

**STUDENTS PERCEPTION OF THE QUALITY OF UNIVERSITY OF ZAMBIA
EXTENSION EDUCATION IN LUSAKA DISTRICT**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of Master of Education in Adult Education Degree**

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DECLARATION

I, Noah Chinyimba, hereby declare that this dissertation represents my own work and it has not been previously submitted in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other recognized education institution. Where people's work has been drawn upon, acknowledgements have been made.

Signature of the Author: Date:

APPROVAL

The University of Zambia approved this dissertation by Noah Chinyimba as partial fulfillment of the requirement for the award of Master of Education in Adult Education degree. It is submitted with approval by the Examiners and with full consent from the Supervisor.

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ABSTRACT

The problem of this study emerged because it was not known how students feel about the quality of University Extension Education. This study therefore sought to assess students' perception of the quality of University of Zambia Extension Education in Lusaka District. The objectives of the study were to: explore the perceptions of students on the adequacy of resources in University of Zambia Extension Education; determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension education courses; and suggest possible solutions for improving the quality of University of Zambia Extension education.

The study utilized a Concurrent Triangulation Mixed-Methods design. Questionnaires were used to collect data from 100 students who were selected using simple random sampling from UNZA Main campus centre and Ridgeway campus centre which were purposively sampled. An interview guide was used to collect data from 10 graduates who were selected through snowball. An observation schedule was also used by the researcher. The data was analysed using quantitative and qualitative procedures.

The findings of this study revealed that Extension Education had an average quality. There were no adequate resources and physical facilities. Students were satisfied with the curriculum, career opportunities and location of the centres. They were fairly satisfied with the administrative services, dissatisfied with the availability of staff, infrastructure, e-services and library services. In this regard, it was concluded that Extension Education had an average quality.

Even though Extension Studies provided teaching services which were better than other institutions, they did not meet students' expectations. Respondents stated that there was a need to provide adequate educational materials; recruit permanent tutors; build permanent structures; set up libraries and laboratories; and constantly monitor extension studies.

Based on the above findings, the study recommended that the University of Zambia management should make Extension Education to run as an independent Directorate; recruit permanent tutors; review the policies and guidelines; The Ministry of Higher Education must provide adequate funding and develop a community service project campaign to fundraise the money.

Keywords: *Perception, Extension Education, Quality Education, Student satisfaction*

DEDICATION

This work is dedicated to the following: my parents Albert Kanina Mupaka and Annie Besa; my children Annie Besa Chinyimba and Joseph Mukupa Chinyimba, my lovely soulmate Patience Nyati and my academic supervisor Wanga, W. Chakanika.

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ACRONYMS

CAs:	Continuous Assessments
CHE:	Commission for Higher Education
CIIT:	Comsats Institute of Information Technology
DAEES:	Department of Adult Education and Extension Studies
DDE:	Directorate of Distance Education
DEMS:	Department of Extra-Mural Studies
DRGS:	Directorate of Research and Graduate Studies
HEQAM	Higher Education Quality Assessment Model
SPSS:	Statistical Package for Social Sciences
TQM:	Total Quality Management
UNZA:	University of Zambia
USIU:	United States International University

OPERATIONAL DEFINITION OF TERMS

Perception:	An attitude, opinion, view, picture or understanding of something by someone based on how they interpret, view or think about that same thing.
Education:	A life-long process of acquiring skills, values, attitudes necessary for individual survival in society.
Extension Education:	Both credit and Non-credit courses and programmes offered by University Extension Studies Section in Provincial Centres in Zambia (Phiri, 2015).
Expectation:	The belief that something is going to happen or the belief that something should happen in a certain way.
Educational Policy:	A set of principles made by the government in an educational sphere as well as the collection of laws and rules that govern the operation of education systems.
Educational services:	Extension education classrooms, libraries, human resource, curriculum (knowledge and skills acquired), support services and learning process.
Credit courses:	All the diploma and certificate courses which are approved by the University of Zambia Senate and are offered by the University of Zambia Extension Studies Provincial Centres in Zambia.
None-Credit Courses:	All the non senate-approved educational activities offered by the University of Zambia Extension Studies in Provincial Centres in Zambia.
Quality:	The general standard of something.
Quality Education:	The desired standard of the education system.

- Quality of service:** An assessment of how well the delivery of education conforms to students' expectations.
- Perceived quality:** A form of attitude, related to, but not the same as satisfaction, and resulting from a comparison of expectations with perceptions of performance.
- Student satisfaction:** The state felt by a student who has experienced performance or an outcome that fulfills his or her expectation.

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter provides background information of the study on *Student's Perception on the Quality of University of Zambia Extension Education in Lusaka District*. It also presents the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, theoretical framework, delimitation of the study, organisation of the study and the summary of chapter one.

1.2 Background of the study

The background of the study identifies the wider issues underlying the research problem and the questions (Fischer et. al, 2008). In the view of Kombo and Tromp (2006:26) the term background “refers to the setting or position of the study. It is a brief overview of the problem the researcher aspires to tackle.” It helps among many other reasons to clarify what has triggered the study and demonstrates the views of the researcher concerning the identified research problem. It is at this platform that this chapter provides the background information concerning this study.

Education is such a prestigious and fruitful investment that it always rewards in a number of ways. The strong and effective educational system results in the greater performance of the students and highly motivated graduates. The educational institutions where the system is effective and the institution is able to provide the quality services always enjoy more incoming of brilliant and talented students. In order to make the institution progressive and effective, the knowledge of students’ expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institution (Palacio, Meneses and Perez, 2002). Students who are at a higher institution of learning always seek more quality education and perfection of the system at study place because it satisfies their esteem and develops them with all the essentials and capabilities to be an effective educational personality. Anderson, Fornell, and Lehmann (1994) explain that positive perception on quality of services delivered occurs when it exceeds customer’s “expectations.” In the context of ensuring

sustainability of higher learning, institutions require them to strive towards meeting and exceeding students' expectations.

In Zambia, educational quality has become the major concern by various stakeholders. In this regard, service quality measurement has raised lots of interest not only to the scholars but also among higher education providers (DeShields, Kara and Kaynak, 2005). Even though certain universities have been acknowledged to attract students due to factors such as programs offered, unique student experience, and retention of skilled human capital, with increased competition other aspects such as the quality of service may play a bigger role in dictating allegiance and satisfaction (DeShields, Kara and Kaynak, 2005).

In order to improve the quality of education services, the Zambian Government has developed various education policies over the years to provide a vision and strategies in the education provision. Major among these policies include the Education Policy Reforms of 1977, Focus on Learning of 1992, Educating Our Future, National Education Policy of 1996, the Education Act of 2011 and others.

Notwithstanding, it was believed that the University of Zambia was providing better education services than the current mushrooming universities since its establishment in 1966. When the university was established, it was accompanied by the establishment of the Department of Extra-Mural Studies currently called the Department of Adult Education and Extension Studies (Sichula, 2016). It was believed that the department would bring education as closer as possible to the people through national extension programmes. At the same time it was meant to make the University of Zambia responsive to the real needs of the country and to combine practical service (Sichula, 2016).

Mwansa (1999) states that the University of Zambia Senate provided guidelines for the Department of Extra-Mural Studies policy. These guidelines include maintaining the links with the community and recognising that it should be relevant by making a contribution through enhancement of social and economic sectors of the nation and diffuse university nature of knowledge and thought throughout the country. This was expected to be achieved through various ways. Firstly, the provision of study of university nature to the general public through the use of all the available and appropriate means such as weekly classes, residential courses, public

lectures, radio and television programmes and general publication (Sichula, 2016). Secondly, the university was expected to start providing training in adult education for university graduates and undergraduates who might be tutors for extramural studies (Sichula, 2016). Thirdly, the university was expected to promote research in academic related issues and adult education problems. The last guideline was linking the university and community by any means within its powers (Sichula, 2016).

Moonga and Luchembe (2016) point out that the first Director for Extra Mural Department was Lalage B. who started work in May 1966 and she brought the British model of extension education to University of Zambia extension education. In 1974, Yousif A. became the second director for Extra Mural Department. The observation by the second director was that the quality of education offered by then served the elites because its work was directed to the elite who could speak and write English. However, it was still believed that extension education graduated various students especially that the Department of Extra Mural Studies decentralised its operations throughout the then nine provinces under the supervision of Resident Lecturers.

Mwansa (1999) further revealed that in both the certificate and diploma courses, the Department assures quality in a number of ways. It used students to evaluate the lecturers and to give them feedback about their performance; staff and masters students carried out studies to look at the impact of the programmes in the communities and to review the courses offered from time to time. This was done because before a programme was introduced, the Department of Adult Education and Extension Studies conducted needs assessment to determine the needs of the people. It is against this background that this study attempted to assess students' perception on the quality of The University of Zambia Extension Education in Lusaka District.

1.3 Statement of the Problem

Sampson (2012:28) defines statement of the problem as "...a succinct statement of the dilemma that the research questions are intended to resolve." It clearly states the research problem which has puzzled the research.

Extension Education at the University of Zambia is as old as the University of Zambia which was established in March 1966 (Sichula, 2016). Despite this fact, little was known concerning

the perceptions of students on the quality of University of Zambia Extension Education. If the perception of students was left unidentified, the University of Zambia Extension Education was likely to face low enrolment rates, poor performance of students and failure to satisfy students' esteem and effective educational personality. This study, therefore, was conducted in the hope of filling the gap by assessing students' perception on the quality of University of Zambia Extension Education in Lusaka District.

1.4 Purpose of the Study

The purpose of this study was to assess students' perception on the quality of University of Zambia Extension Education in Lusaka District.

1.5 Research Objectives

1.5.1 General Objective

The principle objective of this study was to assess students' perception of the quality of University of Zambia Extension Education in Lusaka District.

1.5.2 Specific Research Objectives

The specific objectives of the study were to:

- (i) establish the perceptions of students on the adequacy of resources in University of Zambia Extension Education;
- (ii) determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension Education courses; and
- (iii) suggest possible solutions for improving the quality of University of Zambia Extension Education.

1.6 Research Questions

1.6.1 General Research Question

How do students perceive the quality of University of Zambia Extension Education in Lusaka District?

1.6.2 Specific Research Questions

This study attempted to seek responses to the following specific research questions:

- (i) What are the perceptions of students on the adequacy of resources in University Extension Education?
- (ii) What is the extent to which students are satisfied with the quality of education offered in University of Zambia Extension education courses? And
- (iii) What are the possible solutions for improving the quality of University of Zambia Extension Education?

1.7. Significance of the Study

The main purpose for undertaking this study was to reveal students' perception on the quality of University of Zambia Extension Education in Lusaka District. Therefore, it is hoped that the findings of this study are likely to inform the Department of Adult Education and Extension Studies of the perception of students on the quality of University of Zambia Extension Education. In this regard, the findings of the study may enable the department to review its education services for the purpose of improving offerings. Apart from that, the findings of this study may help other researchers who might want to use it as a point of reference. The findings of this study might be useful to lecturers and students who may wish to use it as a reference material. The findings of this study are likely to add to the existing body of knowledge.

1.8. Theoretical Framework

Imenda (2014:189) states that "...a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem."

This study was guided by the Higher Education Quality Assessment Model (HEQAM). The model consists of eight main criteria for evaluating the quality of higher education. The eight criteria include curriculum, staff, career prospects, infrastructure, e-services, library services, administrative services, and location quality.

Higher Education Quality Assessment Model

The Higher Education Quality Assessment Model (HEQAM) was developed by Noaman and associates in 2013 and it was tested at King Abdulaziz University (KAU). According to the HEQAM, the focus on the curriculum must be on matters relating to academic staff requirements, duration of academic program, admission requirements, content requirements and assessment process requirements. The curriculum need to encourage research in order to meet the demands of students. It should set out skills and employability curriculum framework for programmes, including practical examples, and consider some of the challenges facing this holistic approach to a potentially fragmented area of policy development (Noaman et al., 2017).

On staff criteria, course instructors' teaching methodology is also a prime indicator considered by students when they rate their teachers in their educational development and successful completion of their studies. The teachers who teach with punctuality, accuracy, reasonability, and logical approach in a student-friendly manner are more popular. Students' level of satisfaction increases by working with those course instructors and lecturers who properly handle the assignments, projects, exams, and facilitate students' logical reasoning and aptitude development (Noaman et al., 2017).

According to the HEQAM, Career prospects criteria should be based on the fact that the university education should provide graduated students excellent career opportunities. There is a need to take labour market needs from diverse disciplines into account; this will provide more job opportunities for graduates of eligible students. Universities need to develop, redesign, and implement learning programmes and methodologies to enable their graduates to be market oriented (Noaman et al., 2017).

In the view of Noaman et al. (2017), infrastructure in higher education includes facilities, researches, and faculties. In order to have a functional institution, all the aforementioned

elements, have to be evaluated, improved, and updated. University strategic planning has to include adequate infrastructure components into consideration, since good infrastructure enhances the quality of education and services provided. For examples, classrooms could be equipped with overhead projectors, proper lighting, and suitable cool system, to facilitate communications between instructors and students. In addition, for applied science students and faculties need up-to-date laboratories and language laboratories for experiments and projects of the fields.

In terms of E-services, higher education should have such facilities such as Internet services. It increases the flexibility of delivery of education so that learners can access knowledge anytime and anywhere. It can influence the way students are taught and how they learn as now the processes are learner driven and not teacher driven. This in turn would better prepare the learners for life-long learning as well as to contribute to the industry (Noaman et al., 2017).

In the view of Noaman et al. (2017), Library services are necessary because students who constitute major users of academic libraries in universities often consider library service quality based on its ability to meet their expectations prior to enrolment. Thus, influencing their overall perceptions of the overall service quality of the institution necessitating a review of quality issues associated with services of academic libraries in universities. Adding electronic resources such as the Internet plays important roles in research in the libraries. Journals and magazines library subscription also facilitate the students task of the faculty. Virtual library subscriptions also save time, money, and human resources.

Administrative services include issues such as planned activities, coordination of the institution, provision of materials and direct a broad range of services that allow universities to operate efficiently. A university may have several managers who oversee activities that meet the needs of multiple departments, such as mail, recordkeeping, security, building maintenance, and recycling. Administrative services managers also ensure that the university honours its contracts and follows government regulations and safety standards (Noaman et al., 2017).

According to HEQAM, University location security, safety, and easy accessibility are important criteria from the student's point of view. They achieve a significant correlation between the quality of education and the distance of a college from the nearest town centre. In addition,

transportation services play an important role in the assessment of university location and may include several alternatives such as availability of transportation services in campus and out of campus, as well as cost of transportation (Noaman et al., 2017).

Therefore, the Higher Education Quality Assessment Model was used in this study because it provided the basis for understanding students' views on the quality of University of Zambia Extension Education. The researcher requested the students to give their opinions on the library services, curriculum, the availability of staff, career opportunities, infrastructure, library services, e-services, administrative services and the location of the centres. This framework was appropriate for this study as it generated information on the facilities and services that were expected in University Extension Education. The framework guided in determining areas that are measured in Higher Education Institutions. In this regard, the framework was used to generate questions for observation Instrument which the researcher used to physically check areas where students were providing views on in describing the status of Extension Education.

