quoted in Ramos (2000) is of the idea that participatory learning involves dialogue, activist, democracy and participation. The approach value the fact that every learner is a teacher and every teacher is a learner. It does not treat the teacher as the authority figure and that students work under the direction of the resource person. The teacher should not be the depositor and the learners' depositories. In other words students are not considered as empty vessels waiting to be filled with knowledge from the teacher.

Furthermore, Friere is of the view that everyone in the environment is both a teachers and a learner. According to Freire (1998:59), "whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning" making both the teacher and the student mutually responsible for the learning process.

2.2.8. Encourage self-directed learning

Cultivate self-direction in learners. Self-direction is considered by some to be a characteristic of adulthood but not all adults possess this attribute in equal measure. In addition, if adults have been accustomed to teacher-directed learning environments, they may not display self-directedness in adult learning settings. Adult learning should be structured to nurture the development of self-directed, empowered adults (Knowles, 1980).

"Self-directed learning in adulthood, therefore, is more than learning how to apply techniques of resource location or instructional design. It is, rather, a matter of learning how to change our perspectives, shift our paradigms, and replace one way of interpreting the world by another" (Brookfield, 1986).

Brookfield distinguishes between two forms of self-directed learning. The first is the mechanics of learning, the ability of an individual to manipulate them for his own end. Knowles supports the concept of ownership. "Autonomy means taking control of the goals and purposes of learning and assuming ownership of learning" (Knowles, Holton and Swanson, 1998).

The second form that can also be supported by Knowles' concept of ownership of learning deals with the more esoteric idea of striving for Maslow's self-actualized state of being. Brookfield

also supports this. “Put briefly, self-directed learning in this second sense occurs when learners come to regard knowledge as relative and contextual, to view the value frameworks and moral codes informing their behaviors as cultural constructs, and to use this altered perspective to contemplate ways in which they can transform their personal and social worlds” (Brookfield, 1986).

Additionally, Self-directed learning is a cyclical undertaking that is intended to develop critical thinking as well as enhance skill and knowledge. Its goal is to create life-long learners rather than better-trained individuals. Similarly, to Brookfield, Alkadhi (nd) also argued that as a means of approaching adult learners self-directed nature, instructors must assume the role of the facilitator rather than a lecturer since an interactive learning environment is crucial to the adult learning process. The instructor’s role to the adult learner is that of a mentor as well as an accessible reference. The instructor provides the adult learner with a support system, whose input lessens with time. With this approach, self-reliance is emphasized while refraining from isolating the student in the process (Phiri, 2015).

2.3. Literature on part- time tutors’ attitudes towards adult education principles.

As facilitator your words, actions, and gestures will all have an impact on the group with which you are working. For example, lack of enthusiasm on the part of the tutor is contagious. Students are sensitive to a tutor's disinterest and disengage. On the other hand, enthusiasm and passion for a subject can lift a group, even one that is tired and lacking in motivation. A facilitator needs to be able to read the mood and temperament of a group and decide which activities best match the circumstances. If a facilitator has built up a good rapport with the group, students should feel free to suggest alternative exercises or methodologies, and assuming a consensus is reached, these suggestions can be adopted.

Brookfield (1995) states that:

...adult learning should be characterized by mutual respect among learners. To display disrespect to others, to denigrate their contributions, or to embarrass them publicly is likely to ensure withdrawal. This does not mean that criticism and reflection should be avoided in the

discussions. It does mean that increasing the sense of self-worth of all participants should be uppermost in the minds of all concerned. "One of the most daunting and difficult (but essential) tasks of the facilitator, then, is to set a climate for learning and to assist in the development of a group culture in which adults can feel free to challenge one another...."

Many scholars believe that teaching a class of adults is different from teaching a class of children. Adults come to class with different motivations, but important to note also is the fact that, adults come into a learning experience with their status (i.e.) director of an organisation, father, grandmother as well as many other roles they play in the community in which they live. Therefore, adults need to be treated differently from the way children are treated (Knowles 1970, and Brown, 1966).

Additionally, Ngoma (2009) explained that the motivation to learn is only well known by the learners themselves hence, there is no need of forcing them to attend classes. Adults are motivated to participate in university extension education when programmes address their needs.

In the same vein, Hippel and Tippelt (2009) cited by Mukumbi (2015) observed that, the attitude of a tutor plays a central role in encouraging participation in extension programmes. Therefore, improving the competences and attitudes of Adult Educators contributes to an increase in participation.

2.4. Literature on part time tutor's practice of adult education principles

The fact that adults are voluntary participants in the learning situation has profound implications for how learning occurs. They are generally highly motivated and primed to get the most out of the situation as possible. They will tackle tasks with enthusiasm, provided they are seen as relevant. This means that they are more likely to embrace participatory learning techniques such as discussion, role playing, small group work and the analysis of personal experiences (Brookfield, 1995).

However, the reverse side of voluntary participation by adults is that they can just as easily withdraw. Unlike the disruption that occurs when participation is mandatory, adults are likely to do one of two things. They will either quietly withdraw altogether or, if that is not really an

option, they will continue to show up and do what is minimally expected of them, but will essentially become passive participants. Thus to avoid this teacher should practice what they think is the best to accommodate everyone (Knowles, 1989).

Furthermore, the facilitator need not be the "expert" with all the answers and feel responsible for providing all the information and structure. He or she should strive towards developing self-directed and empowered learner. Self-directed means that the learners assume control over all aspects of their education - what they learn, how they learn it, and how it is assessed. It is not a set of techniques to be applied, but rather perspectives and attitudes to be cultivated and embraced (Grow, 1994).

Brookfield notes that Praxis is critical for the facilitator to use, too. The facilitator needs to embrace this cycle of learning and evaluation. In other words, as facilitators present their own ideas to learners, they also invite scrutiny and are open to revising their ideas as a result of learner criticism (Brookfield, 1986).

Thus, facilitation diverges significantly from traditional instruction. An accomplished facilitator evaluates and re-evaluates information and ideas as much as the student. The traditional hierarchy of teacher – student is replaced with one of mutual respect and exploration of ideas and attitudes.

2.5. Studies related to the current study

Nduna (2011) conducted a study on challenges encountered by the University of Zambia in the implementation of extension education in North Western Province. The findings from the study showed that often times, part-time tutors who are engaged to teach in the evening classes of the extension education were well qualified in their areas of specialization. What they lacked, however, were the facilitation skills to conduct adult classes. In other words, tutors in North Western Province lacked good facilitation skills which resulted in class dialogue break down. The study further revealed that the University of Zambia had not been organizing orientation seminars to familiarize the tutors with the objective of the department of adult education and Extension studies. This, in many cases, has resulted in students feeling that they are unfairly

treated by the tutors. It is important in adult education to understand the dynamics associated with handling a class of adults.

However, this study was not a replica of the study conducted by Nduna (2011). To start with the purpose of a study by Nduna (2011) was to establish the challenges encountered by the University of Zambia in the implementation of University extension education in North Western Province. Still, the current study took a different direction as it assessed the knowledge, attitudes and practice of adult education principles by University of Zambia extension education part-time tutors in Lusaka District. The study assessed whether or not the principles of adult education were used by part-time tutors in their teaching and not challenges of University extension. Additionally, Nduna's study was conducted in North Western Province while the current study was conducted in Lusaka District. Hence, the results of Nduna (2011) cannot be generalized to all the provinces as learners' needs and problems differ from one place to another. Yet still, Nduna's study has helped the researcher to have an insight of the challenges in University extension.

Another study by Phiri (2015) on students' perceptions of teaching techniques used by tutors was conducted and revealed that students' perceptions of their tutors' techniques of teaching in UNZA extension education programme are a 'mixed bag.' As perceived by students and graduates, tutors in extension education employ both teacher-centred and student-centred techniques in their teaching. The study further revealed that respondents perceived their tutors to be more inclined to instructor-centred than to students-centred pedagogies. It was also established that while some students preferred students-centred teaching techniques, others were in favour of instructor-centred teaching techniques. However, student-centred teaching techniques emerged the most preferred teaching techniques. Additionally, the study revealed that both categories of teaching techniques had positive and negative influences on the learning process of students but with active teaching techniques praised by majority respondents.

Phiri (2015) further discovered that the most used teaching techniques by Tutors in UNZA Extension programme were not necessarily the most preferred by students. Additionally, participatory teaching techniques were perceived to have had more positive influences on the learning process of students but were not extensively used by the Tutors.

The study by Phiri (2015) is also different from the current study as it investigated students' perceptions of teaching techniques used by tutors while this study focused on the knowledge, attitudes and practice of adult education principles by University of Zambia extension education part-time tutors. The researcher focused on the principles of adult education by tutors and not the teaching techniques used by tutors. In other words, the research tried to assess whether or not the principles of adult education were adhered to. However, Phiri's study sheds more light on the students' perceptions of their tutors' techniques of teaching.

Similarly, the study by Mukumbi (2015) investigated challenges inhibiting the community from participation in University extension education Credit Programmes in Mongu District of Zambia. The study revealed that university extension education was known in Mongu District but some members of the community were not participating in university extension education due to various challenges such as; the courses offered by university extension not addressing the felt needs of the community in Mongu District; lack of congruence between the programmes offered in university extension education and community needs in Mongu District; lack of library and teaching materials and lack of information.

Likewise, Mukumbi's study differed with the current study in the sense that it focused only on challenges inhibiting the community from participation in University extension education Credit Programmes in Mongu District. The current study focused on the principles of adult education. It assessed whether or not these principles were adhered to by part-time tutors. Furthermore, the study by Mukumbi adopted a case study design while the current study employed a mixed method design. Nevertheless, the study by Mukumbi (2015) was of great value as it helped the researcher to have more insights on the challenges faced by UNZA extension programme in Mongu District.

2.5.1. Identified Gaps and Justification

With regard to the reviewed literature, it is clear that the research objectives and the problem for this study were not earlier on addressed by other researchers in this area. This is due to the fact that most of these studies reported findings on challenges faced by UNZA extension education programme. For instance, two studies by Nduna (2011) and Mukumbi (2015) concentrated on

challenges and not principles of adult education. Additionally, the third study by Phiri (2015) tried to investigate students' perceptions of teaching techniques used by tutors. However, the current study took a different direction as it intended to assess the knowledge, attitudes and practice of adult education principles by UNZA extension education part-time tutors in Lusaka District. Therefore, it was clear that the above reviewed literature did not address the problem for the current study hence the need to assess the knowledge, attitudes and practice of adult education principles by UNZA extension education part-time tutors in Lusaka District.

2.6. Summary of chapter two

This chapter presented literature related to this study. Literature was reviewed using themes made from research objectives. This chapter has also examined and critiqued past studies conducted on University extension education. It has further highlighted the gaps and has shown the role this study played in filling those gaps.

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

CHAPTER THREE:

METHODOLOGY

3.1. Overview

This chapter provides an outline of the methodology that was used to conduct this study. Rajaseka (2013) observed that “a research methodology is essentially an outline of the procedures through which researchers go about their work of describing, explaining and predicting phenomena.” In the view of Wellington (2000) cited by Phiri (2015: 29), methodology denotes “. . . an activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data. In the same vein, Kasonde-Ng’andu (2013) denotes that in the methodology section the researcher is expected to state clearly how he or she is going to carry out the investigation; what data to collect, from where and from whom; what research instruments to use and how the data collected will be analysed and interpreted. Therefore, this chapter presents elements of the research methodology used in this study. The methodology aspect includes research design, population, sample size, sampling procedure, data collection procedure, data collection instruments, data analysis techniques and limitations of the study.

3.2. Research Design

According to Ngoma (2006), a research design is the set of logical steps taken by a researcher to answer the research questions. It is a blue print or recipe for the study and determines the methods used by the researcher to obtain participants, collect data, analyse the data and interpret the results. In the perception of Yawson (2009:36) cited by Phiri (2015: 29), “a research design is the overall plan for collecting data in order to answer research questions.” It also involves specific data analysis techniques or methods the researcher intends to use. In a similar approach, Orodho (2003) defines a research design as the scheme outline of plan that is used to generate answers to research problems.

There are quite a number of research designs which include the following: survey design; descriptive design; case study design; experimental design; correlation design; ethnography design; phenomenology design; narrative design and mixed methods design (Orodho, 2003).

Even though research designs exist in different forms, this study adopted a mixed-method research design so as to allow the researcher to collect and analyse both qualitative and quantitative data. A mixed method design allowed the researcher to triangulate the study by using both qualitative and quantitative data collection methods. This connotation is supported by Cohen et al (1994) who intimate that the use of both qualitative and quantitative approaches in research enables the researcher to cross check research findings. It is envisaged that a combination of qualitative and quantitative research designs helps to explain fully the richness and complexity of a given phenomenon by studying it from more than one view point. Additionally, mixed method also employs both open and closed ended questions, both emerging and predetermined approaches, and both qualitative and quantitative data analysis (Caruth, 2013). The researcher decided to use mixed method design because; it complements the strength of a single design, overcomes the weakness of a single design and addresses a theoretical perspective at different levels.

Cronholm and Hjalmarsson (2011) cited by Caruth (2013:115) support the above idea and observed that: mixed method is good because it:

... i) is easy to describe and to report; ii) can be useful when unexpected results arise from a prior study; iii) can help generalize qualitative data; iv) helpful when designing and validating an instrument; v) they can add insight and understanding that might be missed when only a single research design is used; and vi) they can increase the capability to generalize the results compared to using only qualitative study designs.

3.3. Universe Population

A population is a group of individuals, objects or items from which samples are taken for measurement; for instance, the population of students (Kasonde-Ng'andu, 2013). In the same vein, Phiri (2013) defines population as an entire group of persons or elements that have at least one thing in common. The above definitions are applicable to this study because the universe population meant a group of individuals with the same characteristics from which the sample was drawn. Therefore, the universe populations for this study encompassed all students, tutors

and the resident lecturer from the University of Zambia Extension Education Programme in Lusaka District.

3.4. Sample Size

A sample is defined as a sub-set drawn from the universe population, whose findings can be generalized to the universe population. In the view of Kasonde-Ng'andu (2013), a sample is defined as a portion from the population. It refers to the number of participants selected from the universe to constitute a desired sample. Sampling is essentially a technical device used to choose, in an appropriate way, and following scientific criteria, a small and restricted set of objects, persons and events from which the actual information will be drawn in order to learn more about the whole population (Bless and Craig, 1995). Hence, this study consisted of 111 respondents divided as follows; 60 students, 50 tutors and 01 Resident Lecturer.

3.5. Sampling Procedure

Kasonde-Ng'andu (2013) defines sampling techniques as that part of the research plan that indicates how cases are to be selected for the study. It is the process a researcher uses to gather people, places or things for study. It is also the 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 (Orodho and Kombo, 2002). Sampling procedures exist in many forms or types.

This study used a mixed research design. Thus, purposive sampling procedure was used to select three extension education centres out of eleven (11) centres within Lusaka District. As Cohen, Manion and Morisson, 2007:15) cited by Phiri (2015: 32), put it . . . In purposive sampling . . . researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs. . . . Consequently, the aforesaid centres were picked on the basis that they were the busiest and nearest sub-centres in Lusaka District and had more students attending classes there.

The Resident Lecturer was also selected using purposive sampling procedure. Parahoo (1997) describes purposive sampling as “a method of sampling where the researcher deliberately

chooses who to include in the study based on their ability to provide necessary data”. Purposive sampling allows, the researcher to purposely target a group of people believed to be reliable for the study. The strength of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied. Moreover, purposive sampling can be used with both qualitative and quantitative studies. This sampling procedure was viewed to be the best for the Resident Lecturer as he possessed a lot of information about University extension education.

Bhattacharjee (2012) cited by Zulu (2015), defines simple random sampling as a sampling technique in which all the units in a population are given an equal chance to be part of the sample. In order to conduct this sampling, it is imperative that the researcher has the complete sampling frame. Simple random sampling can occur with or without replacement. With replacement sampling the individuals or units that are selected to participate in the study, are returned in the pool from which the sample was drawn. Simple random sampling conducted without replacement yields estimates that are more precise (Loue, 1999).

For this study a sample of 60 students who were second year students in the University extension education programme were picked using simple random sampling. The researcher used the raffle where pieces of paper which had yes and no written on them were placed in a small box. These papers were all of the same colour and shape. Each student was given a chance to pick a paper from the box but was not allowed to return it in the box. Since this study was conducted in 3 centers, the students were distributed as follows: University of Zambia main campus 20 Ridgeway 20 and Mumuni 20. Only second year students who came to use the school facilities at these centres were given questionnaires. The researcher collected the answered questionnaires at those same three centres.

Apart from the above, 50 tutors were selected using convenience sampling procedure. With regard to convenience sampling techniques, it is a qualitative research technique used by researchers involved in selecting individuals or groups that happen to be available and are willing to participate at the time of study (Henry, 1990). In the view of Cohen, et al (2007: 114), “Convenience sampling or, as it is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the

required sample size has been obtained or those who happen to be available and accessible at the time. . .” In this study, the researcher got the list of part- time tutors and their contact numbers from the senior administrative officer at Ridgeway campus. This list was for the whole Lusaka District meaning it included all the centres. This sampling procedure was appropriate to this segment of the sample due to the fact that not all the tutors that appeared on the list collected were teaching. When contacted, some of the tutors revealed that there were no longer teaching and some had even left Lusaka. The researcher only followed those that confirmed that they were teaching. The researcher collected the time tables from the tutors and conveniently followed them where ever they were teaching from. Additionally, the researcher gave tutors questionnaires and collected the answered ones later on.

3.6. Data Collection Procedure

Data collection procedure is referred to as the gathering of information to serve or prove some facts. In research, data is collected to further a researcher’s understanding of a puzzling issue (Kombo and Tromp, 2006). Therefore, to collect data for this study, the researcher made an appointment with the Resident Lecturer of Lusaka Province in order to seek permission to interview her, and to distribute questionnaires to Part-time tutors and students in University extension education. The researcher personally conducted a separate interview with the Resident Lecturer and wrote down main points in the note book. The researcher jotted down the main points so that the information would later be copied. To collect data from 60 students and 50 tutors in university extension education, the researcher personally distributed the self- developed questionnaires. The researcher also personally collected all completed questionnaires from the students and part-time tutors at the point where the questionnaires were administered.

3.7. Data Collection Instruments

Kasonde-Ng’andu (2013) describes research instruments as the tools that the researcher uses in collecting the necessary data. In the perception of Parahoo (1997:52), a research instrument is “... a tool used to collect data. It is a tool designed to measure knowledge, attitudes and skills of research respondents”. Consequently, this study used questionnaires and an interview guide in data collection.

3.7.1. Questionnaire

A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). A questionnaire can also be defined as a group of written or printed questions used as a tool for collecting information from respondents. The researcher provides the questions and the respondents provide the answers. In the view of Kasonde-Ng'andu (2013) a questionnaire is defined as the instrument that gathers data over a large sample. In this study a questionnaire was administered on.

3.7.2. Semi-Structured Interview guide

An interview guide involves questions which are asked orally. Interviews fall in two forms, semi- structured and structured. According to Kasonde- Ng'andu (2013), an interview is a written list of questions or topics that need to be covered by the interview. A structured interview is defined by Kombo and Tromp (2006) as a rigorous set of questions which does not allow one to divert. It is rigid in that the researcher strictly follows what has been laid down which is one of the disadvantages of a structured interview. On the other hand, a semi structured interview involves the implementation of a number of predetermined questions and/or special topics where the questions are typically asked of each interviewee in a systematic and consistent order but allow the interviewees sufficient freedom to digress; that is, the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions (Babbie, 2010). It is worth of mention here that this study employed a semi- structured interview guide.

3.8. Limitations of the study

Limitations identify potential weaknesses of a study. These include whether the findings could be generalized to the entire population or not and geographical restrictions that prejudiced the autonomy of the study (Kombo and Tromp, 2006). According to Meredith et al (2003), 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. With regard to this study, the major limitation for this study was that researcher's initial plan was to sample the part-time tutors using simple random sampling procedure but ended up using convenient sampling because during the period of data collection not all the tutors were available and teaching.

Additionally, the researcher had difficulties in getting back completed questionnaires from respondents who were usually too busy to complete them. Some respondents misplaced the questionnaires several times and were issued with others, which still were not completed in good time. To overcome this challenge, the researcher exercised patience with the participants and tirelessly kept on following the participants and pleaded with them to answer the questionnaires. The researcher also reprinted more questionnaires to replace the lost ones until they were collected.

3.9. Data Analysis

According to Andrienko and Andrienko (2006), data analysis is defined as the process of computing various summaries and derived values from given data by studying and examining data in order to generate conclusions about the phenomenon under study using some analytic techniques. Lewis-Beck (1995) cited by Chisenga (2013:40), argued that data analysis is done in a variety of ways depending on the instruments used to collect data and how the researcher wanted the information to be presented. Therefore, the type of data analysis method used is profoundly dependent on the research design and the instruments used to collect data.

Since this study adopted a mixed method design in which both qualitative and quantitative data were collected, qualitative data were analysed through a thematic approach where data were tabulated, categorised and arranged into themes and sub themes. On the other hand, quantitative data was analysed manually and entered into windows eight excel where frequency tables and bar charts were generated. This type of analysis enabled the researcher to generate conclusions about the phenomenon under study by critically examining the frequencies of numerical data percentages.

3.10. Summary of Chapter Three

This chapter discussed the methodology which was used to collect data in order to investigate the knowledge, attitudes and practice of adult education principles by university extension Education part time tutors in Lusaka District. The study adopted a mixed method design. The sample was

111 comprising 60 students, 50 tutors and 01 Resident Lecturer. By so doing, data were collected from the researched through the use of an interview guide and Semi-structured questionnaires. Qualitative data were analysed by tabulating, categorizing and arranging them into themes and sub themes. Quantitative data was analysed manually and entered in Microsoft excel where bar charts and frequency and percentage tables were generated.