On the other hand, the Framework guided the researcher on what type of information to be collected which revealed the disposition of students on the quality of education they received. After data was collected and interpreted, this model was used as a mirror to check whether the findings agreed with the assumptions of the Higher Education Quality Assessment Model or whether there were some weaknesses in the quality of Extension Education. The researcher also wanted to establish the applicability of the model to Extension Education especially that it has undergone a lot of changes over the years.

In addition, the application of the Higher Education Quality Assessment Model would help Extension Studies in achieving its main goals. The model covered most factors that may affect Extension Education quality. The main quality criteria defined determinants of quality and their respective weight in the overall quality.

1.9. Delimitation of the Study

Mhlanga and Ncube (2014) indicate that every study has an end in terms of time, location and issues that it is trying to pursue. The term delimitations refer to boundaries of something. In research, delimitations are factors that affect the study but the researcher may have some degree

of control of these factors. Delimitation describes the scope of the study (Kasonde-Ng'andu, 2013). In this section, the researcher demarcates the area for contextualizing the study. It is for this reason that this study only assessed the perceptions of students in University of Zambia Extension Education programme in Lusaka District. The study targeted those students who were studying at the centres in Lusaka District during the time the study was conducted and those who graduated from the same centres. Among the ten provinces where extension studies are offered, Lusaka District was chosen because it had the largest number of students aside from the fact that it graduated the largest number of students in the country. On the other hand, the study only focused on UNZA Main Campus and Ridgeway centres because the two centres had recorded the highest number of students in Lusaka District.

1.10. Organisation of the Study

Chapter One of this study presents an introduction to the study which focused on the background of the study, the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this study, theoretical framework, delimitations of this study, organisation of the study and the summary of chapter one.

Chapter 2 presents a review of literature related to the historical perspective of University Extension Education in Zambia; the availability of physical and learning resources in universities; students' satisfaction on the quality of service; students' expectations of how Universities meet students' education needs; possible solutions for improving the quality of University of Zambia Extension Education and the identified gaps and justification for this study.

Chapter 3 presents the Research Methodology that was used for this study. It shows the research design used, population, sample size, sampling procedure, data collection method and procedure, data collection instruments, data analysis techniques adopted, validity and reliability, and ethical considerations.

Chapter 4 provides the presentation and analysis of the research findings for this study. The findings are presented using research questions.

Chapter 5 presents the discussion of the research findings. This is done using themes generated from the research objectives. The research findings are also supported and disconfirmed by different literature reviewed 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.

1.11. Summary of Chapter One

Chapter One of this study provided an introduction to the study which presented the background of the study. It indicated what the problem was. The chapter also presented the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this study, theoretical framework and delimitations of this study. Finally, this chapter presented on how this report will be organised.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents the review of literature related to students' perception on the quality of University of Zambia Extension Education in Lusaka District. By way of reminder, the study had three objectives:

- i. to establish the perceptions of students on the adequacy of resources in University of Zambia Extension Education;
- ii. to determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension Education courses; and
- iii. to suggest possible solutions for improving the quality of University of Zambia Extension Education.

A literature review is an evaluative report of studies found in the literature related to the selected area. A literature review is an important activity to undertake in research in that it justifies the study, it avoids the replication of studies, illustrates how the subject has been studied previously; highlights previous flaws in research; and outlines the various gaps that exist in research (Fischer et al., 2008). Hofstee (2006) asserts that literature review serves the reader to have a theory base, a survey of published works that pertain to the issue being investigated, and an analysis of that work. It is a critical, factual overview of what has gone before. The literature reviewed in this study focused on the historical perspective of University Extension Education in Zambia; the availability of physical and learning resources in Universities; students' satisfaction on the quality of service; and students' expectations on how Universities meet students education needs.

2.2 Historical Perspective of University Extension Education in Zambia

The World is now changing due to new precedent ideas and innovations and this has influenced various sectors of development. Sichula (2016:2) note that, "The foregoing developments have influenced the development of extension education in other parts of the world." The genesis and development of extension education in Zambia can be traced way before independence in 1964

and the subsequent establishment of the University of Zambia. The University of Zambia was established in March 1966 following the 1952 Carr Saunders Commission and Sir John Lockwood Commission's Report of 1963 based on the fact that the human resource index showed that there were only 100 graduates out of which only one was a Zambian (Sichula, 2016).

The Lockwood Commission recommended the establishment of the University which would be;

“responsive to the real needs of the country and to combine practical service to the nation at a critical time of its life, with the fulfilment of the historic purposes for the university as a seat of learning, a treasure-house of knowledge and a creative centre of research,” (Lockwood Commission, 1963:3).

Apart from that, the Commission also highlighted that the University should make provision of both for the extension of its degree and diploma studies to people outside the University, and to offer non-formal, non-credit courses to the masses that missed out and failed to obtain a high level of education (Alexander, 1974). This led to the birth of the Department of Extra-Mural Studies (DEMS). Sichula (2016:2) citing Mwansa (1999:13) shows that the University of Zambia Senate provided two guidelines for the Department of Extra-Mural studies operations;

“Department of extra-mural studies should maintain the links with the community, and recognise that the university has a contribution to make to socio-economic advancement of the nation and diffuse university knowledge and ways of thought throughout the nation.”

The work of the department was expected to be facilitated by the resident lecturers and the communities in provincial centres. The unique nature of its operations was to be highly manifested in the active participation of the community which is the ultimate beneficiary (Chakanika and Mtonga, 1995). In this regard, the community participated in various ways. For example, at the initial stages of introducing the new course, needs assessment was conducted and the community provided their views. The community was also free to provide feedback to the resident lecturers on various issues.

In 1975, the Extra-Mural Studies Department changed its name to the Centre for Continuing Education. This followed the recommendation by the Vice-Chancellor's Working Party on University Extension established in October, 1973, whose function was to look at the services of the University extension with a view of improving its quality and performance in order to meet national education priorities (Report of Vice-Chancellor's Working Party, 1974).

In 1993, the Senate of the University of Zambia decided to restructure again the Centre for Continuing Education (former DEMS). This resulted into the moving of the Department of Correspondence Studies and turning it into the then Directorate of Distance Education (DDE). On the other hand, the Department of Mass Communication was moved to the School of Humanities and Social Sciences and the Department of Adult Education was merged with the Department of Extension Studies and Conferences to become Department of Adult Education and Extension Studies in the School of Education (Chuma, 1989).

Mandumbwa (2011) note that in 2002, a short study was conducted by the Resident Lecturers to find out the students' felt needs concerning the courses. The study revealed that most of the students wanted the Centres to be offering diploma programs. Then specialists were involved to design the syllabi for diploma programmes. A number of workshops were organised in order to discuss the syllabi and course contents. Consistently, diploma programmes under Extension Education started in 2005 in all the provincial centres except Western Province which started in January 2006.

The department runs extension works through evening classes; organizing seminars/workshops; delivering public lectures; and organizing theatre for development (Okunga, 1979). Therefore, the department of Adult Education and Extension Studies has continued to conduct credit courses through evening classes. These courses are not only designed for and attended by persons participating in adult education activities, but are also meant to impart skills to help people with the ever-changing demands of life at work, and in the socio-political and economic spheres (Alexanders, 1975).

Through the use of seminars and workshops, the Department of Adult Education and Extension Studies at the University of Zambia caters for a broader clientele. It conducts several one-day sensitization workshops or meetings for potential group leaders, supervisors, school teachers,

government officials and many others. For example, in 1974, the discussion of group leaders were held in various parts of Zambia and 25 to 30 night school teachers, supervisors and adult education organizers who were selected attended these workshops (Matshazi, 1983).

Sometimes, public lectures are conducted for a mixed target group to sensitize them on issues pertaining to national development. The presenters of these public lectures are professionally qualified and are either drawn from amongst Lecturers or ordinary people who bear appropriate qualifications (Mandumbwa, 2011).

As at now, provincial centres in the ten provinces offer a variety of courses which include Adult Education, Business Administration, Finance and Accounting, Infection Prevention and malaria Control, Sales and Marketing, Computer Science and Information Management, Economics and Human Resource Management. Other courses include Guidance and Counseling, Journalism, Law, Law Enforcement, Library Studies, Project Planning and Management, Public Administration, Public Relations, Purchasing and Supply Management, Records Management and Social Work (Okunga, 1979).

2.3 The Availability of Physical and Learning Resources in Universities

The first objective is the one that is indicated above. In the study by Gudo et al. (2011) concerning University Expansion in Kenya and Issues of Quality Education; Challenges and Opportunities, one of the objectives of the study was to establish perceptions on whether or not the universities had sufficient physical learning facilities for provision of quality education. “The researchers asked lecturers for their opinion on whether the available lecture rooms were satisfactory or not. The statement responded to was, “the University has sufficient lecture rooms for students,” (Gudo et al., 2011: 205). The results between private universities and public universities indicated disparities and the satisfaction level with lecture rooms were at 69.05% and 43.48% respectively for private and public universities. The interpretation of these results was that effective teaching and learning in public universities was hampered by lack of enough lecture rooms.

Mwiria & Nyukuri (1994) also observe the same for the 1990/91 double intake at Kenyatta University where lack of lecture rooms of adequate size was apparent and the existing facilities

were characterized by serious congestion, with some students being forced to sit outside the classroom and listen to their lectures through the windows. At the same time, those who were inside were also standing while learning. Mwiria & Nyukuri (1994) therefore noted that it was impossible to have students interact meaningfully with their teachers or to get them into the lecture rooms quickly enough to ensure that teaching time was not lost. Analysis of satisfaction level with laboratory equipment was made. It was found that public universities did not have up-to-date laboratory and workshop equipment. The interpretation was that public universities did not have satisfactory laboratory and workshop equipment for effective teaching and learning.

Gudo et al. (2011) conducted further analysis of the perception of lecturers and the outcome was that private universities were satisfied with available number of and quality of computers while public universities were not but public universities did not have satisfactory numbers and quality of computers for effective teaching and learning. Public universities were also characterised by lack of enough physical facilities such as lecture rooms, computers, laboratories and laboratory and workshop equipment facility which negatively affected the quality of teaching and learning in public universities. Further confirmation was made by World Bank (2000) and Cheboi (2006) who noted that financial resources directed to public university education were inadequate. Cheboi (2006) observed that shortage of facilities affected the quality of higher education. He further observed that poor recreation facilities affected quality of higher education.

The report by The Public Universities Inspection Board in 2006 revealed that quality and quantity of teaching and learning materials particularly information technologies impact in a very significant way on the quality of teaching and research in universities (Republic of Kenya, 2006). The Board further noted that accelerated growth in student numbers in the public universities had not been matched by expansion of physical facilities and academic infrastructure and that some of the existing infrastructure was inadequate, dilapidated and in bad state of despair. These findings were consistent with the results for Okwakol (2008) who discovered that most African universities did not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. The conclusion was that there was deterioration of quality teaching and learning services offered in these universities.

In terms of library facilities the study by Gudo et al. (2011) showed that both private and public universities had enough trained library staff to support effective library services for teaching and learning. The researchers also wanted to find out the adequacy of library facilities such as space, print journals, e-journals, internet and current books. It was found the majority of librarians in private and public universities were satisfied with library space. It meant that the library staffs were of the opinion that private and public universities had enough reading space in the libraries to accommodate the students but public universities did not have a satisfactory number of print journals for effective teaching and learning.

Gudo et al. (2011) further observed that librarians in private were satisfied with internet facilities but public universities did not have adequate internet facilities for effective teaching and learning. Analysis was also done on the perceived satisfaction with availability of current books (2005-2010). The results showed that respondents were satisfied with the available current books and journals. This meant that quality teaching and learning in private and public universities was not negatively affected by shortage of current books and journals. The result is a reflection of the less significance associated to print books and journals. This is in the light of the abundance of knowledge available electronically in the internet. The above analyses show that shortage of physical facilities, namely print journals and internet facility in public university libraries negatively affected the quality of teaching and learning in the universities.

In the perception of Eshiwani (2009) cited by Gudo et al. (2011) universities were forced to work under adverse conditions; poor salaries, lack of resources for non-salary academic expenditure, such as textbooks, journals, teaching and research equipment and maintenance of such equipment. His further analysis was that the situation resulted in a lowering of academic standards and of quality of graduates. Graduates were deficient in written communication and technical proficiency which made them unfit for the market. Okwakol (2008) noted that a computer is increasingly becoming the major notebook, textbook, dictionary and storage facility for information for students in quality institutions of higher learning. She noted that universities that failed to utilize the benefits of the digital age-computer assisted learning, web connectivity and networked learning did not offer quality education. Library facilities and information systems in almost all universities were antiquated. Books and scholarly journals were not only few but very old and were therefore irrelevant to the institutional needs and priorities.

A study by Ndethiu (2007) at Kenyatta University found that lack of adequate reading resources posed a challenge to the promotion of students' reading habits. Lack of current and relevant books, inadequate use of internet and general lack of reading space were important constraints to students reading. Manyasi (2010), while studying how using information technology could increase access to higher education through distance learning in Kenya, found that institutions of higher learning lacked the necessary technology. The institutions had only a few computers, which were used by lecturers to access internet services. Lecturers and administrators lacked instructional competencies and information design for distance learning associated with delivery of high quality services. Advances in Information Technology could provide solution for the demand in university education in Kenya. However, there was insufficient institutional preparedness. Apart from inadequate space and shortage of current books and journals, public universities did not have satisfactory internet provision for the learners. This was a great impediment to provision of quality teaching and learning. As was noted earlier, computers and internet services are integral ingredients to modern day higher education without which quality of education suffers (Manyasi, 2010).

The study by Gudo et al. (2011) further investigated the ratio of lecturers to students and it was not in line with the expected numbers. The Commission for Higher Education (CHE) in Kenya has worked out recommended lecturer/student ratios associated with quality teaching and learning for the various disciplines studied at the universities. However, the study recorded shortage of staff in all the departments of University of Nairobi. It also shows that the number of lecturers available was small. Different faculties such as Education, External Studies and Humanities and Social Sciences also experienced larger shortage of lecturers. The results indicated that Masinde Muliro University was experiencing shortage of lecturers. Responses showed that lecturers were aware of the shortage of staff in both private and public universities in Kenya.

Gudo et al. (2011)'s observations were in line with the view of Luchembe (2016) concerning the staff challenges in extension education in Zambia. Luchembe (2016:58) state that:

“The reality at many provincial offices is that they are understaffed. Sometimes staffing improves but this situation is temporal because of the current policy of recruiting other

categories of staff on six months' contracts. With or without support staff, the expectation of the University of Zambia management is that your performance level will always be at its best. Short contracts are not good because they pose a security risk to the operations of the institution...."

Further, the stability of teaching staff is not desirable. Luchembe (2016:59) point out that:

"The Unit recruits people to teach on part-time basis. Upon recruitment, the Department provides in-service training to tutors in order to acquaint them with techniques of teaching adults...The training of tutors has, however, proved expensive as new people have to be recruited on a continuous basis due to the high attrition rate. The high attrition rate is due to transfers and low salaries."