The next chapter presents findings of the study with the help of research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Overview

The previous chapter discussed the methodology that was used to collect data on *knowledge, attitudes and practice of adult education principles by University extension education part-time tutors in Lusaka District*. The aim of this chapter is to present the findings of the study. The findings are based on the following research questions:

- i. What is the level of knowledge part-time tutors have regarding adult education principles?
- ii. What is the attitude of part-time tutors towards adult education principles? And
- iii. How do part-time tutors practice adult education principles in their teaching?

Findings for this study are presented according to research questions. The first part of this chapter presents the social-demographic characteristics of both students and part-time tutors in University extension education credit course programme. Findings are presented using bar charts. The second section presents both quantitative and qualitative findings obtained from respondents according to research questions. On each research question, findings are presented in two sub-sections. The first section under each research question encompasses quantitative responses from the students and part-time tutors that were gathered through closed ended questions in the questionnaire. Findings are presented using bar charts and frequency and percentage tables. The second section contains qualitative responses from students and part-time tutors which were gathered through open ended questions in the questionnaire. The second section also includes responses from the Resident Lecturer which were collected through the interviews. The idea behind using both bar charts and frequency and percentage tables was to display both frequency and percentages. Unlike pie charts and bar charts which only display percentages, tables display both frequency and percentage. Thus, the possibility that one can report incorrect frequencies is low because the reader is able to cross check reported bar charts with frequencies in the table.

4.2. Socio-demographic characteristics of respondents

This section presents the Socio-demographic characteristics of respondents which were obtained from 60 students and 50 tutors in University extension education in Lusaka District. The data were collected using questionnaires and were analysed and presented quantitatively in form of bar charts.

The first on socio-demographic characteristic to be presented is the sex of the respondents. Findings are presented in Figure 4.1.

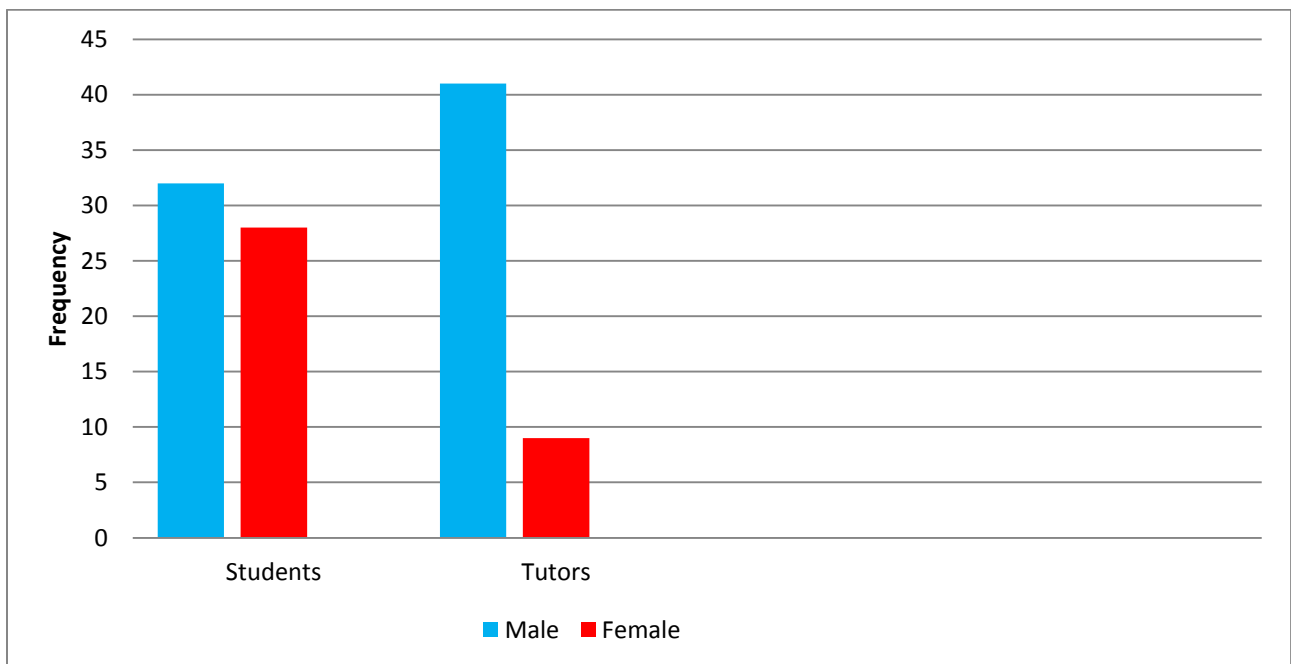


Figure 4.1: Distribution of students and part- time tutors by their sex

Students: As indicated in Figure 4.1, majority (32=53%) respondents who were participating in University Extension Education in Lusaka District were males, while 28 (47%) were females:

Tutors: Figure 4.1 above revealed that majority (41=82%) respondents who were teaching University Extension Education courses were males, whereas 9(18%) were females.

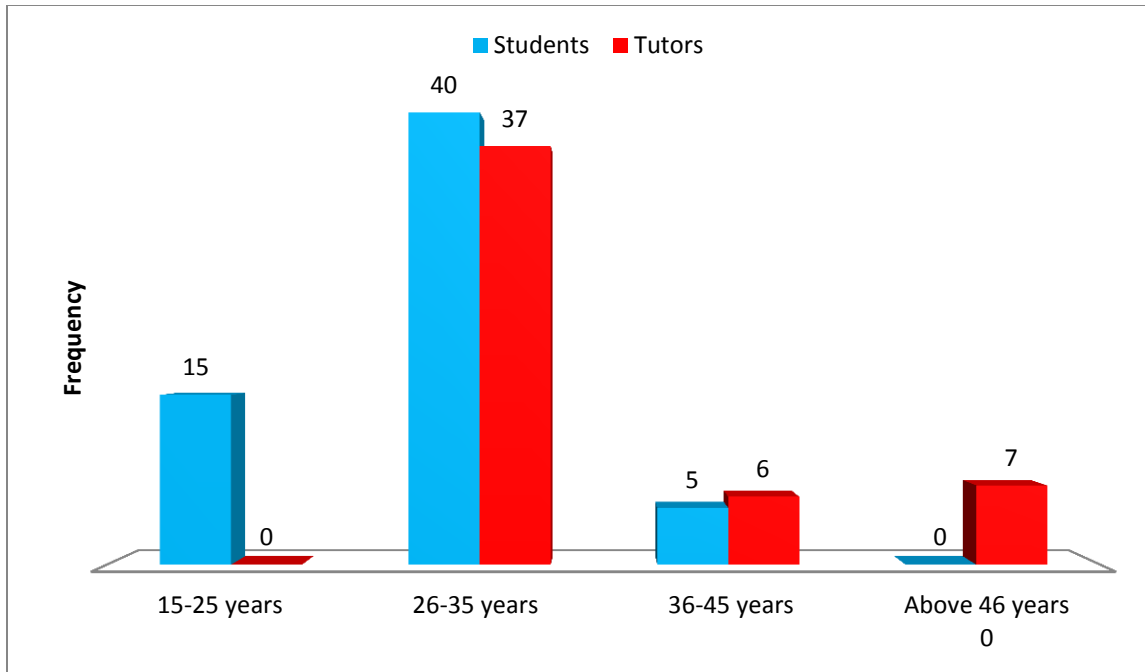


Figure 4.2: Percentage distribution of students and part-time tutors by age group

Students: The results in Figure 4.2 above indicated that majority (40= 67%) respondent in the category of students in University Extension Education programmes were aged between 26 and 35 years. 15(25%) respondents were aged between 15 to 25years while the minority (5=8%) respondents were between the ages of 36 to 45years. No respondent in this category was above 46 years.

Tutors: The results in Figure 4.2 above established that 37(74%) respondents in the category of tutors were between 26-35. 7(14%) respondents were above 46 years while 6(12%) were between the age of 36 and 45 years. In this category, no respondent belonged to the age group of 15-25 years.

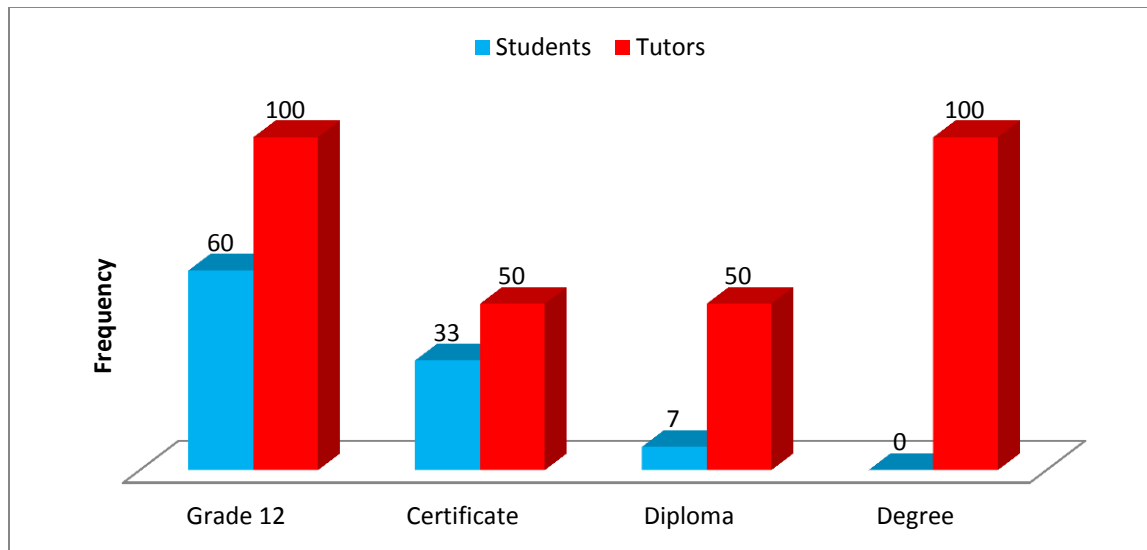


Figure 4.3: Percentage distribution of respondents by the highest educational qualification attained

Students: The results in Figure 4.3 above showed that 36 (60%) respondents were only grade 12 school certificate holders, 20 (33%) respondents were certificate holders whereas 4 (7%) were diploma holders. No respondent in this category had a degree.

Tutors: Findings in Figure 4.3 above revealed that all 50 (100%) respondents obtained grade 12 school certificates. Out of the same 50 respondents, 25 (50%) respondents were holders of certificates while 25 (50%) respondents were diploma holders. Moreover, all 50 (100%) respondents were degree holders. Findings on tutors show that all respondents had grade twelve school certificates and were degree holders. Findings also established that some tutors were both diploma and degree holders. Additionally, some tutors were holders of both certificates and degree.