Mandumbwa (2011:27) conducted a study on challenges faced by the University of Zambia Resident lecturers in the Provision of University Extension programmes and their possible solutions and he observed that;

"In some instances, courses are not mounted because there are no qualified staff to meet the University's qualifying criteria for Part-time Tutors. On the other hand, courses mounted in the provinces by the department have assumed a varied characteristic mainly due to the Professional bias of the Resident Lecturers and their Part-time Tutors."

Arising from the quotations above, it was apparent that extension education is in the dilemma of human resource. The failure to address the staffing issues is likely to have negative impacts on the quality of services offered by these staffs.

2.4 Students' satisfaction on the Quality of Service

Ilias et al. (2008:133) states that "Service Quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers." Ilias et al. (2008:133) quoting Cronin and Taylor (1992) "In this way, the association between service quality and customer satisfaction has emerged as a topic of significant and strategic concern." It is for this reason that Spreng and Mckoy (1996) indicated that perceived service quality is an antecedent to

satisfaction. Thus, a proper understanding of the antecedents and determinants of customer satisfaction can be seen as to have an extraordinarily high monetary value for service organization in a competitive environment. However, it was noted that the study conducted by Ilias et al. (2008) focused only on the demographic factors such as gender, races and semester of studies. The argument is that there are other factors which can enable students to have a particular perception about the quality of service beyond the demographic factors. These factors may include the availability of support materials, motivation on both learners and lecturers, teaching style, personal development, organisational and management support, learning resources and academic support.

Bigne, Moliner and Sanchez (2003) found that the overall service quality have a significant relationship with satisfaction. Ham and Hayduk (2003) also added that, even in the higher educational settings, there was a positive correlation between perception of service quality and student satisfaction, and analyzing upon the relationship based on each of the dimension of service quality.

Elliot and Shin (2002) discovered that the highly significant variables in the model that appear to directly impact overall customer satisfaction with university performance include excellence of instruction in major, able to get desired classes, knowledgeable advisor, knowledgeable faculty, overall quality of instruction, safe and secure campus, clear and reasonable requirements for major, availability of advisor, adequate computer labs, fair and unbiased faculty and access to information.

The study that was conducted in Malaysia by Sohail and Shaikh (2004) showed that students were satisfied because the physical facilities of the higher education institutions contain the lighting of the lecture halls, campus building appearance, design of lecture halls, and cleanliness of the campus as well the easement of the classrooms and study rooms. Aldridge and Rowley (1998) also reported that, Physical facilities such as library services, technology facilities, and lecture rooms had a significant effect on students' educational experience. Based on the result of two studies which are conducted by LeBlanc and Nguyen (1997) and Sohail and Shaik, (2004) confirmed that students' perceived service quality can be affected by students' abilities through

accessing to facilities offered by their higher education institutes. Accessibility to facilities includes comforting access to the computer facilities, parking facilities, and classroom facilities.

In the view of Pors (2001) students' perceptions of the different dimensions of teaching space experience, the quality of teaching can be measured. The justification to this view was further indicated by Louden (2000) who reported that if instructors know about aspects and criteria which are directly connected to the professional development of a lecturer, it can increase the teaching quality of lecturers. In universities considering the quality of teaching staff is more important for the reason that, one of the main factors which have the main role in the largest positive effect on student satisfaction is teaching staff in universities. Louden (2000) further argued that by knowing more about student experiences can assist them to adapt their manners and approaches toward the needs of students. This situation is likely to affect students' perceived service quality and their satisfaction levels. On the other hand, the study conducted by Devinder and Datta (2003) among 168 students shows that the most important issue based on the perceived service quality for students is the outcome of the lecture in class such as information and abilities gained, accessibility of class notes and reading material, attention and effectiveness of the lecture and tutor's feedback on evaluated work. Hill et al. (2003) discovered that the important factors for students related to teaching quality is the quality of the instructor such as lecture delivery, comment to students during the meeting and on projects, and the connection with students in the classroom.

Farahmandian et al. (2013) conducted a study which focused on perceived service quality and student satisfaction in higher education in Malaysia. In this study, Farahmandian et al. (2013) investigated the relationship of the factors of perceived service quality (advising, curriculum, teaching quality, financial assistance and tuition costs and facilities) with student satisfaction. The study also examined the levels of student satisfaction with the factors of advising, curriculum, teaching quality, financial assistance and tuition costs and facilities. Based on the findings, the majority of students were satisfied with service quality being offered. Furthermore, the findings of this research shows that, there was a positive and significant correlation between the factors of advising, curriculum, teaching quality, financial assistance and tuition costs and facilities with student satisfaction. Farahmandian et al. (2013) further state that all these factors except teaching quality have positive and significant impact on satisfaction of students. Tessema,

Ready and Yu (2012) also discovered similar findings concerning factors affecting the satisfaction of students and these include advising, curriculum, financial assistance and tuition costs and facilities.

The weakness of the study conducted by Farahmandian et al. (2013) is that the study used only one data collection instrument which was a structured questionnaire because the study was qualitative in nature. Therefore, there are a number of weaknesses associated with a questionnaire. Firstly, it is inadequate to understand some forms of information that is changes of emotions, behaviour and feelings. Secondly, phenomenologists state that quantitative research is simply an artificial creation by the researcher, as it is asking only a limited amount of information without explanation. Thirdly, there is a level of researcher imposition, meaning that when developing the questionnaire, the researcher is making their own decisions and assumptions as to what is and is not important...therefore they may be missing something that is of importance (Ackroyd and Hughes, 1981).

In the view of Terenzini et al. (1996) those who are minorities tend to focus on the academic aspects compared to non-minority who are more concerned with social aspects like meeting friends, developing friendship. As a result, the minority students tend to be more critical to the satisfaction on academic scopes compared to non-minority. This is similar to the finding obtained by Mather (2000) who measured an overall satisfaction in the context of academic experience and social experience. The results showed that non-minority students scored a higher level of satisfaction on the academic experience compared to the minority students.

In confirming the satisfaction of perceived quality, the study conducted by Ilias et al. (2008) on Student Satisfaction and Service Quality also tried to look at students' perceived quality from different factors. The results on showed demographic factors (gender, races and semester of studies) did not show any significance differences with satisfaction. This result was consistent with the findings obtained by Corts et al. (2000), Rosenthal et al. (2000) and Carey et al. (2002), who found no significant difference, based on gender toward satisfaction. However, the study by Renzi et al. (1993) and Umbach and Porter (2002) provided unique results which showed that males had higher satisfactions than females. In addition, this result contradicts with the findings by Perry, Sekelsy and Skarsten, (2003) that did not only find that there was a significant

difference in satisfaction between males and females, but suggested that women had a higher level of satisfaction compared to males.

Terenzini et al. (1996), Matter (2000) and Eimers (2001) tried to give an indication that there is a difference on satisfaction if it is viewed on the basis of minority and non-minority students, suggesting that minorities tend to be more critical in their satisfaction evaluation but Elrod and Ramirez (2002) and Perry et al (2003) tend to disagree with it because for them the results suggested that there was no significant differences based on races. Their findings showed that satisfaction was the same irrespective to the semester of studies. Although the students that gained more experience in the higher institution tended to be more critical in their evaluation, the results did not find any significant differences in the level of satisfaction. This was consistent with the findings obtained by Corts et al. (2000) which was conducted on the junior and senior students in higher education. The same results were also discovered by Carey, et al. (2002) who observed that there was no significant relationship between age and satisfaction. This means that age was not the determinant toward satisfaction irrespective of whether the students were mature, old or young.

Alkali & Hussain (2016) on Students' Perception of Adult education as a discipline In Usmanu Danfodiyo University in Nigeria, the study revealed that a significant difference was found on the influence of students' academic area of study. The mean perception of students from Arts was found to be higher than the mean perception of students from the Sciences. In other words, differences existed in favour of students from arts courses. The study indicated that an individual relates what he sees to what he knows. Students from arts courses were closer and more exposed to education students and adult education students.

Arambewela and Hall (2009) in their studies report that service quality can help organizations to attract new customers and keep their existing ones because service quality can lead to customer satisfaction. They further explained that association and recognition among customer satisfaction and service quality has been remained at the forefront of many researchers in their studies. They said that understanding of this association for researchers and also managers is very important. Helgesen (2006) suggests that the most important responsibility of higher education institutions is to manage all aspects of their services to students by improving student satisfaction which can

be achieved by way of improving perceived service quality. Schertzer and Schertzer (2004) assert that one of the important factors which can lead to student satisfaction is positive perceptions of service quality. Consequently, these satisfied students can absorb new students by engaging in affirmative word of mouth connection to inform their friends and this communication may return the previous students to take other courses in their previous university.

Athiyaman (1997) explain other dimensions of student perceived service quality such as library facilities, level of curriculum, leisure facilities, computing facilities, availability of academic personnel and quality of teaching increased motivation to learn. In addition, 14 dimensions have been proposed by Hill (1995) to measure student perceived service quality which include library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities. Hameed and Amjad (2011) examine student satisfaction in COMSATS Institute of Information Technology (CIIT) by collecting feedback from 157 students. Keaveney and Young (1997) found that counseling staff, faculty and classes have a significant effect on student satisfaction. It is intensely recommends that the failure and success of students in every higher educational institution is related to the level of satisfaction and dissatisfaction, because students believe that higher educational quality brings higher learning chances (Aldridge and Rowley, 1998).

In United States, the study conducted by Muthamia (2016) at United States International University (USIU) on effects of University Quality of Service on Students, the study concluded that the students were pleased with their academic achievements from USIU and that the students believed that USIU offered them better than what other universities would have offered them. Another conclusion made from the study is that, satisfaction is poor when the services offered are below customers' expectations and vice versa. The study showed that word of mouth from satisfied customers can help in attracting new students. On the other hand, the study showed that USIU had a positive student retention rate as students agreed that they would absolutely go back to USIU for further studies since they were pleased with services offered to them (Muthamia, 2016).

In Zambia, the study conducted by Ng'ambi (2013) showed that University of Zambia Extension Education was beneficial to the students. The study established that participants had benefited by acquiring knowledge and skills that they never had before participating in the university programmes. These findings were consistent with Luchembe (2010) who explained that University Extension education offered courses which imparted knowledge and skills to help people with ever changing demands of life at work which in turn positively affected the development of social, political and economic spheres. These findings were also consistent with Daka (2016) who discovered that many people had generally benefited from credit courses offered by UNZA extension education studies in Chipata District.

On the other hand, Ng'ambi (2013) discovered that University of Zambia Extension Education enabled students to acquire employment. The courses offered under university extension education provided employment opportunities for most of the participants. The argument was that some participants who never found formal employment were able to start their own businesses or organisations after acquiring necessary skills and knowledge. These findings supported Richardson and Moore (2000) who emphasised on the fact that many times, extension programmes help participants gain new skills that enhance their job prospects and lead them to adopt innovative practices like generation or their own organisation.

Further, the study by Ng'ambi (2013) established that university extension education had given its participants an opportunity to change their career. The skills and knowledge which graduates obtained from University of Zambia Extension Education enabled them to escape from routine jobs and get promoted. The argument is that Extension Studies made students to be motivated to improve their performance on work related activities. Others were also inspired of changing their career opportunities.

In the view of Luchembe (2010), University education through adult education and extension studies provided a beacon of hope to all eligible Zambians who wanted to pursue university education. This was because University Extension Education provided a more flexible mode of study such that those who were working or doing business were able to find time to attend lectures. This argument was confirmed by Ng'ambi (2013) who discovered that University of

Zambia Extension Education offered an opportunity to students to study while working. The study established that:

“Participants in university extension education who were working had an opportunity to pursue their education whilst in employment. Respondents confirmed that they were able to attend lectures without asking for a study leave from their employers. Those who have oppressive supervisors who hinder human resource development in organisation, also managed to carry out their studies without getting into conflict with their superiors because of study leave,” (Ng’ambi, 2013:57).

Even though the findings by Ng’ambi (2013) shows the benefits of University Extension Education to students by allowing them study while working, it can be argued that students are expected to be disciplined on how they manage time. This is based on the fact that apart from being workers and students, they may also have their families that would require their attention in a number of ways. On the other hand, they may be tempted to skip out some classes because of an unforeseen distraction. It might seem impossible to balance all of the responsibilities, but it can be done with a little ingenuity, a lot of planning, and the support of your loved ones. In this regard, one need to create a flexible schedule, make a realistic plan and follow the planned activities consistently.

Despite University of Zambia Extension curriculum being beneficial, Daka (2016:59) argued that: *“the absence of teaching and learning materials was at variance with one of the principles of the standardized curriculum which demands for the provision of prescribed text books in any curriculum implementation.”* These findings were in line with Luchembe (2010) who purported that the major challenge in UNZA extension education studies was lack of teaching and learning materials in most centers across the country. The point of convergence was therefore based on the fact that University Extension Education curriculum was suffocating from inadequate learning and teaching materials.

2.5 Students' Expectations of how Universities meet Students Education Needs

Globally, the education sector is turning from a subsidized entity into a revenue generating source with all business concepts and theories applicable in this sector. The implication of the fast and changing demand in education has resulted into competition among higher education institutions and it is becoming stronger. Kwek, Lau & Tan (2010) argued that the expectation of customers toward higher education institutions heightens with the increase in the tuition fee and the classification of education as a marketable service. This shows how important customers are as the most stakeholders in service industries. Sakthivel, Rajendran and Raju (2005) contend that in education services, the students are customers. They should be of the top concern in the operation of any academic institution. Service quality is a measure of how well the service level delivered matches customer expectations.

Sakthivel, Rajendran & Raju (2005) further strongly argued that the expectations and wants of consumers play an important role in assessing the services of an enterprise. This is consistent with the argument by Berry, Zeithaml and Parasuraman (1996) who elucidated that clients assess service quality by comparing what they want or expect with their perception of what they get. This clearly indicates that service quality is assessable by either measuring customer's expectations or by measuring the extent of importance that attributes to it. They proposed that service quality should be measured on tangibility, reliability, responsiveness, assurance, and empathy dimension. In the perception of Hill (1995) expectations are inferable from importance ratings on the grounds that if a consumer believes a service attribute to be important then that person would expect the quality of that attribute to be good.

In the perception of Parasuraman et al. (1985), one of the most crucial aspect of quality is tangibility which had the highest expectations. Tangibles consist of those things that a customer can see or touch or make a proof out of it. The tangibles includes the appearance of physical facilities, the furniture, the equipment used to perform services, cleanliness, point of purchase display as well as the appearance of employees. In the education system, students use these tangibles to evaluate the service quality so it is very cardinal for the institution to enhance their image through high quality standards of tangibles (Zeithaml & Bitner, 1996).

In this regard, Zeithaml & Bitner (1996) emphasise that the facilitating goods for service delivery include the lectures and tutorials, presentation slides, supplementary handout documents/materials and the recommended module text. It also includes the physical facilities such as the lecture theatres, tutorial rooms and their level of furnishing, decoration, lighting, and layout as well as auxiliary services such as catering and recreational amenities. It is against this reason that Zeithaml & Bitner (1996) further explained that for universities to renew themselves visually they need to make amendments in physical facilities, since students opt for the universities that have up to date standards in term of appearance.