4.2.1. Summary of findings on social- demographic characteristics of Students and Tutors

In concord with the findings, more men participated in university extension education in Lusaka District as compared to women. For instance, Figure 4.1 indicates that, 32 (53%) men participated in University extension education against 28 (47%) women. Moreover, findings proved that majority students that participated in university extension education were between the age of 26 and 35 years. When it comes to qualifications, the results in Figure 4.3 showed that

36 (60%) respondents were grade 12 school certificate holders. This simply means that school certificate was the highest qualification for majority students. On the other hand, findings also revealed that majority (41=82%) tutors who were teaching in University Extension Education courses were men against 9(18%) women. Findings further showed that most of the tutors in this programme were aged between 26 and 35 years. In terms of qualifications, 50(100%) respondents were degree holders. This entails that degree was the highest qualification for tutors.

4.3. Research findings

This section presents findings obtained from questionnaires and interviews. In order to collect enough data regarding the foregoing discussion which is based on knowledge, attitudes and practice of adult education principles by university extension education tutors in Lusaka District. Questionnaires were distributed to 60 students and 50 part time-tutors. On the other hand, a separate interview was conducted with the Resident Lecturer.

4.3.1. Research Question 1: What is the level of knowledge part-time tutors have regarding adult education principles?

This research question tried to determine the level of knowledge part time tutors had about adult education principles. To answer this question, 60 students and 50 part- time tutors were given semi-structured questionnaires. Their responses were then entered into windows excel, analysed and presented using frequency and percentage tables as well as bar graphs. Qualitative responses from students and tutors through open ended questions were then compared to the responses obtained from the Resident Lecturer. The data obtained were analysed thematically by categorising, tabulating and arranging it into themes and sub themes.

a) Findings from Students

The first research question sought to assess the levels of knowledge part-time tutors had towards adult education principles in university extension education in Lusaka District. To respond to this research question, data were collected from 60 students using questionnaires. In order to get valid data, the research question was segmented into follow up questions and the first follow up question required respondents to indicate whether part- time tutors knew how to treat adults or not. Thus, responses to this question are presented in Table 4.1.

Table 4.1: Distribution of respondents on whether part-time tutors knew how to treat adults or not.

Response	Frequency	Percentage (%)
Yes	57	95
No	3	5
Total	60	100

Findings in Table 4.1 revealed that majority (57 =95%) respondents were of the view that part-time tutors knew how to treat adults. However, 3(5%) respondents indicated that part- time tutors didn't know how to treat adults.

b) Findings from Part-time tutors

A follow up question was asked in order to establish the level of knowledge tutors had concerning adult education principles. To get proper responses, tutors were asked to define the term adult education and the responses are shown in Table 4.2.

Table 4.2: Distribution of respondents based on their response to the question: *what do you understand by the term adult education?*

Response	Frequency	Percentage (%)
Education for matured people	7	14
Education for people with an Average age (18yrs and above)	20	40
Education for people who can Perform social economic roles	3	6
Education for people who are physically, emotionally, psychologically matured	5	10
Education for school leavers	15	30

Total	50	100

Findings in Table 4.2 above revealed that 7(14%) respondents viewed adult education to be for the matured people. The results also indicate that majority (20=40%) respondents believed that adult education was education for people with an average age (18 years and above). Findings further revealed that 3(6%) respondents understood that adult education was education for people who can perform social economic roles such being able to take care of a family. 5(10%) respondents reported that adult education was education for people who were physically, emotionally and psychologically matured whereas those who believed that adult education was only for school leavers were presented by 15(30%).

Another follow up question was asked in order to examine the level of knowledge tutors had concerning adult education principles in Lusaka District. The respondents were asked to write down some of the principles of Adult education they were familiar with and responses were presented in Figure 4.4 below.

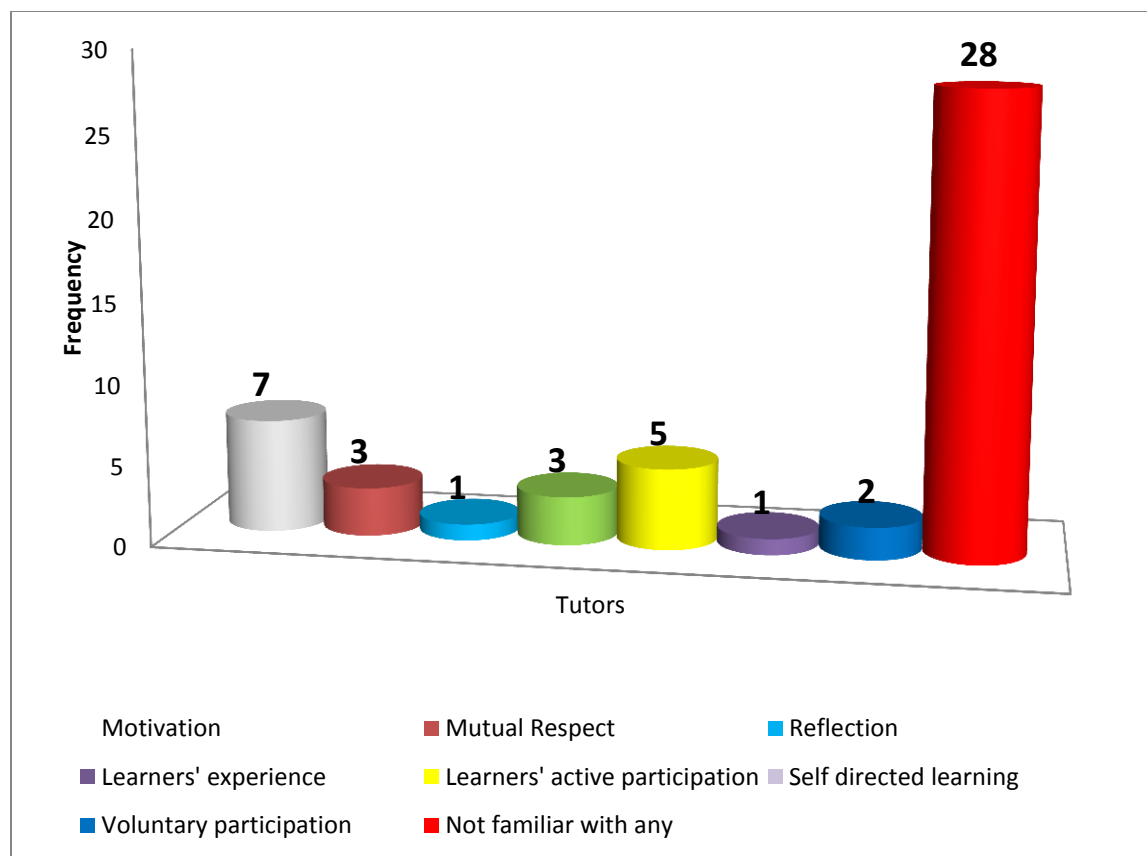


Figure 4.4: Distribution of respondents by their views on principles of adult education they were familiar with.

The findings in Figure 4.4 above show that 7 (14%) respondents indicated that the only adult education principle they were familiar with was motivation. While 3 (6%) indicated that the only adult education principle which was familiar to them was mutual respect. It was also noted that 1 (2%) indicated that action and reflection was the only principle he or she was familiar with. Furthermore, findings established that 3 (6%) respondents stated that they were familiar with learners' experience as a principle of adult education. Learners' active participation, self-directed learning and voluntary participation were also acknowledged by some respondents as principles of adult education and their percentage distribution was represented as 5 (10%), 1(2%) and 2 (4%) respectively. In addition, majority (28= 56%) respondents indicated that they were not familiar with the adult education principles. They had no idea concerning the adult education principles.

In order to assess more on the level of knowledge tutors had concerning adult education principles in Lusaka District, another follow up question was asked which required respondents to indicate if they had any certificate in the field of adult education. Respondents were advised to indicate yes if they had a certificate and no if they didn't have any certificate. The findings for this question were presented in Figure 4.5.

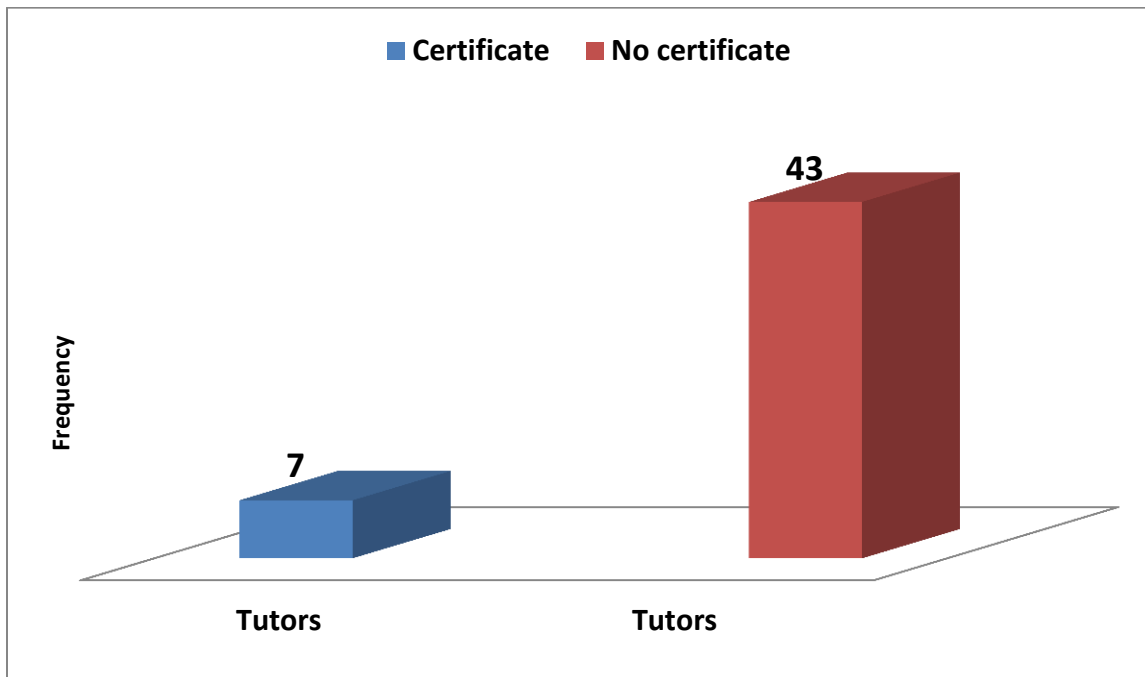


Figure 4.5: Distribution of respondents by their response on whether or not they had a certificate in the field of adult education.

As shown in Figure 4.5 above, it was established that majority (43=86%) respondents did not have any certificate in the field of adult education compared to 7(14%) respondents who had certificates in the field of adult education.

c) Findings from the Resident Lecturer

Qualitative data were collected from the Resident Lecturer for Lusaka Province using an interview guide in order to answer the first research question. With regards to whether or not part-time tutors were knowledgeable of adult education principles in Lusaka District, the Resident Lecturer had the following responses: *some tutors are knowledgeable while others are not*. She went on to say: *in my own opinion the only tutors that are knowledgeable of the adult*

education principles are those who did adult education and those that had been teaching for a long period. The resident lecturer further added that to help those that did not do adult education, experienced coordinators are assigned to help them.

4.3.2. Summary of findings on research question number one (1)

This research question sought to establish the level of knowledge part-time tutors had towards adult education principles. Findings on research question one established that majority (20=40%) respondents believed that adult education was education for people with an average age (18 years and above) while minority 3 (6%) understood that adult education was education for people who can perform social economic roles such as being able to take care of a family. Furthermore, majority (28= 56%) respondents indicated that they were not familiar with the adult education principles. They had no idea concerning the adult education principles. It was also established that majority (43=86%) respondents did not have any certificate in the field of adult education compared to 7(14%) respondents who had certificates in the field of adult education. Findings from the Resident Lecturer indicated that some tutors were knowledgeable while others were not.

4.3.3. Research Question 2: What are the attitudes of part-time tutors towards adult education principles?

In order to establish the attitudes of part time tutors towards adult education principles in Lusaka Districts, the researcher collected data from both students and part-time tutors through semi-structured questionnaires. On the other hand, data from the Resident Lecturer was collected through an interview guide. The first part presents quantitative findings obtained from students and part-time tutors in university extension education in Lusaka District while the second part presents qualitative findings which were collected from the Resident Lecturer using an interview guide.

a) Findings from students

To respond to the second research question that sought to examine the attitudes of part-time tutors towards adult education principles, quantitative data were collected from students in university extension education. To assess part-time tutors' attitudes toward adult education

principles, respondents were asked to indicate the kind of relationship that existed between the students and tutors. This follow up question was used to examine mutual respect as one of the principles of adult education. Students were asked to indicate very good, good, bad or very bad to answer the question. The scores are presented in Table 4.3.

Table 4.3: Distribution of respondents by their response to the kind of relationship that existed between students and their tutors

Response	Frequency	Percentage (%)
Very Good	15	25
Good	45	75
Bad	0	0
Very Bad	0	0
Total	60	100

As indicated in Table 4.3, it was established that majority (45= 75%) respondents felt that the relationship between themselves and their tutors was good. On the other hand, 15 (25%) respondents felt that the relationship between themselves and their tutors was very good. Findings further revealed that no student perceived the relationship between themselves and tutors to be bad or very bad.

Another follow up question to examine the attitudes of part- time tutors towards adult education principles was posed. The respondents were asked to indicate whether part- time tutors forced them to attend classes. Table 4.4 presents the distribution of respondents based on the research question: Do part- time tutors force you to attend classes?

Table 4.4: Distribution of respondents by their views on whether or not they were forced to attend classes

Response	Frequency	Percentage (%)
Yes	2	3
No	58	97
Total	60	100

Findings in Table 4.4 revealed that majority (58 = 97%) respondents were not forced to attend classes whereas 2 (3%) respondents indicated that they were forced. It is therefore vital to conclude that students attended classes voluntarily.

b) Findings from Part-time tutors

To respond to the second research question that sought to establish the attitudes of part-time tutors towards adult education principles in university extension education, quantitative data were collected from part-time tutors in university extension education. In order to get enough data, this research question was not posed directly the way it is to the respondents because the researcher thought tutors would have reported falsely to clear themselves. In other words, it was one way of avoiding false representations by respondents. To avoid that misfortune to occur, the research question was segmented into follow up question which included the principles of adult education. The first follow up question required part-time tutors to indicate the kind of relationship that existed between them and their students. Findings to this follow up question are as presented below.

Table 4.5 shows respondents' views on the kind of relationship that existed between the part – time tutors and their students. Just like students, tutors were also asked to indicate very good, good, bad or very bad to answer the same question. Responses are presented in Table 4.5 below:

Table 4.5: Distribution of respondents by their response to the kind of relationship that existed between tutors and their students

Response	Frequency	Percentage (%)
Very good	14	28
Good	36	72
Bad	0	0
Very Bad	0	0
Total	50	100

The results in Table 4.5 revealed that majority (36=72%) respondents felt that their relationship with students was good whereas 14 (28%) respondents felt that the relationship between

themselves and their students was very good. None of the tutors had either a bad or very bad relationship with their students.

Another follow up question sought responses on whether or not learners came to class voluntary or were forced to do so. To react to this, follow up question tutors were asked to indicate either voluntary or forced. The responses to this question are presented in Table 4.6 below.

Table 4.6: Distribution of respondents by their views on whether or not learners came to class voluntarily or were forced

Response	Frequency	Percentage (%)
Voluntary	50	100
Force	0	0
Total	50	100

Findings in Table 4.6 revealed that 50(100%) respondents did not force students to come to class. Students' attendance was voluntary.

Furthermore, another follow up question was asked in order to establish part-time tutors' attitudes towards adult education principles in University Extension Education in Lusaka District. The respondents were asked to indicate whether or not they took advantage of students' experience to enrich their lessons. Respondents were required to indicate yes or no to this follow up question. Table 4.7 presents the distribution of respondents on how they used students' experience to enrich their lessons.

Table 4.7: Distribution of respondents by their views on whether or not students' experiences were used to enrich part-time tutors' lessons.

Response	Frequency	Percentage (%)
Yes	40	80
No	10	20
Total	50	100

The results in Table 4.7 indicated that majority (40 =80%) respondents used students' experiences to enrich their lessons while 10 (20%) respondents did not.

c) Findings from the Resident Lecturer

With regard to the second research question which sought to establish the attitudes of part- time tutors towards adult education principles, qualitative data were collected from the Resident Lecturer. The Resident Lecturer was asked whether or not part-time tutors knew how to handle adults, she said that: *I think they know because I have not received complaints from students from the time I assumed office. Feedback on tutors' attitudes is usually obtained from students. If students are not treated well by the tutor, they are advised to report to the Resident Lecturer for action.* She further added that: *their attitudes are also good.*

Qualitative data from open ended question in the questionnaire for students and part- time tutors were subjected to a constant comparative analysis to come up with the themes. With regards to the same research question number 2: What are the attitudes of part-time tutors towards adult education principles? Students were asked if it was the attitudes of the tutors that motivated them to attend classes. Students revealed it was not the attitude that motivated them but attended classes because they wanted to achieve the following:

- (i) To get a job
- (ii) To be promoted
- (iii) Knowledge enhancement
- (iv) Flexible time table
- (v) Change career

However, one student had this to say: *Tutors treat us well because they respect us; they don't shout us even if we give them wrong answers but instead encourage us to study hard.*

In addition, one student who claimed that they were forced had this to say:

We are forced indirectly because these tutors use registers where they mark those that are present and absent. If you miss class even the continuous assessment (C A) is affected because they assume that you cannot pass if you frequently miss class. The respondent went on to say: They should avoid registers because we are adults and not children we know why we are here.

Moreover, qualitative data through an open ended questionnaire for part- time tutors was also subjected to a constant comparative analysis to come up with common themes. Tutors revealed that they used students' experience by:

- (i) allowing students to explain what they knew and build up from there;
- (ii) giving them tasks like assignments and build on their strengths and weaknesses;
- (iii) allowing them to make class presentations and learn from their experiences; and
- (iv) allowing them to debate and use their findings.

4.3.4. Summary of findings on research question number two (2) which sought to establish the attitudes of part-time tutors towards adult education principles.

Findings on this research question revealed that a lot of students had a good relationship with their tutors. For example, majority (45= 75%) respondents felt that the relationship between themselves and their tutors was good. Findings from part- time tutors further revealed that majority (36=72%) respondents felt that their relationship with students was good whereas 14 (28%) respondents felt that the relationship between themselves and their students was very good. None of the tutors had either a bad or very bad relationship with their students. As a response to the above research question, majority (58 = 97%) respondents revealed that they were not forced to attend classes whereas 2 (3%) respondents indicated that they were forced. It

is therefore vital to conclude that students attended class voluntarily. Additionally, all respondents revealed that they did not force students to attend classes and that majority (40 =80%) respondents used students' experiences to enrich their lessons. Qualitative findings obtained from the Resident Lecturer also revealed that part- time tutors' attitudes towards students were good. The follow up questions used in this research question were determiners of whether or not the principles such as mutual respect and experience were utilized.

4.3.5. Research Question 3: How do part- time tutors practice adult education principles in their teaching?

In order to establish whether or not part-time tutors' practice adult education principles in Lusaka District, the researcher collected data from both students and part-time tutors through semi-structured questionnaires. On the other hand, data from the Resident Lecturer was collected through an interview guide. The first part presents quantitative findings obtained from students and part-time tutors in university extension education in Lusaka District while the second part presents qualitative findings which were collected from the Resident Lecturer using an interview guide. Qualitative findings from students and part-time tutors through open ended questions were also presented in the second part.

a) Findings from Students

The third research question tried to establish whether or not part- time tutors practiced adult education principles. To collect data, 60 questionnaires were distributed to students who were required to indicate whether or not part- time tutors allowed students to air their views in class. This follow up question was used to verify how tutors practiced the principles of adult education if at all they practiced them. Responses to this question are presented in Table 4.8.

Table 4.8: Distribution of respondents by their views on whether or not students were allowed to air their views in class

Response	Frequency	Percentage (%)
Yes	30	50
No	30	50
Total	60	100

Table 4.8 revealed that 30 (50%) respondents were allowed to air their views in class while the other 30(50%) respondents indicated that they were not.

To determine whether part- time tutors practiced adult education principles or not, another follow up question was asked. Questionnaires were distributed to 60 students and were asked to indicate whether or not they were given chance to research on their own. Students were also advised to indicate yes or no and results are distributed in table 4.9.

Table 4.9: Distribution of respondents by their views on whether or not students were given chance to research on their own.

Response	Frequency	Percentage (%)
Yes	58	97
No	2	3
Total	60	100

Findings in Table 4.9 above revealed that majority (58 = 97%) respondents indicated that they were given chance to research on their own while 2(3%) revealed that they were not.

To determine how part-time tutors practiced the adult education principles, there was need to examine the most dominant teaching techniques used by part-time tutors in extension education. In order to collect data on this issue, 60 students were further asked to select only one teaching technique which they thought was frequently used by their tutors out of the seven given options. Students were also asked to indicate yes or no to the techniques. Findings to this follow up question are presented in Figure 4.6.