Nevertheless, the study by Berry and Parasuraman (1996) has a weakness of over emphasizing on tangibility, reliability, responsiveness, assurance, and empathy in measuring quality. This is because other issues such as administrative structures, lecture's experience and their level of education may have negative impacts on the quality of service. It is believed that lecturers with higher qualification levels have adequate knowledge in applying different techniques or strategies in the learning environment. Apart from that, it is not possible to attain the expected levels in all the dimensions in Universities. There is always a gap on one or two aspects. Not all areas may be perfect and this renders a weakness in the view of Parasuraman and others.

Carman (1990) observed that for most service providers, the relevance of a particular service attribute to consumers seems more cardinal than its expected level. Carman (1990) further observed that undergraduate students often lack of knowledge and experience of making better evaluations but Oldfield and Baron (2000) opinion is that it is unlikely for students who had been at an institution for a longer period to retrospectively rate their expectations in a way not influenced by their experiences. Weitz and Wessley (2002) also illuminated their point of view by arguing that service quality results from customers' expectations of what the service provider should offer and how the provider actually performs to meet those expectations. Thus delivering quality service means ensuring consistency in service delivery performances on daily basis. According Muthamia (2016) service quality is very important to attract and retain customers. This is because customers derive the perceptions of service quality on the levels of satisfaction they experience with the particular business.

Peterson et al (2001) confirmed concerns of the students with issues of assurance. The study by Muthamia (2016) on the assessment of University service quality and its effects on student satisfaction at the United States International University, it was observed that the students were not confident that they were getting value for money, or that the skills they were learning were going to make them get good results both academically and for future employment. They were also concerned about lecturers' knowledge in their subject area. The biggest expectation gap found for the students was on the question pertaining to the ability of university staff to understand the needs of the students. Apart from that, students did not believe that a tertiary qualification they were fighting for would get them a good job, most university students expected to have access to learning support services and quality teaching (Peterson et al. 2001). In support of this, Muthamia (2016) point out that student's value those mechanisms that clarify the expectations of lecturers and tutors such as clear course objectives, good staff-student communication and preferred enthusiastic teachers who had good presentation skills.

Notwithstanding, East (2001) also found similar expectations from international students including quality teaching and improvement in their English language skills. Mavondo & Zaman (2000) also confirm that students, especially mature age students, whether local or international, expect a high standard of service delivery (Quality is a major preoccupation in the higher education sector). The conclusion made by East (2001) in his study of international students was that expectations at La Trobe University needed critical analysis of international students' perspectives in the light of customer expectations of quality service.

The study by East (2001) deduced that the quality of college and university services reflects a number of criteria and characteristics that should be present in the service elements of every college. According to Muthamia (2016) these criteria and characteristics relates to the inputs, outputs, and processes that meet the needs of the society and the requirements as well as students' needs and desires. Various studies for example the study conducted by Accreditation Commission of Higher Education in 2012 reported that the service quality of colleges must have such aspects as the quality of the teaching and administrative staffs, the quality of knowledge acquisition and skills, community service activities, and the quality of learning resources and infrastructure (Muthamia, 2016).

Muthamia (2016), therefore, explained that students expect administrative and personnel quality in the institutions. Quality standards stipulate the recruitment of sufficient number of professionally qualified workers and technicians who possess the skills necessary to fulfill their career responsibilities. His argument is that these quality standards necessitate learning about student needs, communication with students, problems solving and responding to students' demands. From his point of view, students expect the best quality education which requires that programs offered by educational institutions include various fields of knowledge, clear definitions of objectives, the subject content covered, adequate learning materials and strategies for achieving the goals contained in students' academic plans within the specified period.

Muthamia (2016), in justifying his position, further said that Infrastructure quality seems to be an important factor to many students also. This was in agreement with Abdullah (2006) who states that because of the infrastructure concept framework, which supports quality education; appropriate teaching tools should be available such as halls, yards that suit their functions, required tools and equipment, and adequate sporting facilities. However, Abdullah (2006) presents a different view and said that the teaching staff quality depends on how the teaching staff is selected and the staff's development because teachers are responsible for implementing high-quality educational programs, acting as academic counselors, and providing advice to their students. Students expect to have the best quality of the teaching staff that provides the best quality of education. Abdullah (2006) further said that to achieve their objectives, colleges and universities must consider new ideas and develop quality and excellence. He further mentioned that quality of university services and the performance evaluation process for these services are some of the basic elements of a quality higher education system.

Nevertheless, it was noted that Muthamia (2016) collected primary data using structured questionnaires containing closed ended questions. The problem is that closed ended questions limited the response to predetermined categories. Students were supposed to have time to explaining all their burning issues concerning the quality of services offered. In addition, Muthamia (2016) combined students of three levels. The respondents included 10 doctorate students, 20 graduate students and 30 undergraduate students. The implication was that these students may have provided a diversity of views on the service quality. For instance, due to the large number of students who are admitted at undergraduate level, it was possible for students to

have indicated that classes were not enough to cater for all the students. Conversely, the number of students who are admitted at doctorate level or graduate level is normally small and students may have enough space in their classes. Therefore, the classroom space may not have negative impacts on their perception.

Gersberg and Nenonen (2007) argued that physical learning environment is needed to obtain information and to study. The library, as the knowledge hub of the university, should be centrally located for information gathering, with many terminals, multimedia workstations and connections to foreign information networks. The spaces should be furnished with comfortable and pleasant furniture that enables versatile use. The whole of the building technology-lighting, air conditioning and waste management-should provide a positive example of an environment based on sustainable development. On the other hand, Gersberg and Nenonen (2007:6) emphasised on the importance of internet services by stating that:

“Educational institutions can create virtual learning communities by using information and communications technology. The virtual environment can break physical borders, widening social networks and allowing greater interactivity and rewarding experiences. Many emerging technologies can emulate most traditional classroom equipment and enrich learning.”

The study conducted by Kandiko and Mawer (2013) also revealed that students’ expected their learning environment to meet clear benchmarks across four areas. These areas include instrumental (computers and physical spaces); organisational (timetabling and course structure); interpersonal (staff support and engagement); and academic (lecturers’ knowledge and attitude towards students). Facilities and resources were central; if the institution is unable to effectively provide the environment in which the student can learn, it appears to be seen as failing in its mandate. Students increasingly reflect negatively on failures to meet their expectations. In this regard, the study by Kandiko and Mawer (2013) shows that Institutions of Higher Learning did not meet the education expectations of students.

2.6 Possible Solutions for Improving the Quality of Extension Education

According to Kandiko and Mawer (2013), institutions need to offer more course-level information and better organisation of their offering of internships, placements, work experience and skills support, all tailored to specific subjects, with support available from those with experience in those industries and fields. There is a need for more information on employability, with a focus on ‘process’ and development opportunities, rather than ‘product’ statistics.

The study conducted by Kandiko and Mawer (2013) also recommended that the staff need to be supported by their institutions to provide the interaction and support that is important to students. This includes manageable teaching loads, a balance between teaching and research responsibilities and meaningful reward, recognition and progression opportunities related to teaching and support activities. This was based on the fact that Students praised enthusiastic, experienced and engaged staff, but wanted mechanisms in place to develop staff and to manage ‘bad’ teachers. Students wanted staff to be qualified and trained, and students expressed a desire for procedures to manage “bad teaching”, described as lecturers not knowing the course material, reading off slides and failing to offer any support to students. Despite having a consumerist approach to higher education, students complained about academics who ostensibly took the attitude of “just doing their job”. Students wanted lecturers who were passionate and knowledgeable about their subject, with sufficient content knowledge and teaching capability.

In addressing issues of materials, the study conducted by Kandiko and Mawer (2013) stressed that there should be better coordination between academic staff and library staff about the availability and accessibility of resources. Academics should consider availability and costs of materials when recommending course materials to students. This was similar to the recommendation made by Ng’ambi (2013) who stated that the University of Zambia must provide uniform teaching materials like modules for distribution to all the provinces in order to teach the same course content.

The study conducted by Ng’ambi (2013:67) recommended that *“The Department of Adult Education and Extension Studies must work hand in hand with UNZA Main Library to ensure that each centre of study has a library and a computer lab.”* This was also in line with the view of Mandumbwa (2011) who pointed out that the provision of library facilities would enable

tutors and learners to study and research without any difficulties. In the view of Luchembe (2010), the University of Zambia Extension Education faced further challenges in terms of library facilities thus the creation of a library at each centre which housed university of Zambia was very crucial in the academic life of students. This was the same view by Ngoma (2009) who stressed that the acquisition of more computers which must be made available to the learner will enable them to practice computer skills and conduct online research. Conducting online research is cardinal to the University as it will help improve the quality of the research work since learners it affords learners to obtain current information on their particular studies. In this regard, a computer is a powerful tool for improving, motivating the learning process. It can create excitement in the learning process. Mandumbwa (2011) further confirms that the establishment of computer laboratories makes the learning of the learners and teaching by part-time tutors easier since information will be accessed easily and faster.

Ng'ambi (2013) stated that buying and building of an infrastructure for University Extension Education would make the provision of this form of education easier. And it will become less costly for the university because they will stop paying huge amounts in rentals. Ng'ambi (2013) advised the University that tutors must be employed on a full time basis to avoid a situation where students are left without a tutor in the middle of the semester. This is because it was believed that the University of Zambia Extension Education had the high level turnover of staff due to poor conditions of service. This was in line with the findings obtained by Mandumbwa (2011) who discovered that part-time tutors were not pleased with the mode and amount of their remuneration, hence to improve the provision of extension education he suggested that payment for part-time tutors be processed on a monthly basis. This measure will reduce the tax deduction incurred by tutors and maintain the operation cost on the part of university management. It will in turn motivate part-time tutors to be efficient and effective in carrying out their tasks and will attract qualified staff to participate in the delivery of university extension education.

2.7. Identified Gaps and Justification

With reference to the literature reviewed, it is apparent that the three (3) research objectives and the problem for this study were not addressed by other researchers in this area. This is because most of the reviewed writings and studies presented findings from foreign countries which could

not be generalised to the Zambian context. In addition, most of the studies also provided a general picture of perceived quality of service in Universities. None of these studies explored students' perceptions of the quality of education services in extension programmes. This provides a clear picture that the quality of extension education services even at international level is not on the priority of most of the researchers.

In considering the local studies reviewed, it was also clear that the objectives of the studies were different from what the current study intends to achieve. Most of the studies did not focus on how students' feel about the type of education they receive with reference to their expectations. The idea is that extension education from its inception as indicated in the historical background was expected to serve in meeting the needs of society. In this regard, learners usually know what they want to learn, and they like to see the program organized toward their personal goals. It is therefore cardinal to know how students' feel about what they learn. Knowing the students' view would not only lead to student's satisfaction but also would serve to maintain the face of the University. If the University realizes or is informed that there are discrepancies on the services offered, they would be motivated to make informed decisions because the management might review the purposes of the existence of the University. Apart from that, well prepared graduates would serve to disseminate the quality of services and If the majority of people become aware that the services under extension education is good or surpasses the majority of the mushrooming universities, Extension Education will be recording the higher enrolment rates.

2.8 Summary of Chapter Two

This chapter has presented the literature reviewed on student's perception on the quality of University of Zambia Extension Education in Lusaka District. The study has reviewed literature reviewed on the historical perspective of University Extension Education in Zambia and the dimensions of service quality which are tangibility, reliability, responsiveness, assurance, and empathy. The study also reviewed literature related to the availability of physical and learning resources in universities. The other literature reviewed focused on students' satisfaction on the quality of service; students' expectations of how universities meet students' education needs and the identified gaps and justification for this study. The next chapter deals with the Methodology that was used in this study.

CHAPTER THREE

METHODOLOGY

3.1. Overview

This chapter presents the research methodology that was used in this study. Chisenga (2013:28) in citing Wellington (2000) explained that, the term methodology denotes “. . . an activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data.” Burns and Grove (2003:488) also observed that “methodology includes the design, setting, sample, methodological limitations, and the data collection and analysis techniques in a study.” Therefore, the elements of the research methodology which were presented in the chapter include the research design, population, sample size, sampling procedure, data collection procedure, data collection instruments, data analysis techniques and ethical considerations.

3.2. Research Design

In the view of Kombo and Tromp (2006:70), *“A research design can be thought of as the structure of research. It is the glue that holds all the elements in a research project together.”* Orodho (2003) defines a design as the scheme, outline or plan that is used to generate answers to research problems. Some scholars such as Moore and McCabe (1989) noted that; a research design is said to be a plan of any scientific research from the first to the last step, meaning that it is a program designed to guide the research in collecting, analyzing, interpreting observed facts and specifies which of the various types of research approach to be adopted. It is an array of conditions for collection and analysis of data in a manner that aims at connecting the relevance with the research purpose. It involves the conceptual structure within which the study would be (Kombo and Tromp, 2006).

The design of this study was grounded on postpositivism and social constructivism. In the view of Creswell (2003), the components of postpositivism include being reductionistic, logical, an emphasis on empirical data collection, cause-and-effect oriented, and deterministic based on a priori theories. Adam (2014) accentuates that the essence of the postpositivism approach is utilized in order to problematise certain taken-for-granted aspects in the research of innovation processes and their impact on society, while also trying to provide solutions and suggestions for

a more appropriate measurement of these processes, as well as new possibilities of interpretation. The researchers believe in multiple perspectives from participants rather than a single reality, and espouse rigorous methods of qualitative data collection and analysis. This perspective therefore was necessary in this study because the study attempted to look at multiple perspectives of the students.

From the social constructivist point of view, Creswell (2003:8) affirms that:

“...individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. The goal of research, then, is to rely as much as possible on the participants' views of the situation being studied.”

Based on the aforementioned statement, it was believed that the assumptions of social constructivism would serve in understanding different views of students and graduates on the quality of Extension Education. The research focused on understanding the feelings of the respondents and how they perceived the type of education they received from Extension studies. This was also premised on the arguments advanced by Crotty (1998) who purported that human beings construct meanings as they engage with the world they interpret; they make sense of the world based on their historical and social perspective and their own experiences which sharpens the way they interpret things; and the basic generation of meaning is always social, arising in and out of interaction with other people within their specific localities or communities.

This study used a mixed-method research design. Tashakkori and Teddlie (1998) argued that the term “mixed model” is more appropriate than “mixed method” for research in which different approaches are applied at any or all of a number of stages throughout the research. The point of mixing these approaches often extends beyond just the methods used in the research. Indeed, mixing of methodologies within a broad quantitative or qualitative approach may raise almost as many issues as when working across approaches (Barbour, 1998). It was observed that Mix-method design was the appropriate research design for this study because it served to strengthen the validity of the findings providing multiple angles of understanding the feelings of students.