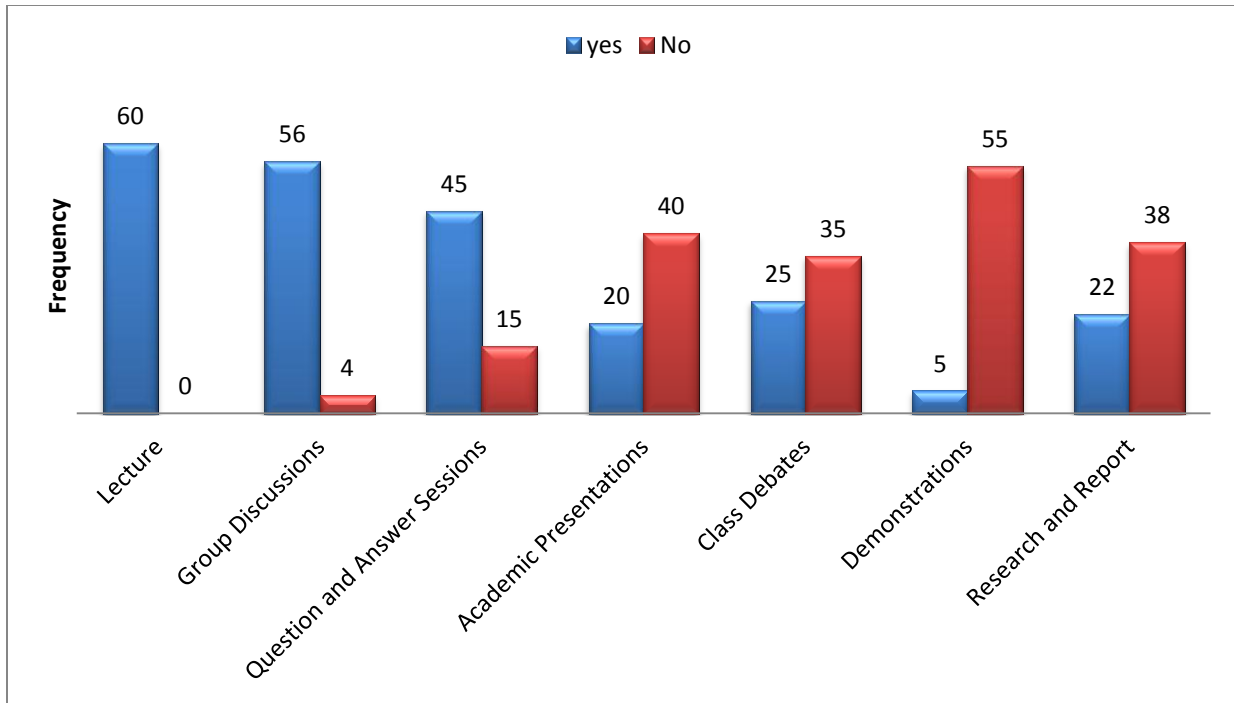


Figure 4.6: Distribution of Respondents by their views to the teaching technique which was frequently by part- time tutors.

Figure 4.6 above revealed that all 60(100%) respondents indicated that Lecture technique was frequently used by part- time tutors. it was also established that 56(93%) respondents were of the view that Group discussion technique was frequently used while 4 (7%) revealed that it was not used frequently. On Question and Answer sessions technique, majority (45 = 75%) respondents indicated that the technique was frequently used as compared to 15(25%) respondents who felt that it was not used. Findings further revealed that 20 (33%) respondents revealed that Academic presentations technique was frequently used while majority (40 = 67%) respondents confirmed that it was not used. With regards to Class Debates technique, majority (35= 58%) respondents revealed that the technique was not used as compared to 25 (42%) respondents who indicated that it was frequently used. Whereas 5 (8%) respondents indicated that Demonstrations technique was frequently used, majority (55 = 92%) respondents indicated that it was not. 22 (37%) respondents felt that Research and Report writing technique was used compared to 38 (63%) respondents who felt it was not.

b) Findings form Part –time tutors

To provide findings to the third research question that sought to establish whether or not part-time tutors practiced adult education principles in their teaching, quantitative data were collected from 50 part-time tutors in university extension education in Lusaka District. In order to get enough data, this research question was posed to respondents and it was supplemented by follow up questions. In this section, respondents were asked to indicate whether or not they practiced adult education principles. Furthermore, respondents were asked to explain how they practice the adult education principles. The responses to this research question were represented in Figure 4.7.

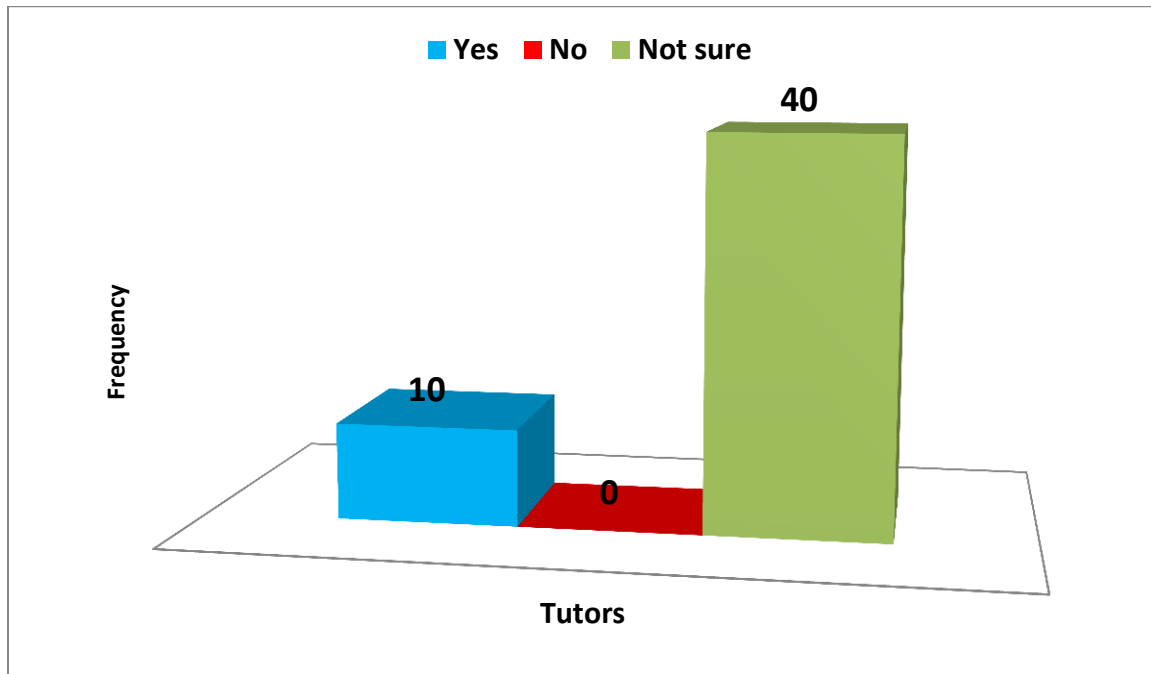


Figure 4.7: Distribution of tutors on whether or not they practiced adult education principles.

Findings in Figure 4.7 revealed that 10 (20%) respondents practiced adult education principles while none of the respondents indicated that they did not practice the principles. Findings further revealed that majority (40 = 80%) respondents revealed that they were not sure as to whether or not they used the principles. Respondents who were not sure justified that they did not do adult education so it was not easy for them to know and practice the adult education

Table 4.10: Distribution of respondents on whether or not tutors were trained on how to practice adult education principles upon appointment.

Response	Frequency	Percentage (%)
Yes	0	0
No	50	100
Total	50	100

Findings in Table 4.10 revealed that 50 (100%) respondents did not receive any form of training on how to teach adults or practiced adult education principles after being appointed as part- time tutors. None of the respondents received any form of training upon being appointed. One respondent justified that they only used their own experience.

c) Findings from the Resident Lecturer

Qualitative data for the third research objective were also collected through interview with the Resident Lecturer. The research question sought to establish whether or not part- time tutors practice adult education principles. With regard to this research question, the Resident Lecturer had the following responses: *Yes, they practice*. When asked if tutors were oriented or trained on how to teach adults, she remarked: *I haven't been in this office for a long period and when I took over I was told that they are orientated*. When asked who oriented them; responses were that *Resident Lecturer and coordinators orient them upon appointment. Orientation period is short due to lack of finances and material resources*. When asked whether follow ups were made to verify how tutors' practice, her responses were: *I don't follow up instead feedback is obtained from students on how they are handled by tutors. If students don't report that they are being mistreated, then it is assumed that the Adult education principles are practiced*. She was also asked whether or not coordinators were trained on how to practice adult education principles, she said: *Yes they are oriented*.

Qualitative data from open ended question in the questionnaire for part-time tutors were subjected to a constant comparative analysis to come up with the themes. With regards to the same research question number 3: How do part- time tutors practice adult education principles in their teaching? The following were the responses:

On respondents who were not sure, one of them justified that: *Some of us do not have certificates in the field of adult education hence; it was not easy for us to know and practice the adult*

education principles. The same respondent also stated that: There had been no orientation workshop or training for both part-time tutors and coordinators on adult education principles.

Another respondent had this to say: *I am a mathematics teacher and I don't have any idea about those principles you are talking about.*

Another respondent echoed by reporting that: *The Resident Lecturer was not playing a leading role to help tutors as most of the works in centers were entrusted to the coordinators.* However, the respondent also acknowledged that there was need for orientation workshop for part-time tutors in order for them to understand the adult education principles and how to practice them.

4.3.6. Summary of findings on research question number three (3)

Research question number three sought to examine whether or not part time tutors practiced adult education principles in their teaching. Findings for research question three revealed that 30 (50%) students were allowed to air their views in class while the other 30(50%) respondents revealed that they were not. Additionally, students also revealed that they were given chance to research on their own. For example, majority (58 = 97%) respondents indicated that they were given chance to research on their own while 2(3%) revealed that they were not. On the other had students revealed that Lecture technique was frequently used by part- time tutors. For instance, all 60(100%) respondents indicated that Lecture technique was frequently used by part- time tutors. Findings from part- time tutors also revealed that majority (40 = 80%) respondents were not sure whether they practiced the adult education principles or not. Only 10 (20%) respondents confirmed that they practiced adult education principles. Apart from the above part – time tutors also revealed that they did not receive any form of training on how to teach adults or practice adult education principles. For example, 50 (100%) respondents did not receive any form of training on how to teach adults or practice adult education principles after being appointed as part- time tutors. None of the respondents received any form of training upon being appointed and justified that they only used their own experience.

4.4. Summary of Chapter four

Chapter four (4) presented findings on the study regarding the *knowledge, attitudes and practice of adult education principles by University extension education part- time tutors in Lusaka*

District. These were presented based on the research questions. On each research question, the findings were presented in two sub-sections. The first section under each research question dealt with quantitative responses from the students and part-time tutors that were gathered through closed ended questions in the questionnaires. Quantitative data from this section were analysed manually and entered into windows eight excel where frequency tables and bar charts were generated. This type of analysis enabled the researcher to generate conclusions about the phenomenon under study by critically examining the frequencies of numerical data percentages. The second section was for qualitative responses from students and from part- time tutors which were gathered through open ended questions in the questionnaires. Furthermore, the second section included responses from the Resident Lecturer which were gathered through the interview guide. Qualitative data were then categorized, tabulated and arranged into emerging themes. Summaries of findings were provided at the end of each research question.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Overview

The previous chapter presented the findings of the study which sought to assess the knowledge, attitudes and practice of adult education principles by University of Zambia Extension Education part- time tutors in Lusaka District. Findings were presented using research questions. This chapter discusses findings of the study. As observed by David and Sutton (2004:338) cited by Zulu (2015), *The discussion segment brings . . . together the main research findings...key elements of literature review... and that focus on answering the original research problem, comparing the research findings with previous research. Reflections on limitations of the research can also be discussed at this stage, together with recommendations for future research . . .* In a similar disposition, this Chapter presents findings based on the research objectives and literature review. The discussion will relate the findings to the assumptions of the Adult learning theory (andragogy) by Malcolm Knowles (1980).