Mixing may also occur across different disciplinary traditions, for example, in social history, or when scientists engage in social research to evaluate the impact of their work. It becomes necessary, therefore, to clarify just what is being mixed and how it is being mixed. The “mixing” may be nothing more than a side-by side or sequential use of different methods, or it may be that different methods are being fully integrated in a single analysis (Caracelli & Greene, 1997).

In the view of Cronholm and Hjalmarsson (2011) cited by Caruth (2013:115), the following are some of the strengths of a Mixed-Method Research Design:

. . . a) they point out that words, photos, and narratives can be used to add meaning to numbers while numbers can add precision to words, photos, and narratives; b) they can handle a wider range of research questions because the researcher is not limited to one research design; c) they can present a more robust conclusion; d) they offer enhanced validity through triangulation (cross validation); e) they can add insight and understanding that might be missed when only a single research design is used; and f) they can increase the capability to generalize the results compared to using only qualitative study designs.

In making this design more effective, this study used a Concurrent Mixed-Methods design. This was due to the fact that the researcher wanted to collect and analyse both qualitative and quantitative data simultaneously. Creswell (2003:16) argues that:

“Concurrent procedures, ...the researcher converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results. Also, in this design, the researcher nests one form of data within another, larger data collection procedure in order to analyze different questions or levels of units in an organization.”

This argument was further expanded by Hanson and Creswell (2005:229):

“...in concurrent triangulation designs, quantitative and qualitative data are collected and analyzed at the same time. Priority is usually equal and given to

both forms of data. Data analysis is usually separate, and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge....”

3.3. Target Population

The term population refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusion (Castillo, 2009). In this study, the target population referred to people that conformed to the eligibility criterion and were accessible to the researcher as a pool of subjects for the study which included all students that were enrolled in the UNZA extension education certificate and diploma courses between 2016 and 2017 academic years in all the extension education centres within Lusaka District. The total population for the two centres involved approximately 275 students for the stated period. The population also involved all graduates from the above-mentioned courses and centres from the year 2016 to 2017.

3.4. Sample Size

A sample is part of the population from which information is to be gathered (Mandumbwa, 2011). In the view of Kombo and Tromp (2006), a sample is a small proportion of the selected population for observation and analysis. By observing the characteristics of a sample which is diverse, representative, accessible and knowledgeable in a study area, findings can be generalized. Thus this study involved a total sample of one hundred and ten (110) respondents. In this sample size, one hundred (100) students were those students who were enrolled and studying in various disciplines under UNZA Extension Education. The sample also involved ten (10) graduates.

3.5. Sampling procedure

Sampling procedure refers the process of how the sample will be selected from the larger population. Onwuegbuzie and Collins (2007) stressed that it is an important step in the research process because it serves to inform the quality of inferences made by the researcher that stem from the underlying findings. In this regard, this study used purposive sampling, simple random sampling and snow ball sampling procedures.

Phiri (2015) noted that extension education in Lusaka District has eleven (11) centres. Therefore, purposive sampling procedure was used to select two extension education centres which included Ridgeway campus and UNZA main campus. This was arrived at following the argument by Cohen, Manion and Morisson (2007:15) who pointed out that:

“...In purposive sampling...researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs...”

In this regard, the above-mentioned centres were selected on the basis that the two centres had recorded the highest number of students in Lusaka District.

In selecting the students, simple random sampling and specifically lottery method was used. In the view of Kasonde-Ng’andu (2013), simple random sampling is the method of sampling in which every member of the population has an equal chance of being included in the sample. It involves the selection of the samples from the list of population or sampling frame. In order to select students through lottery method, the researcher collected the registers of students, wrote the identification numbers on the pieces of paper and put the folded papers in the box. The papers were mixed thoroughly and the researcher selected the samples by picking the required number of papers through blind folding. These papers were picked without being replaced or put back in the box. This sampling procedure was suitable because the representative samples were picked randomly and all the students both at Ridgeway Campus Centre and UNZA Main Campus Centre had an equal chance of being picked as samples.

Apart from that the ten (10) graduates from Ridgeway Campus Centre and UNZA Main Campus were selected using snow ball sampling procedure. This was because it was not easy to know or identify these people but it required building a sample through referrals. O’ Leary (2010:170) states:

“Snowball involves building a sample through referrals. Once an initial respondent is identified, you ask him or her to identify others who meet the study criteria. Each of those individuals is then asked for further recommendations. It is

often used when working with populations that are not easily identified or accessed. But by using referrals, a sample can build quite quickly. Snowballing, however, does not guarantee representativeness.”

3.6. Data Collection Method and Procedure

Data collection refers to the process of finding information for the research problems. It may involve conducting an interview, administering a questionnaire or a focus group discussion or observing what’s going on among the subject of the study, narratives and case histories (Mandumbwa, 2011). Bloomberg and Volpe (2008) emphasise that the data collection section in research indicates and justifies all data collection methods, tools, instruments, and procedures, including how, when, where, and by whom data is to be collected. It should be precise, systematic and relevant to the study. In this study, data collection was done using a survey questionnaire, unstructured interview guide and the researchers’ direct observation.

The process of data collection in this study began by making appointments with Centre coordinators and tutors. The researcher personally visited UNZA Main Campus Centre and Ridgeway Campus Centre informed the students on the focus of the study, its purpose and relevance. Thereafter, the researcher requested voluntary participation of the respondents in answering the questionnaires. The questionnaires were distributed to all the students because they were able to read and write in English on their own. The students were requested to get the questionnaires and answer at their own appropriate time. In addition, the researcher also personally collected all the questionnaires from the students on dates that the respondents suggested.

On the other hand, the researcher scheduled appointments with graduates who were identified through snowball. Interviews were conducted through one to one and phone interviews. In this regard, ten interviews were conducted on different dates and time. The first interview was conducted on 29th November, 2017 at Children International Zambia offices between 13:30 and 14:02 (The interviews lasted for 32 minutes). The interviews were recorded using a disk recorder and the notebook. The second interview was conducted at on 30th November, 2017 at Lusaka Civic Centre between 14:30 and 15:15 (The interviews lasted for 45 minutes). The views of the respondent were recorded in the notebook. The third interview conducted on 12th December,

2017 at Ridgeway Campus between 17:05 and 17:50. The views of the respondent were recorded in the notebook. The fourth interview was conducted on 20th December, 2017 at the UNZA Main Campus, School of Education between 16:45 and 17:02 (lasted for 17 minutes). The fifth interview took place on 23rd December, 2017 through phone interview. The views of the respondent were recorded through a phone recorder and the notebook. The sixth interview was conducted on 23rd December, 2017 at Garden House Hotel between 15:03 and 15:35 (lasted for 32 minutes). The views of the respondent were recorded using a disk recorder and the notebook. The seventh Interview conducted on 26th December, 2017 through phone Interview between 16:09 and 16:59 (lasted for 50 minutes). The views of the respondent were recorded in the notebook. The eighth interviews were conducted on 9th January, 2018 at Ridgeway Campus between 11:35 and 12:05 (lasted for 30 minutes). The views of the respondent were recorded through a disk recorder and the notebook. The tenth interviews were conducted on 27th January, 2018 through phone interviews between 16:05 and 16:30. The views of the respondent were recorded through disk recorder and the notebook.

In order to verify the responses from the students and the graduates, the researcher physically conducted an observation of library services and facilities, laboratory services, classrooms and other supporting facilities.

3.7. Data Collection Instruments

The research instrument is the device that a researcher uses to collect data (Denise et. al., 2001). Parahoo (1997:52) asserts that a research instrument is "...a tool used to collect data. It is a tool designed to measure knowledge, attitude and skills of research respondents." This study only used semi-structured questionnaires, unstructured interview guide and observation checklist.

3.7.1 Survey Questionnaire

Brown (2001:6) articulates that a questionnaire is "...any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Phiri (2015) citing Dawson (2002) noted that there are three basic types of questionnaires and these include closed-ended (structured), open-ended (unstructured) or a combination of both (semi-structured) questionnaire.

Closed ended questions were used to generate statistics for quantitative data. Open ended questionnaires were used for qualitative data in order to generate respondents' views, opinions and beliefs rather than numbers.

Wimmer and Dominick (1994) observed that the survey questionnaire is important when the researcher wants to get a general idea of the nature of public opinion. The other reason for using the questionnaires was that they were cheap to administer. In addition, questionnaires allowed for a greater geographical coverage than face-to-face data collection without incurring the additional costs of time and travel. Apart from that, using self-completion questionnaires reduced biasing errors caused by the characteristics of the interviewer and the variability in interviewers' skills.

3.7.2 Interview Guides

Patton (1990: 283) says:

Interview guides provide topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular area, to word questions spontaneously and to establish a conversation style but with focus on a particular subject that has been predetermined.

In this study, unstructured interview guide was used for the purpose of soliciting the views of graduates on the quality of education service. The interviews allowed the researcher to access information on graduates' feelings, beliefs, attitudes and thoughts. The interview method was chosen because the participants were probed and their responses were clarified and followed up. Patton (1990) explains probing as an interview tool that is used to go deeper into the interviewee's feedback. Bell (1987) supports the use of the interview as a data collecting method citing its adaptability as a major advantage in its use. She observed that a skillful interviewer could follow up ideas, probe responses and investigate motives and feelings, which other methods can never do. The way in which a response is made can provide information that a

written response would conceal (Bell, 1987). Data from interviews was triangulated with that from questionnaires to guarantee validity and reliability of claims arising from the study.

3.7.3 Observation Schedule

Given (2008) states that an observation schedule is a form prepared prior to data collection that delineates the behavior and situational features to be observed and recorded during observation. The aim is to collect information about the world with the intention of guiding behaviour. It also focuses on the production of public knowledge (empirical and theoretical) about specific issues, which can be used by others in a variety of ways.

In the view of Amegashie-Vglo (2008), observation as a research technique is used by researchers to acquire first hand knowledge on a particular phenomenon. It brings the researcher into direct contact with the phenomenon being studied. The technique is governed by a code of objectivity, which forms the basis for selecting what to observe and how the observation is to be carried out.

In this study, the researcher used direct observation through participant observation. Phellas, Bloch and Seale (2011) explain that participant observation involves the researcher encountering the people and events studied with a relatively open mind as to what might become relevant to the research problem being addressed. The researcher figures out ahead of time what kind of event, or response, is going to be counted as relevant for the research problem. In the view of Phellas, Bloch and Seale (2011:196), *“The advantage of using an observation schedule...is that the study about to be carried out using this same schedule will generate data that is directly comparable with the findings of other research work.”*

In this study, observation was used in order to gather information about the library services and facilities, laboratory services, classrooms and other supporting facilities. This technique was used to support the quantitative findings obtained from the students and the qualitative findings obtained from the graduates in order to verify the responses from the respondents. The data was then compiled by the researcher and presented in form of description.

3.8. Data Analysis

Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. It involves the process of gathering, reviewing and then analyzing data from various sources to form some sort of finding or conclusion (Singh, 2006). It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation (Singh, 2006). Data analysis entails categorizing, summarizing, and ordering the data and describing them in meaningful terms. There are many analysis methods that can be used. Currently, research studies generally use either narrative or statistical strategies or both. However, the type of analysis method used is heavily dependent on the research design and the method by which the data was collected or measured (Moore and Mc Cabe, 1989). In this study, data was analysed using qualitative procedures and quantitative procedures.

3.8.1. Quantitative Data Analysis

Quantitative analysis deals with data in the form of numbers. The levels of "...measurement used in the collection of the data i.e. nominal, ordinal, interval and ratio, are an important factor in choosing the type of analysis that is applicable, as is the numbers of cases involved. Statistics is the name given to this type of analysis..." (Williams, 2011:113). Creswell (2012:175) argued that:

"There are several interrelated steps used in the process of analyzing quantitative data. The first step is to prepare the data for analysis. This involves determining how to assign numeric scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis. The second step begins the data analysis. Typically you conduct a descriptive analysis of the data reporting measures of central tendency and variation. Then you conduct more sophisticated inferential analysis to test hypotheses and you examine confidence intervals and effect sizes. The next step is to report the results that are found using tables, figures, and a discussion of the key results. Finally, you interpret the results from the data analysis. This consists of summarizing the results...."

Therefore, quantitative data was analysed using descriptive statistics which were generated through the Statistical Package for Social Sciences (SPSS). The researcher started by assigning codes and defining all key variables of each closed ended question in the questionnaire and the codes were entered in the Data View section of SPSS software. The coded and defined variables then appeared in the Variable View section of the already mentioned software. The information was verified to ensure consistence and accuracy. Thereafter, the researcher ran descriptive statistics which showed the analysed data and then presented it using bar graphs and tables.

3.8.2. Qualitative Data Analysis

Creswell (2012) points out that analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions. Lungwangwa et al (1995:153) also indicated that “qualitative raw data from interviews, field notes on focus group discussions and content analysis should be subjected to the constant comparative analysis technique in order to reach the most significant themes of the topic under study.”

Creswell (2012) provides the steps for analysing qualitative data and these include collecting data that is a text file such as field notes, transcriptions, or optically scanned material; preparing data for analysis that is transcribing field notes; reading through data which involves obtaining a general sense of material; coding the data by locating text segments and assigning a code label to them; coding the text for description to be used for themes; coding the text to be used in the research report. Creswell (2012) even emphasized that these steps are not always taken in sequence, but they represent preparing and organizing the data for analysis. In the same way, Glaser (1978) also argues that data analysis starts with collecting data from the field; identifying key issues or activities in the data that would be a focus of categories; writing about the formed categories with an attention to describe all existing issues and constantly looking for new incidents; working with the data in an attempt to develop a model to capture social processes and relationships.

In this study, qualitative data from open-ended questions in the questionnaire as well as data gathered through interviews was constantly reviewed in order to identify common responses. The analysis process started with transcribing, coding, categorising the response into different sets and then comparing them. All the responses which were common were used to develop

themes, each reflecting a single and specific thought. Thereafter, various developed themes were used to develop descriptions on each objective.

3.9. Validity and Reliability

In the view of Joppe (2000), reliability is concerned with the extent to which results are consistent over time and an accurate representation of the total population under study and the fact that the results of a study can be reproduced under a similar methodology. In quantitative studies, it can focus on the degree to which a measurement, given repeatedly, remains the same or the stability of a measurement over time; and or the similarity of measurements within a given time period. On the other hand, Joppe (2000) explains that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are.

Eventhough these two concepts are commonly used in quantitative studies, in qualitative paradigms the terms Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are used as criteria for quality (Lincoln & Guba, 1985).

In this study, validity and Reliability were used to examine both the process and the product of the research for consistency. Validity and reliability were ensured by through critical examination of responses from different respondents. In this regard, triangulation was used on both sources of data and methods of data collection. Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings. Triangulation is considered as “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000:126).

Mathison (1988) elaborates this by saying that triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation (in order to) control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. This was concretised by Patton (2001:247) who pointed out that “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches” In this case, triangulation was used to confirm the findings and use quantitative findings to generalize to other

Centres and provinces where Extension studies was conducted. In addition, the findings were subjected to cross checking by other researchers, scholars and lecturers from the University of Zambia.

3.10. Ethical Considerations

Ethical issues are an important part of conducting research and cannot be ignored. The concept ethical considerations refer to an accumulation of values and principles that address questions of what is good or bad in human affairs (Australian Law Reform Commission, 2017). Manion and Morrison (2000) observed that ethical issues are likely to arise from the context of the study, the procedures to be adopted, methods of data collection, the nature of participants, the type of data collected and that which is to be done with the data.

Therefore, in order to ensure ethical considerations, the researcher took the following measures; firstly, before data collection commenced, the researcher prepared a proposal and submitted to the ethical committee of the University of Zambia for approval and the approval was granted with the reference number HSSREC: 2018-SEPTEMBER-020. Secondly, the researcher collected an introductory letter from UNZA Directorate of Research and Graduate Studies (DRGS). Thirdly, permission was obtained from the Lusaka Province Resident Lecturer and from Centre Coordinators to conduct research at their centres. The researcher briefed the aforesaid authorities on the value of the research and the procedures the researcher intended to use during data collection. The researcher also ensured that participation in the research was voluntary. Participants were asked to fill in an Informed Consent Form to demonstrate their willingness to participate in the study. In order to maintain confidentiality, participants in the study were assured that no names should be mentioned during interviews. Participants were also assured that all data collected from the research would be treated with utmost confidentiality. During visits to the research sites to collect data, the researcher also ensured minimum disruption of the smooth running of the activities of the institutions and individuals participating in the research.

3.11. Limitation of the Study

Mhlanga and Ncube (2014:29) explain, that, “Here you focus on road blocks to the study. These are constraints, obstacles, hindrances or drawbacks that are likely to frustrate the study.” According to Orodho (2004), a limitation is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the study, but over which he or she has no direct control. Orodho’s view is supported by Best and Kahn (1993) who described limitations as conditions beyond the control of the researcher that may place restriction on the conclusions of the study and their application to other situations. This study was limited in terms of centres. The perceptions of students from two centres within Lusaka District and of graduates from these same centres were generalised to other centres. The other challenge which the researcher faced was failure by some students to return questionnaires. In addressing this challenge, the researcher distributed as many questions as possible. On the other hand, the researcher was constantly making follow-ups with the respondents. In addition, some graduates had busy schedules and not willing to participate in the interviews. In this regard, the researcher replaced those who were not willing to avail information. For those who were busy, the researcher opted to use phone interviews.

3.12. Summary of Chapter Three

This chapter discussed the research methodology that was used to conduct this study. This study used concurrent mixed-method design which involved the integration of both qualitative and quantitative data at the same time. The population of the study included all students and all graduates from the University extension centres within Lusaka District. The sample size involved hundred and ten (110) respondents in which hundred (100) students were from UNZA Main campus Centre and Ridgeway Campus Centre and ten (10) respondents were graduates from the same centres. The data of this study was analysed qualitatively and quantitatively. Further, the chapter has shown various ethical issues which were considered. The next chapter deals with the Research findings which was collected in this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Overview

The preceding Chapter focused on the research methodology which was used for this study on *Students' Perception on the Quality of University of Zambia Extension Education in Lusaka District*. Therefore, this Chapter presents the findings of this study based on the research questions. The data collected in this study was both quantitative and qualitative. On each research question, the findings will be presented in two distinctive sub-sections. The first section will present quantitative and qualitative findings from the students which were collected using closed-ended questions and open-ended questions in the semi-structured questionnaire. The second section will be for qualitative findings from graduates which were collected using open-ended questions through unstructured interview guide. In addition, the findings will be incorporated with qualitative findings obtained from the researchers' observation. The following were the research questions that this study sought to answer:

- (i) What are the perceptions of students on the adequacy of resources in University Extension Education?
- (ii) What is the extent to which students are satisfied with the quality of education offered in University of Zambia Extension education courses? And
- (iii) What are the possible solutions for improving the quality of University of Zambia Extension Education?

4.2 Perceptions of Students on the Adequacy of Resources in University Extension Education

To answer the first research question which was concerned with the perceptions of students on the adequacy of resources in University Extension Education, 100 questionnaires were distributed to 100 students with different sub-questions. To validate the findings, similar questions were posed to 10 graduates through an interviews guide. In addition, the researcher conducted personal observation.

4.2.1 Findings from Students

Table 1: Students' response about the adequacy of classrooms

Response	Frequency	Percentage (%)
Very adequate	9	9
Adequate	40	40
Not adequate	50	50
Not very adequate	0	0
No response	1	1
Total	100	100

When students were asked about the adequacy of classrooms in Extension Education, majority respondents (50=50%) as shown in Table 1 above had a view that classrooms were not adequate. On the other hand, 40(40%) respondents showed that classrooms were adequate and this was followed by 9(9%) who showed that classrooms were very adequate. However, 1(1%) did not give any response and no respondent gave an opinion on not very adequate.

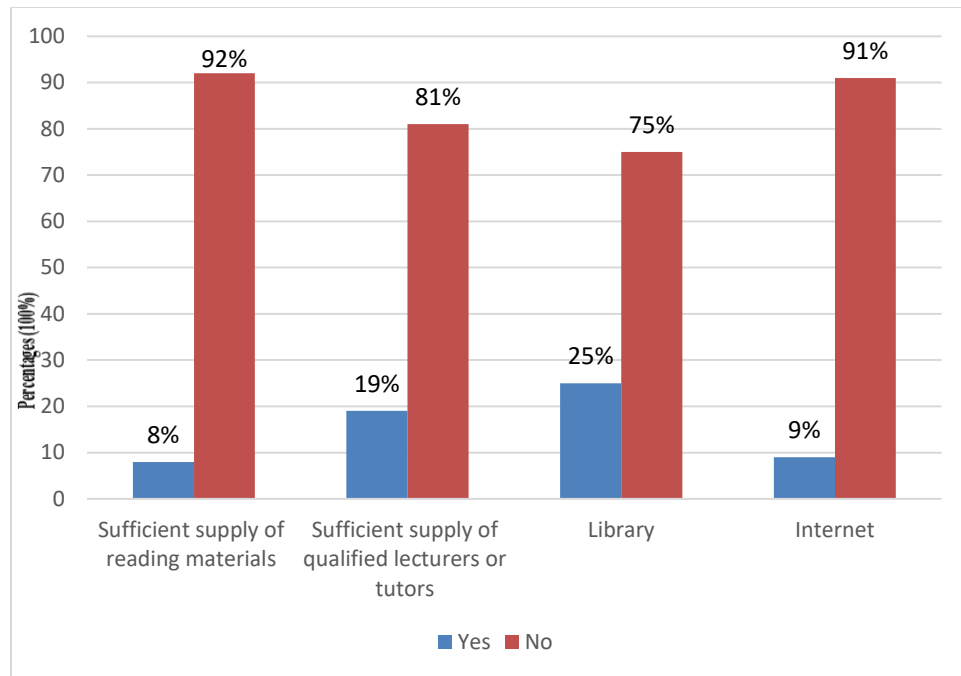


Figure 1: Respondents' response about educational facilities and services provided by University of Zambia Extension Education

The findings presented in Figure 1 above show that all the 100 students indicated yes or no to show their view on whether University Extension provided different educational facilities and services which were listed. These included sufficient supply of reading materials, sufficient supply of lecturers or tutors, library and internet. It was established that majority students indicated that University Extension did not provide the above facilities and services. On sufficient supply of reading materials, 92(92%) indicated no and only 8(8%) indicated yes. With regard to internet, 91(91%) indicated no and 9(9%) indicated yes. In terms of sufficient supply of lecturers or tutors, 81(81%) indicated no and 19(19%) indicated yes. On library services, 75(75%) indicated no and only 25(25%) indicated yes.

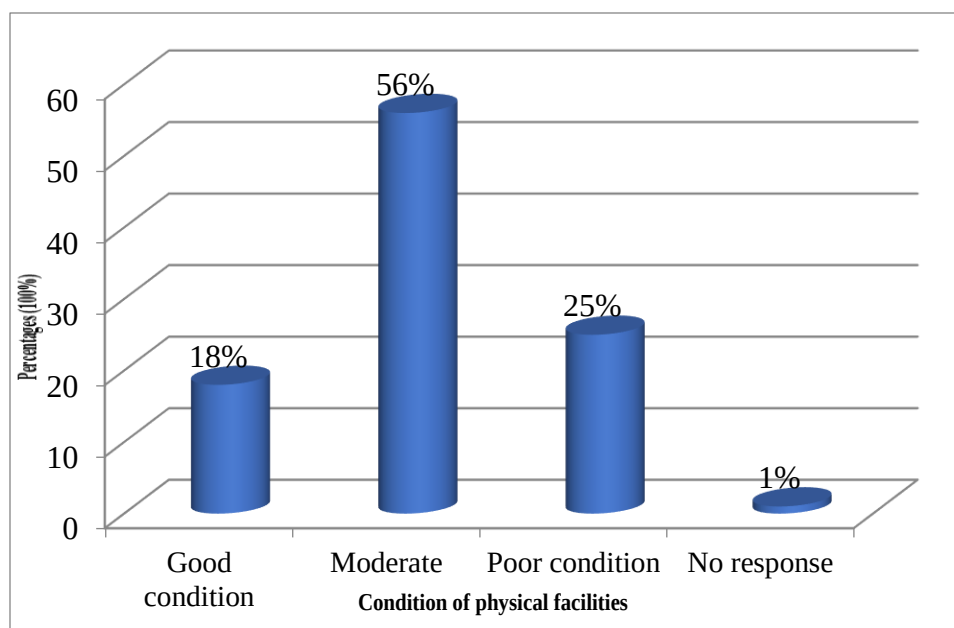


Figure 2: Respondents' response on the condition of physical facilities such as lecture rooms, furniture and computers

When students were asked to give a description of the condition of physical facilities, majority respondents represented by 56(56%) showed moderate condition and 25(25%) showed poor condition. On the other hand, 18(18%) showed good condition and 1(1%) did not give any response. It was then apparent that the condition of physical facilities was on moderate condition.

Table 2: Respondents' response about the availability of tutors or lecturers

Response	Frequency	Percent
Lecturers/tutors are enough	20	20
Lecturers/tutors are not enough	74	74
I am not sure	6	6
Total	100	100

Table 2 above shows that majority students were of the view that lecturers/tutors were not enough in Extension Studies. This was represented by 74(74%) respondents. On the other hand, 20(20%) showed that lecturers/tutors were enough while 6(6%) respondents were not sure.

4.2.2 Findings from Graduates and Researchers' observation

When graduates were asked about the adequacy of resources in University Extension Education, different views were given by the graduates and various themes were developed from their responses. The themes which were developed are discussed below:

i. Lack of study materials and library services

Most of the graduates indicated that extension studies had no enough materials to use. One graduate had this to say: *“Extension studies have no enough study materials which students can use. During our study we had to depend on personal internet to access information which was wrong because it was supposed to be provided by the department.”*

Another graduate said that: *“I have never read any book from the library. There are no enough books in the library for certain courses and in most cases students were depending on the internet to access information.”* In addition, another graduate pointed out that: *“Materials in the library were easily accessible but you find that sometimes the materials you are looking for are outdated then you have to start looking elsewhere and sometimes you may not even find exactly what you are looking for.”*

When the researcher physically visited Lusaka provincial office for University Extension Education to ascertain the availability of library and its services, it was observed that the provincial office had no library. Educational materials were packed in the kitchen (which is considered as a store room) with 2 dysfunctional computers. Other few computers were packed in the boxes and they were also not working. The findings from observation also showed that there were only few books for Finance and Accounting course. There were no books and educational materials for other courses. Other materials which were available were administrative files. In addition, the findings established that UNZA Main campus centre did not have a library for Extension Education. However, students were permitted to access UNZA main library after being given computer numbers. Unfortunately, it took more than a term for students to be given computer numbers and this limited their access to the Main library.

ii. Ineffective internet services

With regard to internet services, majority graduates said that they were not able to use the internet system for the University of Zambia. One graduate said:

“In terms of internet, if you don’t have the computer then you are disadvantaged. I had never accessed any internet services because we are not connected to internet services even If we were made to pay for internet services. I used to buy my own bundles to access information from the internet.”

iii. Lack of laboratories for doing practical

Graduates pointed to the fact that Extension Studies did not have their own laboratory facilities to do practical lessons in computer courses and infection, prevention and control. They were depending on secondary school laboratories such as Munali Secondary for those who were studying at UNZA Main campus. Unfortunately, the available computers were not enough to cater for all the students. One graduate reported that; *“I wasn’t told and I have never seen extension students going into a computer lab, we were not even told that there was such a thing, we were only told to pay for internet. We were using our personal computers.”*

On the other hand, findings from observation established that there were no laboratories available for Extension Education. Laboratory experiments and practical were done from Munali Secondary school and Mumuni primary school. In health courses, for example Infection, Prevention and Control, students were using laboratories for full-time students in the School of Medicine when the places were free. This implies that Extension studies did not have their own laboratory facilities.

iv. Inadequate classrooms

It was perceived that the classes were not enough for extension studies in some centres. There were clashes in most cases. Sometimes they would look for alternative venues for them to have classes. However, some graduates felt that in some places the venues were there but sometimes they were requested to vacate the classrooms if the owners of the venues needed to use them. Sometime they would find the classes fully occupied. One graduate elucidated that; *“Sometimes we would collide with other classes and the full-time students especially when it came to meeting*

in the theatre wall.... According to what I saw its like us we were just squatting, its like we were chancing because sometimes they were making practical.”

In addition, further observation was done by the researcher in order to establish the availability of classrooms. The findings of the study revealed that Ridgeway campus had four (4) lecture rooms for Extension Studies and the school of Medicine also permitted them to be using two (2) more lecture rooms. Despite this arrangement, it was established that these lectures rooms were not enough to accommodate all the students. At UNZA main campus centre, it was observed that Extension Studies was renting seven (7) lecture rooms from School of Veterinary Medicine and School of Agriculture Science. In addition, Extension Education students were also expected to use two (2) more laboratory classrooms from the aforementioned schools but they were not allowed to use the classrooms due to laboratory equipment which were kept there. During the research period, the researcher found some students standing outside AO3 lecture room stranded because they found their class being used for a different course. In some cases, the researcher discovered that some students were having classes outside the classrooms under the trees because they had no venues.

The main issue was that Extension Education was offering twenty (20) diploma courses and eighteen (18) certificate programmes at the time the study was being conducted. Diploma programmes had more than eight (8) courses and certificate programmes had more than four (4) courses. Each programme was expected to have two (2) intakes that is January intake and August intake. These findings therefore provided evidence that Extension studies did not have adequate classrooms. On the other hand, it was observed that the classrooms and toilets which were available were very clean in both centres. There were enough tables and chairs, enough lighting system and adequate space.

v. Use of decent physical facilities

There was a general consensus among the respondents that the condition of physical facilities was good. The classes were very clean and had enough chairs to accommodate all the students. Besides that, the classrooms had enough power supply. One graduate said that; *“...the lighting system and the air conditioning in the classrooms were ok.”*

4.2.3 Summary of Findings on Question 1

In view of the above findings from students, graduates and the researchers' observation, it can be concluded that University Extension Studies did not have adequate resources and facilities. The study revealed that majority (50=50%) respondents had a view that classrooms were not adequate in University of Zambia Extension Education. In terms of different educational facilities and services provided by University Extension, the study established that 92(92%) respondents showed that University Extension did not provide sufficient supply of reading materials. Majority 91(91%) respondents indicated that University Extension did not provide effective internet services, 81(81%) respondents showed that University Extension did not provide sufficient supply of lecturers or tutors and 75(75%) respondents indicated that University Extension did not provide library services. On the other hand, the study also revealed that the condition of physical facilities was on moderate condition and this was shown by 56(56%) respondents. Qualitative findings also revealed that Extension Education did not have libraries but students used out-dated study books from the University of Zambia main library. They had ineffective internet services, lack laboratories for doing practical and inadequate classrooms even If they were decent.