This study was guided by the following objectives: to examine whether or not part- time tutors are knowledgeable of adult education principles; to establish the attitudes of part- time tutors towards adult education principles; and to investigate whether or not part time tutors practice adult education principles in their teaching.

5.2. Part- time tutors' knowledgeable of adult education principles.

The first objective sought to examine whether or not part- time tutors were knowledgeable of adult education principles in Lusaka District. The study established that more than half of the respondents were not knowledgeable of adult education principles. Part- time tutors who expressed knowledge about the principles were less than those who were not knowledgeable. For example, from the sample of 50 part time tutors, 28 (56%) respondents indicated that they were not familiar with adult education principles compared to 22(44%) respondents who indicated that they were familiar with some of the principles. Qualitative findings are also in agreement with the above findings.

The above is what Fry, Ketteridge and Marshall (2003:9) cited by Phiri (2015) meant when they pointed out that it is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn. Many tutors know how they learn best, but do not necessarily consider how their students learn and if the way they teach is predicated on enabling learning to happen. On the other hand, the above findings contradict with Lindeman's (1926) thinking to the effect that in order for adult educators to select appropriate teaching techniques, they should have the knowledge of adult education principles and how to apply them in their teachings. The way adults learn differs from the way children learn. Therefore, for effective teaching to take place, the facilitators should have good knowledge of how adults learn. Vella (2007) supports the above findings as well and contended that having prior knowledge of adult education principles can help adult educators to develop and/or use instructional materials that are based on students' lives.

The extent to which these part-time tutors were familiar with adult education principles was also determined by their knowledge of adult education itself. To assess their understanding of the concept adult education, part-time tutors were asked to state what they understood by the term adult education. Findings established that majority (20=40%) respondents believed that adult education was education for people with an average age (18 years and above) while minority (3=6%) understood that adult education was education for people who can perform social economic roles such as being able to take care of a family.

Additionally, par-time tutors were also asked to state whether or not they had certificates in the field of adult education. Findings here revealed that majority (43=86%) respondents did not have any certificate in the field of adult education compared to 7(14%) respondents who had certificates in the field of adult education.

These results correlate with Heron's (1999) supposition that many teachers/tutors involved in adult education in Ireland do not have a formal teaching qualification. Tutors may be appointed for their expertise in a subject or discipline, but there is no requirement to hold a teaching qualification for positions in the adult education sector or further/higher education sectors. Therefore, teachers/trainers have to learn as they go, often copying teaching styles/methodologies from their own experiences of school or college.

In the same vein, Ng'ambi (2013) observed that most of the tutors in university extension education do not necessarily have the preferred skills for the courses they offer. Therefore, most tutors are just recruited based on the fact that they possess a university degree.

5.3: Part- time tutors' attitudes towards adult education principles

The second research objective sought to establish the attitudes of part- time tutors towards adult education principles. This research question was segmented into follow up questions and the first follow up question required both tutors and students to indicate the kind of relationship that existed between them. Findings on this follow up question revealed that a lot of students had a good relationship with their tutors. For example, majority (45= 75%) respondents felt that the relationship between themselves and their tutors was good. Furthermore, findings from part- time tutors also revealed that majority (36=72%) respondents felt that their relationship with the students was good. None of the tutors had either a bad or very bad relationship with their students. Additionally, qualitative findings obtained also revealed that part- time tutors' attitudes towards students were good. As one student elaborated: *Tutors treat us well because they respect us, they don't shout us even if we give them wrong answers but instead encourage us to study hard.* The above question was posed to determine whether or not principles such as mutual respect and learners' experience were adhered to.

Brookfield (1995) supports this finding as he states that,

...adult learning should be characterized by mutual respect among learners. To display disrespect to others, to denigrate their contributions, or to embarrass them publicly is likely to ensure withdrawal. This does not mean that criticism and reflection should be avoided in the discussions. It does mean that increasing the sense of self-worth of all participants should be uppermost in the minds of all concerned....

This finding further corresponds with Hippel and Tippelt (2009) cited by Mukumbi (2015) to the effect that, the quality of a tutor plays a central role in encouraging participation in extension programmes. Therefore, improving the competences and attitudes of Adult Educators contributes to an increase in participation.

The findings are also in line with the assumptions of andragogy theory as it entails that adult learning should be characterized by mutual respect among learners. Andragogy is of the view that adults are not like children hence, they deserve to be respected. As an adult educator, respect can be demonstrated to your students by taking interest, acknowledging the wealth of experiences that the student brings to the classroom, and by regarding them as colleagues who are equal in life experience. Encourage expression of ideas, reasoning and feedback at every opportunity (Lieb, 1991).

5.3.1: Embracement of voluntary participation by tutors

As a response to the above follow up question, majority (58 = 97%) respondents revealed that they were not forced to attend classes whereas 2 (3%) respondents indicated that they were forced. It is therefore apparent that students attended class voluntarily. Additionally, all 50 (100%) part -time tutor respondents revealed that they did not force students to attend classes.

In support of the foregoing discussion, Lindeman (1926) confirms that:

“...adults do not have to be forced to learn. Adults learn what is meaningful to them, what helps them to understand their experiences and to respond creatively to their life situations”.

In concord with the above statement Ngoma (2009) explained that the motivation to learn is only well known by the learners themselves hence, there is no need of forcing them to attend classes. Adults are motivated to participate in university extension education when programmes address their needs.

This finding seemed to corroborate with the theory of andragogy by Knowles (1980) as it indicates that as a person matures, the motivation to learn is internal meaning it comes from the individual himself or herself rather than being forced by the teacher.

5.3.2: Utilisation of students' previous experiences.

On the above question, the findings revealed that majority (40 =80%) respondents used students' experiences to enrich their lessons while 10 (20%) respondents did not use students' experience.

Adult Education Centre (2005) supports the above findings and intimates that as facilitators develop an understanding of learners' experiences and draw upon learners' experiences as a resource". This is also in line with what O'Brien (2004) meant when he said that "... former experience can assist the adult to connect the current learning experience to something learned in the past. This may also facilitate in making the learning experience more meaningful...."

These findings are in support of Knowles' (1980) theory of adult learning (Andragogy) which indicates that as a person matures he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning. The theory further highlights that instructors should take into account the wide range of different backgrounds of learners. Learning materials and activities should also allow for different levels/types of previous experience. This entails that part-time tutors should value learners' experience in order to achieve effective teaching.

5.4: Part time tutors' practice of adult education principles in their teaching.

Research question number three sought to investigate whether or not part time tutors practiced adult education principles in their teaching. The research question was also segmented into follow up questions, the first of which required students to indicate whether or not they were allowed to air their views in class. In response, 30 (50%) students indicated that they were allowed to air their views in class while the other 30 (50%) respondents revealed that they were not.

This is what Brookfield (1995) meant when he said that the fact that adults are voluntary participants in the learning situation has profound implications for how learning occurs. They are generally highly motivated and primed to get the most out of the situation as possible. They will tackle tasks with enthusiasm, provided they are seen as relevant. This means that they are more likely to embrace participatory learning techniques such as discussion, role playing, small group work and the analysis of personal experiences. To support the above state of affairs, Knowles (1989) contended that teachers should practice what they think is the best to accommodate everyone.

On the issue of research, students revealed that they were given chance to research on their own. For example, majority (58 = 97%) respondents indicated that they were given chance to research on their own while 2(3%) revealed that they were not.

In support of the foregoing, Grow (1994) maintains that the facilitator needs not be the "expert" with all the answers and feel responsible for providing all the information and structure. He or she should strive towards developing self-directed and empowered learners. Self-directed means that the learners assume control over all aspects of their education - what they learn, how they learn it, and how it is assessed. It is not a set of techniques to be applied, but rather perspectives and attitudes to be cultivated and embraced.

These findings also seem to validate Knowles' assumptions in his theory of adult learning (andragogy). The theory explains that adult learners are self-directed human beings and that they are not supposed to be pushed like children. The theory is in line with the findings from students' responses to the effect that they were given chance to research on their own especially when writing assignments. The findings correlate with Andragogy as it entails that Instruction should be task-oriented instead of memorization and that learning activities should be in the context of common tasks to be performed. It further emphasizes that since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made (Knowles, 1984).

On the other hand, students also revealed that the lecture technique was frequently used by part-time tutors. For instance, all 60(100%) respondents indicated that Lecture technique was frequently used by part-time tutors. Findings from part-time tutors also revealed that majority (40 = 80%) respondents were not sure whether or not they practiced adult education principles. Only 10 (20%) respondents confirmed that they practiced adult education principles.

This confirms what Fry, Ketteridge and Marshall (2003:9) meant when they argued that:

. . . Many lecturers know how they learn best, but do not necessarily consider how their students learn and if the way they teach is predicated on enabling learning to happen.

Apart from the above quantitative findings, part-time tutors also revealed that they did not receive any form of training on how to teach adults or practice adult education principles. For

example, 50 (100%) respondents did not receive any form of training on how to teach adults or practice adult education principles after being appointed as part-time tutors. None of the respondents received any form of training upon being appointed and justified that they only use their own experience.

This is in line with what Nduna (2011) meant when he said that part-time-tutors in North Western Province lacked good facilitation skills which results in class dialogue breakdown. This was attributed to the fact that the institution has not oriented the tutors on facilitation strategies.

The above findings are in contrast to the principles of andragogy which emphasise that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role play, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource person rather than lecturer or grader. The theory further is not in accord with the findings because findings revealed that only the lecture technique was frequently used by part-time tutors. Additionally, the theory indicates that adults can only learn if they are ready to learn and that they learn because they want to solve a problem. In other words, learning for adults should be problem centered (Knowles 1984: 12). It is clear that all this was not known by part-time tutors as they indicated that they were not sure as to whether or not they practiced adult education principles.

5.5. Summary of Chapter five

This chapter presented the discussion on the findings of the study using research objectives as subheadings. The discussion has established that more than half of the respondents were not knowledgeable of adult education principles. For example, majority (28 =56%) respondents indicated that they were not familiar with adult education principles compared to 22(44%) respondents who indicated that they were familiar with some of the principles. It was also established that part-time tutors' attitudes towards adult education principles were good. For instance, both students and part-time tutors disclosed that the relationship that existed between them was good. None of the tutors had either a bad or very bad relationship with their students.

The discussion has further established that part-time tutors were not sure as to whether or not they practiced adult education principles. Apart from the above, the study revealed that part –

time tutors did not receive any form of training on how to teach adults or practice adult education principles. The next chapter presents the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Overview

The previous chapter discussed findings of the study on knowledge, attitudes and practice of adult education principles by University extension education part-time tutors in Lusaka District. This chapter presents a conclusion for the study and provides recommendations based on research objectives, findings and their discussion.

6.2. Conclusion

This study investigated knowledge, attitudes and practice of adult education principles by University extension education part-time tutors in Lusaka district. This study employed three objectives and these were: i) to examine whether or not part-time tutors are knowledgeable of adult education principles; ii) to establish the attitudes of part-time tutors towards adult education principles; and iii) to investigate whether or not part-time tutors practice adult education principles in their teaching. The study further responded to three research questions so as to accomplish its purpose. In short, the research objectives and research questions were answered in this study.