4.3 The extent to which students were satisfied with the quality of education offered in University of Zambia Extension education courses

4.3.1 Findings from Students

Table 3: Students' response about their satisfaction with the quality of educational services provided by University of Zambia Extension Education

Response	Frequency	Percent (%)
Very satisfied	9	9
Satisfied	29	29
Fairly satisfied	37	37
Dissatisfied	24	24
No response	1	1
Total	100	100

In reference to the aforementioned question in table 3, majority 37(37%) students were fairly satisfied with the quality of education services provided in Extension Education Studies, but 24(24%) were dissatisfied with the quality of education services. On the other hand, 29(29%) respondents were satisfied, 9(9%) were very satisfied and 1(1%) did not respond.

Respondents Explanation on their position to the question: Are you satisfied with the quality of educational services you get at your institution?

When students were asked to give an explanation regarding their position in terms of their satisfaction with the quality of services, most of them showed that the institution has limited numbers of tutors/lecturers and classrooms. One of the students said that; *"We do not have enough classroom for lectures and some lecturers do not keep time."*

Table 4: Respondents' response about their satisfaction with the availability of educational materials

Response	Frequency	Percent (%)
Very satisfied	3	3
Satisfied	20	20
Fairly satisfied	26	26
Not satisfied	51	51
Total	100	100

Table 4 above shows that 51(51%) indicated that they were not satisfied. 26(26%) were fairly satisfied, 20(20%) were satisfied and only 3(3%) were very satisfied. Thus, it is apparent that the availability of educational materials at the institution does not meet the satisfaction of majority students.

Table 5: Students' response on their satisfaction with the adequacy of library facilities such as space, print journals, internet and current books

Response	Frequency	Percent (%)
Very satisfied	8	8
Satisfied	13	13
Fairly satisfied	32	32
Dissatisfied	47	47
Total	100	100

The findings presented in Table 5 above show that 47(47%) were dissatisfied with the adequacy of library facilities. 32(32%) were fairly satisfied, 13(13%) were satisfied and 8(8%) were very satisfied. The implication of the above is that it was difficult for students to access current

information as they relied upon the use of old literature which was easily accessible. It was also expensive to students to access latest information from other places outside the institution.

Table 6: Students’ description of quality of educational services under University of Zambia Extension Education

Response	Frequency	Percent (%)
Good	28	28
Very good	15	15
Fair	35	35
Poor	20	20
No response	2	2
Total	100	100

When students were asked to describe the quality of education in Extension Education, 35(35%) students rated it as fair, 28(28%) rated it as good and 15(15%) rated it as very good quality. On the other hand, 20(20%) rated it as poor-quality service and 2(2%) did not give any response.

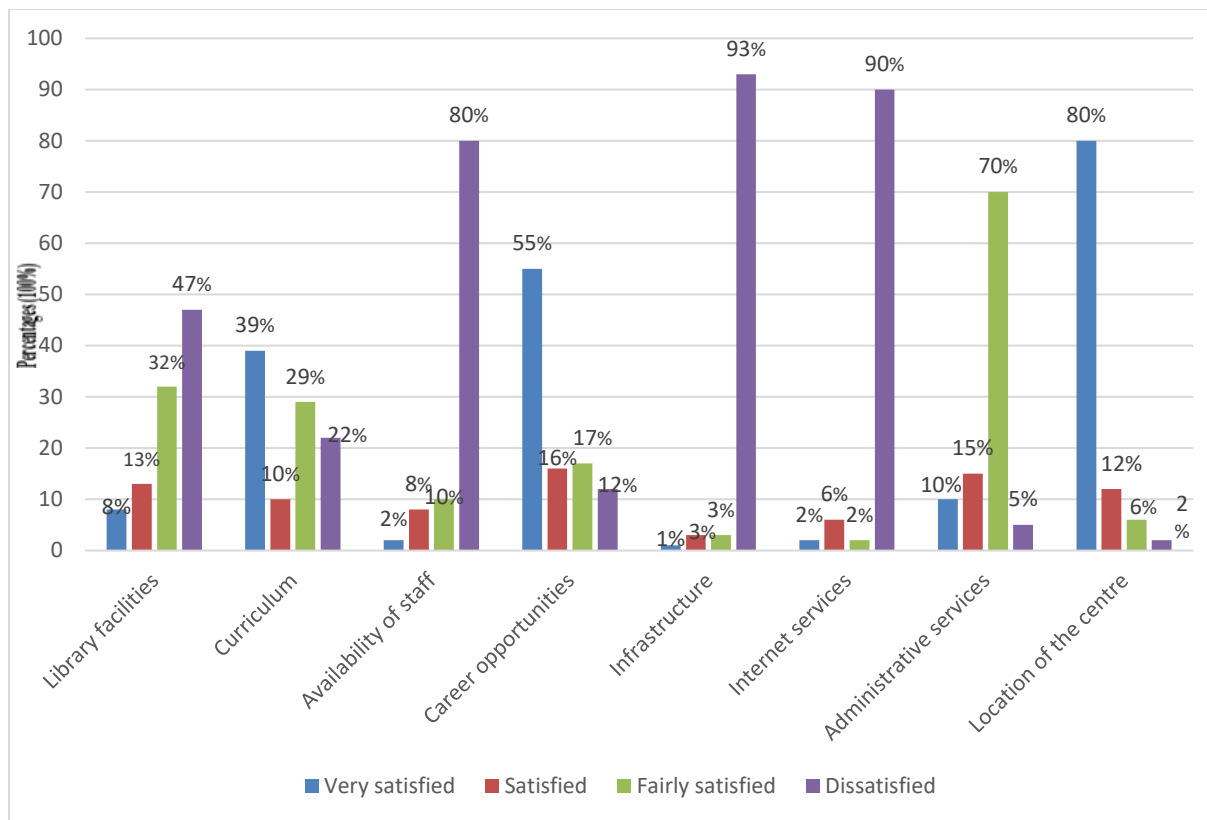


Figure 3: Students' satisfaction with the quality of facilities and services in University of Zambia Extension Education

Figure 3 above provides feedback from students when they were asked to show their level of satisfaction on different facilities and services offered in University of Zambia extension education. On library facilities, majority (47=47%) students were dissatisfied, 32 (32%) were fairly satisfied, 13 (13%) were satisfied and 8 (8%) were very satisfied. On curriculum criteria, majority (39=39%) students were very satisfied, 29(29%) were fairly satisfied, 22(22%) were dissatisfied and only 10 (10%) were satisfied. In terms of availability of staff, majority (80=80%) students were dissatisfied, 10(10%) were fairly satisfied, 8(8%) were satisfied and 2(2%) were very satisfied. On career opportunities, the findings of the study revealed that 55(55%) were very satisfied, 17(17%) were fairly satisfied, 16(16%) were satisfied and 12(12%) were dissatisfied. In terms of infrastructure, 93(93%) students were dissatisfied, 3(3%) were fairly satisfied, 3(3%) were satisfied and 1(1%) was very satisfied. On internet services, 90(90%) were dissatisfied, 6(6%) students were satisfied, 2(2%) were fairly satisfied and 2(2%) were very satisfied. On administrative services, 70(70%) students were fairly satisfied, 15(15%) were satisfied, 10(10%) were very satisfied and 5(5%) were dissatisfied. The findings also show that majority (80=80)

students were very satisfied with the location of the centres. 12(12%) were satisfied, 6(6%) were fairly satisfied and 2(2%) were dissatisfied.

Table 7: Students’ response on the reliability (consistence) of the educational services offered under University Extension

Response	Frequency	Percent (%)
High	40	40
Very high	7	7
Low	31	31
Very Low	18	18
No response	4	4
Total	100	100

Table 7 above, indicates majority 40(40%) respondents rated the reliability of the quality of University Extension services as high. These were followed by 7(7%) who rated it as very high. 31(31%) rated it as low, 18(18%) indicated very low and 4(4%) did not respond.

Table 8: Students’ response on whether or not they were happy with the type of qualifications offered in Extension Education programmes

Response	Frequency	Percent (%)
I am happy	55	55
I am very happy	15	15
I am not happy	17	17
I am not very happy	13	13
Total	100	100

Table 8 above presents the findings of the study from students’ responses as to whether or not they were happy with their qualification offered in Extension Education programmes. Fifty five (55%) indicated that they were happy and these were followed by 15(15%) who indicated that they were very happy. On the contrary, 17(17%) were not happy and 13(13%) were not very happy.

Respondents Explanation to the question: Are you happy with the type of qualifications offered in Extension Education programmes?

When students were asked to explain their views on the qualification offered in Extension Education programmes, those who were happy and very happy indicated that it is easier for those who are working to attend classes. One student also pointed out that:

“At least it is better than some local private Universities. The teaching at the University of Zambia is different from the one in other Universities. There is a total difference in terms of course content despite of offering same programmes.”

In addition, other students purported that the knowledge acquired was beneficial to society and the qualification offered was recognised on the market.

Those who were not happy had their own argument. One of the respondents said that; *“I am not satisfied due to the fact that business programmes at ridgeway campus are not taken seriously. There are few competent tutors and some tutors are not committed”*

Table 9: Students’ response on whether or not they would encourage other people to study any programme through Extension Education

Response	Frequency	Percent (%)
Agree	54	54
Strongly agree	25	25
Disagree	11	11
Strongly disagree	9	9
No response	1	1
Total	100	100

When students were asked on whether or not they could encourage other people to study under Extension Education, majority 54(54%) answered affirmatively as shown in table 9 above. These were followed by 25(25%) who strongly agreed. On the other hand, 11(11%) disagreed, 9(9%) strongly disagreed and 1(1%) did not give any response.

Respondents Explanation to the question: Would you encourage other people to study any programme through Extension Education?

When respondents were asked to explain their responses on whether or not they would encourage people to study in extension studies, they gave a diversity of responses. One of the respondents said that:

“I can encourage people to study extension programmes because when you obtain a diploma paper from the University of Zambia with good results it is easy to get a job.”

Another student said:

“I can encourage them because it gives an opportunity to every adult who is interested to participate in the study and also serves time to the people who are on busy schedule. It is also fair in terms of the fees.”

On the other hand, some students were not keen to encourage people to pursue studies in extension studies. One of them said that; *“I am discouraged because the University of Zambia do not give an opportunity for exemptions in certain courses for degree programmes at UNZA Main Campus and the negative attitude of some tutors who do not come for classes.”*

Table 10: Students’ response on whether or not the University of Zambia was meeting their expectation in terms of quality of services

Response	Frequency	Percent (%)
Agree	36	36
Strongly agree	7	7
Disagree	40	40
Strongly disagree	17	17
Total	100	100

When students were asked as to whether or not the University Extension Education met their expectations, majority 40(40%) of them disagreed as presented in table 10 above. In addition, 17(17%) strongly disagreed, while 36(36%) agreed and 7(7%) strongly agreed.

Table 11: Students’ response about the quality of classroom and toilet facilities provided by University of Zambia Extension Education

Response	Frequency	Percent (%)
Decent classrooms	46	46
Clean toilets	8	8
Decent classrooms and clean toilets	37	37
None of the above	9	9
Total	100	100

Table 11 above shows that 46(46%) respondents indicated that University Extension provided decent classrooms. 37(37%) indicated that University Extension provided both decent classrooms and clean toilets and 8(8%) indicated clean toilets. On the other hand, 9(9%) were of the view that University Extension did not provide decent classrooms and toilets.

Table 12: Students’ response about how they were affected by the quality of educational services

Response	Frequency	Percent
Positively	42	42
Negatively	35	35
Not sure	23	23
Total	100	100

Table 12 above shows that 42(42%) students were positively affected by the quality of educational services, 35(35%) were negatively affected and 23(23%) were not sure.

Respondents’ responses to the question: Explain how the current quality of services has impacted in your studies.

When the students were asked how the quality of services impacted on their studies, different opinions were presented. Those who thought that the quality of services impacted positively on their studies indicated that they had changed their attitude and attained skills which aided them to solve personal problems. One student had this to say; *“I have learnt a lot and now I can solve some of the problems on my own because I am able to reason due to the quality of services.”* In addition, another student said that: *“The quality of services has improved my understanding of the business course and their application in the business World.”*

On the other hand, some students felt that they remained behind in their courses and they were enabled to study on their own. In this regard, one student said that: *“Because of this issue of doing a lot of things at the last minute, it leaves me with little time for studying for the exam and the pressure becomes unbearable.”* Other students felt that their previous examinations were not good.

Table 13: Students’ description of their learning experiences under University of Zambia Extension studies

Response	Frequency	Percent
Very interesting	25	25
Interesting	47	47
Very frustrating	13	13
Frustrating	15	15
Total	100	100

Table 13 above shows that majority 47(47%) students found their learning experiences interesting and they were supported by 25(25%) students who found learning experiences very interesting. On the other hand, 15(15%) students found learning experience frustrating and those were also supported by 13(13%) who found learning experiences very frustrating.

Table 14: Students’ response about the rate of performance of students in Extension education courses

Response	Frequency	Percent (%)
High	49	49
Very high	12	12
Low	31	31
Very Low	4	4
No response	4	4
Total	100	100

When students were asked to rate the performance of students in Extension Education courses, majority (49=49%) rated it high and were supported by 12(12%) students who rated it very high. However, 31(31%) students were of the view that performance was low and these were supported by 4(4%) students who stated that it was very low. On the other hand, 4(4%) did not give any response.

4.3.2 Findings from Graduates

Based on the second research question which focused on whether or not students were satisfied with the quality of education offered in University of Zambia Extension education courses, different themes were Identified and discussed as presented below:

i. Extension studies provided opportunities for graduates

Most of the graduates who participated in the study reported that extension education offered at the University of Zambia provided them with opportunities while studying and after graduating. They managed to complete their studies within the stipulated time. It also allowed the students who were busy with other personal activities to attend classes because of its flexibility on time and school fees. Apart from that, it helped them to attain necessary skills and knowledge which helped to change their lives after finishing. Some graduates were able to pursue their degree programmes and others managed to improve their job efficiency and effectiveness. On the other

hand, those who were unemployed were able to find jobs. In showing the benefits graduates got from extension education, one graduate had this to say:

For example when I apply for the time I completed I was just making mistakes and it was even going to be hard for me to get a job with my grade 12 experience but when I went to the University it's like they just outlined what I needed to do when writing an application....A lot has changed on how to search for a job and I learnt a lot of things.

ii. Negative attitude of some tutors/lecturers

One of the issues which was apparent when the study was conducted was the issue of Tutors/lecturers attitude toward their work. All the respondents reported that some tutors and lecturers were not committed to their work. The majority of tutors were missing classes and others were coming late for classes.