The study adopted a mixed method design in which both quantitative and qualitative methods were used. Data was collected from 111 respondents using questionnaires and an interview guide. The study sample comprised; 50 part-time tutors from selected University extension education centres in Lusaka District, 60 students from University extension education programmes and 01 Resident Lecturer.

The first research objective and research question were answered. The study concluded that majority part-time tutors were not familiar with adult education principles in Lusaka District. For example, 28 (56%) respondents were not familiar with adult education principles compared to 22 (44%) respondents who were familiar with some of the principles.

The extent to which these part-time tutors were familiar with adult education principles was also determined by their knowledge of adult education itself. To assess their understanding of the

concept adult education, part-time tutors were asked to state what they understood by the term adult education. Findings established that majority (20=40%) respondents believed that adult education was education for people with an average age (18 years and above) while minority (3=6%) understood that adult education was education for people who can perform social economic roles such as being able to take care of a family.

At the same time, part-time tutors were also asked to state whether or not they had certificates in the field of adult education. Findings from this follow up question revealed that majority (43=86%) respondents did not have any certificate in the field of adult education compared to 7(14%) respondents who had certificates in the field of adult education.

The second research objective and research question were answered. They sought to determine the attitudes of part- time tutors towards adult education principles. This research question was segmented into follow up questions; the first of which required both tutors and students to indicate the kind of relationship that existed between them. Findings revealed that a lot of students had a good relationship with their tutors. For example, majority (45= 75%) respondents felt that the relationship between themselves and their tutors was good. Furthermore, part- time tutors also revealed that majority (36=72%) of them felt that their relationship with students was good whereas 14 (28%) respondents felt that the relationship between themselves and their students was very good. None of the tutors had either a bad or very bad relationship with their students.

Another follow up question sought students' responses on whether or not they were forced to attend classes. Findings disclosed that majority (58 = 97%) respondents revealed that they were not forced to attend classes whereas 2 (3%) respondents indicated that they were forced. It is therefore vital to conclude that students attended classes voluntarily. Additionally, all part time tutor respondents (50=100) revealed that they did not force students to attend classes.

On whether or not learners' experience was utilized by part- time tutors in University extension education; findings of the study revealed that majority (40 =80%) respondents used students' experiences to enrich their lessons while 10 (20%) respondents did not use students' experience.

The third objective and research question were answered. They sought to investigate whether or not part time tutors practiced adult education principles in their teaching in Lusaka District. The research question was also segmented into follow up questions and the first follow up question required students to indicate whether or not students were allowed to air their views in class. The findings revealed that 30 (50%) students were allowed to air their views in class while the other 30 (50%) respondents revealed that they were not.

On the issue of research, students revealed that they were given chance to research on their own. For example, majority (58 = 97%) respondents indicated that they were given chance to research on their own while 2(3%) revealed that they were not.

On the other hand, students also revealed that the lecture technique was frequently used by part-time tutors. For instance, all 60(100%) respondents indicated that Lecture technique was frequently used by part- time tutors. Disappointingly, majority (40 = 80%) part time tutor respondents were not sure whether or not they practiced adult education principles. Only 10 (20%) respondents confirmed that they practiced adult education principles.

With regards to the training in adult education principles, part time tutors revealed that they did not receive any form of training on how to teach adults or practice adult education principles. For example, 50 (100%) respondents did not receive any form of training on how to teach adults or practice adult education principles after being appointed as part- time tutors. None of the respondents received any form of training upon being appointed meaning that they only used their own experience when teaching adults.

Based on the forgoing therefore, it can be interpreted that majority part- time tutors were not knowledgeable of adult education principles and that they were not sure whether or not they practiced adult education principles.

Despite them not knowing the principles and that they were not sure whether or not they practiced. Findings from students indicated that part-time tutors actually did practice some of the adult education principles unknowingly and that their attitudes towards adult education principles were good.

6.3. Recommendations

Arising from the research findings, discussions and conclusion, the study recommends the following:

- (a) the Resident Lecturer should see to it that all coordinators assigned to the centres are oriented in the principles of adult education;
- (b) the Resident Lecturer should not just assume that adult education principles are practiced; should instead frequently visit the centres and assess part- time tutors' knowledge, attitudes and practice of adult education principles;
- (c) part-time tutors appointed to teach in university extension education programmes should be oriented in the principles of adult education. Once this is done, part- time tutors can be helped to select appropriate techniques for teaching adults;
- (d) the University of Zambia Central Administration should allocate enough financial resources to university extension centres in Zambia so as to allow Resident Lecturers to orient part- time tutors; and
- (e) the University of Zambia, through the Department of Adult Education should find an alternative way of encouraging students to attend classes rather than using registers because some students view registers as an indirect way of forcing them to attend classes.

6.4. Summary of Chapter Six

The main focus of this chapter was to conclude the study and to provide recommendations. This study was concluded using research objectives, and research questions, its purpose and theoretical framework. On the other hand, recommendations emerged from research findings.

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APPENDICES

Appendix 1: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a post-graduate student at the University of Zambia pursuing a Master's Degree Programme in Adult Education in the School of Education. I am currently conducting a research on knowledge, attitudes and practice of adult education principles by the University of Zambia extension education part- time tutors.

I am requesting you to be part of this work by completing the questionnaire. Rest assured that the information you will provide will be treated with utmost confidentiality and, as such, you are not required to indicate your name anywhere. Your responses will be used only for academic purposes.

The questionnaire will require approximately 15 minutes of your time to answer it. You are not obliged to answer this questionnaire but your help and cooperation will be very highly appreciated.

Kindly tick and fill in the blank spaces as and when provided. Thank you for your participation.

Sincerely yours,

Haluyasa Michelo.

Cell: 0979838679

1. Sex. Male female

2. Age group

a) 16 – 25

b) 26 – 35

c) 36 – 45

d) 46 – 55

e) Above 55 years

3. Educational background

a) Primary education

b) Secondary education

d) Tertiary education

e) Other (specify).....

4. How is the relationship with your lecturers/tutors?

a) Very good

b) Good

c) Bad

d) Very bad

Please explain to justify your answer.....

.....
.....

5. Do lectures/ tutors respect you? Please explain

.....
.....

6. Do you think your lecturers and tutors know how to handle adults? Please explain

.....
.....

7. Is the learning environment conducive for learning? No Yes explain

.....
.....
.....
.....
8. Are you involved in planning your learning? No [] Yes [] please explain

.....
.....
9. Do lecturers/ tutors give you room to participate in class?

.....
.....
10. Do lecturers / tutors allow you to air your own views in class? Please explain

.....
.....
11. Are you given chance to research on your own? No [] Yes [] Please explain.

.....
.....
12. Do lecturers/ tutors force you to attend classes?

.....
.....
13. Why do you attend university extension education classes? Please give reasons

.....
.....
14. Which one do you prefer attending classes or studying on your own? Please explain.

.....
.....
15. Which teaching techniques do tutors use frequently? Explain.....

.....
.....
16. What is your opinion on the techniques used by lectures/ tutors?

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

17. Do lecturers / tutors allow you to practice what you learn? Please explain

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

END OF QUESTIONNAIRE

Thank you for your participation in this study; my contact address is given below.

Haluyasa Michelo

The University of Zambia

School of Education

Department of Adult Education and Extension Studies

P.O.Box 32379, Lusaka.

Appendix 2: QUESTIONNAIRE FOR PART-TIME TUTORS

Dear Respondent,

I am a post-graduate student at the University of Zambia pursuing a Master's Degree Programme in Adult Education in the School of Education. I am currently conducting a research on knowledge, attitudes and practice of adult education principles by University of Zambia extension education part- time tutors.

I am requesting you to be part of this work by completing the questionnaire. Rest assured that the information you will provide will be treated with utmost confidentiality and, as such, you are not required to indicate your name anywhere. Your responses will be used only for academic purposes.

The questionnaire will require approximately 15 minutes of your time to answer it. You are not obliged to answer this questionnaire but your help and cooperation will be very highly appreciated.

Kindly tick and fill in the blank spaces provided. Thank you for your participation.

Sincerely yours,

Haluyasa Michelo.

Cell: 0979838679

1. Sex. Male [] female []

2. Age group

a) 18 – 27 []

b) 28 – 37 []

c) 38 – 47 []

d) 48 – 57 []

e) Above 57 years []

3. Educational background

a) College certificate []

b) Diploma []

d) Degree []

e) Other (specify).....

4. How is the relationship with you and your students?

a) Very good

b) Good

c) Bad

d) Very bad

Please explain.....

.....

5. What do you understand by the term adult education?

.....

.....

6. Write down some of the principles of adult education you are familiar with.

.....

.....

7. What do you do to make the environment conducive for learning?

.....

.....

8. Which instructional techniques do you frequently use in your teaching? Please explain

.....
.....
9. How do you allow students participation in your teaching session? Please explain

.....
.....
10. Do you give students tasks to research on their own? Please explain how.

.....
.....
11. Do learners come to class voluntary or you force them? Please explain

.....
.....
12. Explain factors which motivate students to come to school?

.....
.....
13. How do you take advantage of students' experience to enrich your lessons? Please explain.

.....
.....
14. In your opinion which techniques do you think are appropriate in teaching adults? Please explain why?

.....
.....
15. How do you allow students to practice what you teach them? Please explain

.....
.....
16. Do you undergo any training of how to teach adults? Please explain

.....
.....
17. Do you practice adult education principles in your teaching? Please explain how.

END OF QUESTIONNAIRE

Thank you for your participation in this study; my contact address is given below.

Haluyasa Michelo

The University of Zambia

School of Education

Department of Adult Education and Extension Studies

P.O.Box 32379, Lusaka.

Appendix 3: INTERVIEW GUIDE FOR RESIDENT LECTURER

Dear Respondent,

I am a post-graduate student at the University of Zambia pursuing a Master's Degree Programme in Adult Education in the School of Education. I am currently conducting a research on knowledge, attitudes and practice of adult education principles by University of Zambia extension education part- time tutors.

I am requesting you to be part of this work by completing the interview. Rest assured that the information you will provide will be treated with utmost confidentiality and, as such, you are not required to indicate your name anywhere. Your responses will be used only for academic purposes.

The interview will require approximately 15 minutes of your time. You are not obliged to answer this interview but your help and cooperation will be very highly appreciated.

Thank you for your participation.

Sincerely yours,

Haluyasa Michelo.

Cell: 0979838679

1. What is your educational qualification?
2. What is your professional qualification?
3. Do you orient tutors on how to handle adults?
4. If you do, do you make a follow up to check whether they practice what you orient them?
.....
5. How do you perceive the teacher – student relationship in your centers?
6. How do you view tutors’ attitudes towards adult learners?
7. Are tutors exposed to adult education principles?
8. What are some of the challenges learners and tutors face?
9. What do you think could be possible solutions?

END OF INTERVIEW

We have come to the end of the interview.
Thank you for your time and your patience.