One graduate reported the following: *“For me I am not so happy with the education I got from there because you find that all the tutors are part time tutors and they were not available. They used only to come when we are about to start the exams and then they expect to cover the syllabus within two months.”* In addition, majority graduates also alleged that some tutors were not fair in awarding marks because they would expect students to give them money for them to give good grades to students. This contributed to some students missing classes because they knew that they would pay tutors and obtain good marks.

iii. Students were fairly satisfied with the quality of education services

The study revealed that satisfaction of graduates on the quality of services was fair to them. This is because they compared the quality of teaching services they received from extension studies with other universities. In addition, some tutors/lecturers were committed, flexible and understanding in the delivery of education services. One graduate said that;

“the quality of extension education was ok because the lecturers who used to lecture us were flexible, more understanding and If you don't not understanding they were able to call you and explain or even advise you or teach you how to

write the assignments If you don't really...If you have not performed well in an assignment they can even call you and tell you how you can write well."

iv. Constant withdrawing of tutors/lecturers

One of the issues which were revealed from the study was that tutors and lecturers were constantly withdrawing their services. One graduate narrated an incident where they were left without a tutor for a long period of time. This student said that;

I think it was when we were writing a report, we wrote a test and after submitting the lecturer in charge had to disappear without a reason and for that we were told to redo, to write a test again which was not our fault and a concrete reason was not given to why that lecturer just decided to leave on the middle of the way without informing the students...the lecturer went forever and never came back after we have written our CA, our test for that reason the students were punished by redoing those things again because they could not get in touch with that lecturer to give them our CAs.

v. Inadequate number of tutors/lecturers

According to the findings from majority graduates, lecturers were not enough. This was because some lecturers and tutors had more than three courses. One graduate gave the following views:

...the only thing may be is that the number of lecturers in extension studies are few where you find one lecturer is conducting more than one or two courses which I feel was not right because I don't think one lecture can have experience in all the courses....because of the stress of teaching many courses you find that in one course you may not be performing well because of may be the pressure.

In addition, if one tutor leaves, it was taking a lot of time to be given a new tutor to take over the course or courses.

vi. Need for upgrading of diploma programmes to degree programmes

During the research study, it was apparent that graduates demanded upgrading extension education qualification to degree programmes. One graduate said that *“Extension Studies need to allow students to attain bachelors’ programmes under extension.”*

vii. Demotivation of tutors/lecturers

The findings obtained from the graduates revealed that some tutors and lecturers were not motivated to do their work. Some lecturers and tutors complained the way in which their payments were made. One graduate indicated that; *‘Some tutors were stopping to come for classes.... You find that the tutor can say that I am not paid and I do not have transport.’* It was unfortunate that some tutors used to complain about their payments to students and this affected the students.

viii. Offering different courses

Despite of many challenges faced in University Extension Studies, some graduates felt that the University of Zambia through provided various courses which gave them necessary skills and knowledge which helped them to find jobs after finishing, start up their own businesses and others improved their work performance.

4.3.3 Summary of Findings on Question 2

Based on the aforementioned findings from students on research question 2, the findings of this study revealed that majority (39=39%) students were very happy with the curriculum, 55(55%) students were very satisfied with career opportunities and majority (80=80%) students were very satisfied with the location of the centres. On the other hand, majority (80=80%) students were dissatisfied with the availability of staff, 93(93%) students were dissatisfied with the quality of infrastructure, 47(47%) students were dissatisfied with library facilities, 90(90%) were dissatisfied with internet services and 70(70%) of the students were fairly satisfied with administrative services. Even though 55(55%) indicated that they were happy with the qualifications offered in University Extension, students elucidated that Extension studies did not meet their expectations. For example, when students were asked whether or not the University of Zambia Extension Education met their expectations, majority 40(40%) of students disagreed and

these were followed by 17(17%) who strongly disagreed. In addition, it was established that the University of Zambia Extension Education partially satisfied students on the quality of education they received. In this regard, two distinctive opinions were discovered from graduates. The first perspective show that graduates were happy with the curriculum of University Extension Education and upgrading of diploma programmes to degree programmes. The second perspective hold that negative attitude of some tutors/lecturers, tutors/lecturers were not motivated to teach, constant withdrawing of tutors/lecturers and inadequate number of tutors/lecturers. In this regard, it was concluded that University Extension Education had an average quality.

4.4 Students' propositions on how to improve the quality of University of Zambia Extension Education

4.4.1 Findings from Students

Respondents' response to the question: What type of physical facilities and learning materials is the University is missing in providing quality services?

When students were asked about the physical facilities and learning materials the University of Zambia was lacking and meant to enhance the quality services in Extension Education; students provided various views as shown below:

- i. Adequate updated books in the library;
- ii. Accessibility of books in the library by Extension education students;
- iii. adequate classrooms;
- iv. Computer lab with adequate computers;
- v. Adequate practical materials;
- vi. Availability of projectors and chalks;
- vii. Effective wireless network; and
- viii. Soft copy notes for students

Respondents' response to the question: Explain what you expected the University of Zambia to offer you?

When students were asked on what they expected the University of Zambia Extension Education to offer, they provided various responses as shown below:

- i. Full time lecturers who are available all the time
- ii. Timely implementation of items on the academic calendar
- iii. High learning standards and qualified lecturers
- iv. Good accommodation facilities
- v. Student centred learning and not Euro-centric
- vi. Enough committed lecturers
- vii. Having enough time to explain things so as to allow students get full understanding
- viii. Improvement on the coordination of extension activities and classes
- ix. Introduction of new courses
- x. Libraries in each province
- xi. More lecturing hours

Respondents' response to the question: Suggest how we can improve the provision of University Extension Education.

When students were asked to suggest how we can improve the provision of extension education, some of the students suggested provision of adequate classrooms. One of them pointed out that;

"I would like to see a situation where the extension studies students are given enough classes to use because we are being affected by the internal students."

Another student suggested that:

"Please we need more handouts as most of us do not have enough time because of work and other personal responsibilities. If we are given materials we can be able to study on our own other than depending on the chalk board."

The other student provided the following suggestion:

"Increasing the fees and employing good lecturers because they offer low tuition fees and provide less educators. If fees are a problem why can't they lift a bit to pay lecturers well and mostly motivate them."

The other suggestion was given by a student who said that:

“Make available library and study materials and also strengthen the coordination between administration/management and lecturers/tutors. Incorporate best performing students into tutoring at the time of graduating. Incentives such as tuition waiver for exceptional students would help in applying the standards of the institution,”

4.4.2 Findings from Graduates

When graduates were asked to suggest how Extension Education can be improved, they provided the following suggestions:

- i. The Department of Adult Education and Extension studies must provide enough education materials for tutors and lecturers.
- ii. There is a need to build permanent structures or campus for extension students
- iii. There is a need to recruit permanent and well qualified tutors and lecturers for Extension Education. The management must consider to put tutors and lecturers on the pay row.
- iv. The University of Zambia main campus should be giving exemptions to all courses in Extension Education in the case where someone wants to upgrade to degree level.
- v. Tutors and lecturers need to be given constant orientations and meetings to remind them on how they should be handling students.
- vi. The management should constantly be monitoring lecture sessions.

4.4.3 Summary of Findings on Question 3

Based on the aforementioned findings from students on research question 3, the study revealed that students had a number of expectations from Extension Education. These among others include provision of adequate and committed human resource, educational materials and establishment of permanent infrastructure. They also felt that there must be timely implementation of items on the academic calendar, high learning standards with qualified lecturers, provision of good accommodation facilities and improvement on the coordination of extension activities and classes. In the perception of students and graduates, if the above-mentioned aspects are considered, extension education will provide better quality standards.

4.5 Summary of Chapter Four

This Chapter presented the findings of the study on *Students' Perception on the Quality of University of Zambia Extension Education in Lusaka District*. The findings were presented using research questions under two sections. The first section involved quantitative and qualitative findings obtained from students and the second section presented qualitative findings obtained from graduates. The findings revealed that classrooms were not adequate, students were not satisfied with the availability of teaching materials and adequacy of library facilities. Physical facilities were in moderate condition but lecturers/tutors were not enough. The findings of this study also revealed that students were satisfied with curriculum, career opportunities and location of the centres. They were fairly satisfied with the administrative services. However, the study also revealed that students were dissatisfied with the availability of staff, infrastructure, e-services and library services. The findings of this study also indicated that University Extension Education did not meet the expectations of the students. They did not have sufficient supply of reading materials, sufficient supply of lecturers or tutors, well stocked library and effective internet services. Students' performance was not negatively affected because some tutors/lecturers put more efforts. Respondents also felt that a lot need to be done in order to make extension studies to more relevant to the people and society in general. The next chapter deals with the discussion of the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous Chapter presented the findings regarding *Students' Perception on the Quality of University of Zambia Extension Education in Lusaka District*. This Chapter will proceed with the discussion of major findings of the study obtained from both the students of the University of Zambia Extension Studies and the graduates from Lusaka District centres. The discussion of the findings in this Chapter will be presented using the research objectives. The discussion will compare the findings of this study as presented in Chapter 4 with assumptions of the theoretical framework adopted and the literature reviewed in Chapter two (2). Therefore, the focus will be on interpreting the findings and highlighting limitations.

5.2 The perceptions of students on the adequacy of resources in University of Zambia Extension Education

The first objective sought to explore the perceptions of students on the adequacy of resources in University of Zambia Extension Education. The findings of this study indicated that University Extension Studies lacked adequate resources. These resources ranged from learning materials, educational facilities to human resource. This problem emerged to be a very serious concern from the majority of the respondents. For example, when students were asked to describe the adequacy of classrooms at their institution, quantitative findings (as presented in table 1 of Chapter 4), majority students represented by 50 (50%) were of the view that classrooms were not adequate. In confirming this issue, graduates also provided a similar view that they were having clashes of classes in most cases which were forcing them to look for alternative venues. These findings were in tandem with Gudo et al. (2011) who discovered that effective teaching and learning in public universities was hampered by lack of enough lecture rooms. Similar findings were discovered by Mwiria & Nyukuri (1994) at Kenyatta University where lack of lecture rooms was a challenge. The only difference with these studies is that the findings by Mwiria & Nyukuri (1994) and Gudo et al. (2011) revealed that lack of lecture rooms was characterised by serious congestion, with some students being forced to sit outside the classroom and listen to

their lectures through the windows. This study however showed that classrooms were big enough but not adequate.

From the foregoing studies, it can be understood that Kenyatta University and the public Universities where Gudo et al. (2011) conducted the study were characterised by high enrolment levels. This was not the case with Extension Studies because classes were not over crowded probably due to reduction in the enrolment levels. The main issue was that University Extension Studies did not have permanent structures despite providing a variety of courses. They were depending on rented infrastructure. These findings were consistent with the results for Okwakol (2008) who discovered that most African universities did not have adequate physical facilities. The implication was that students in Extension Studies were in most cases busy looking for alternative venues at the time when they were expected to be in class. This was affecting them psychologically by disturbing their moods for learning. The other issue was that it was possible not to have classes if an alternative class was not found. On the other hand, contact hours were affected as it was not possible to recover the lost number of hours for lessons.

Evidence was obtained when students were asked to show their views on whether the Extension studies provided sufficient supply of reading materials, 92(92%) respondents said no. The respondents purported that the University of Zambia main library and the library at Ridgeway lacked updated books. It was very disappointing for the students who were going to the libraries and find old books. Sometimes study books for certain courses such as Business courses and law were not available. The problem was that old books were not relevant to institutional needs and priorities as well as societal trends. In this regard, the respondents were not happy about this situation. These findings were in line with Daka (2016:59) who argued that: *“the absence of teaching and learning materials was at variance with one of the principles of the standardized curriculum which demands for the provision of prescribed text books in any curriculum implementation.”* These findings were also consistent with Luchembe (2010) who purported that the major challenge in UNZA extension education studies was lack of teaching and learning materials in most centres across the country.

The study conducted by Gudo et al. (2011) also provided another evidence that students used internet services to access information even though public Universities did not have adequate physical facilities. Unfortunately, this study revealed that University Extension Studies did not

have effective internet services to enable students' access updated learning materials. However, majority students had difficulties in accessing this information because only those who were able to purchase internet bundles and had computers or advanced phones with internet provision were accessing the information. Another evidence was given by students when they were asked to show their views on whether Extension Studies provided internet services and 91(91%) respondents indicated no. This was far away from the argument which was advanced by Okwakol (2008) who stressed that a computer is increasingly becoming the major notebook, textbook, dictionary and storage facility for information for students in quality institutions of higher learning. Institutions are expected to utilize digital age-computer assisted learning, web connectivity and networked learning.

With regard to supporting facilities such as laboratories, there was a general consensus among the respondents that University Extension Studies did not have their own laboratories to perform practical activities both for health related courses and computer courses. They were relying on borrowed facilities which had no adequate learning materials. These findings confirmed the findings by Gudo et al. (2011) who discovered that shortage of physical facilities, namely print journals and internet facility in public university libraries negatively affected the quality of teaching and learning in the universities. It was clear that students in University Extension studies were not adequately equipped with necessary practical skills.

The idea therefore is that there is a strong relationship between doing the activity and effective learning. Learners are able to understand easily when they are involved in performing the activity. An effective learning environment is the one that affords an opportunity and experience where learners can explore and experiment in a climate that recognizes the process of learning as the measure of success rather than the right approach. This acknowledges the importance of intrinsic motivation in creating an environment where students can feel that they are the masters of their learning. The danger of using borrowed facilities is that it is possible to disturb your programme if the owners of the facility want to use it. These findings were consistent with the results of Okwakol's (2008) research who discovered that most African universities did not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment.

On the other hand, the quality of service in Extension Studies was not affected by the quality of classrooms. This is because when students were asked to describe the physical condition, majority respondents represented by 56(56%) showed moderate condition and were followed by 18(18%) respondents who showed that physical facilities were in good condition. This was different from the observation by the Republic of Kenya (2006) who noted that Public Universities were characterised by dilapidated physical facilities which were in a bad state of despair.

Consistently, majority students were of the view that lecturers/tutors were not enough in Extension Studies. This was represented by 74(74%) respondents. To concretise students' perspective, the researcher asked the students to express their views on whether the Extension studies provided sufficient supply of lecturers or tutors, majority (81=81%) students said no. These findings were in line with the study by Gudo et al. (2011) which recorded shortage of staff in all the departments of University of Nairobi. The number of lecturers available was small. Different faculties such as Education, External Studies and Humanities and Social Sciences also experienced shortage of lecturers. These findings were compatible with Luchembe (2016) who observed staff challenges in extension education in Zambia. This was confirmed as one graduate elaborated that: *...the only thing may be is that the number of lecturers in extension studies are few where you find one lecturer is conducting more than one or two courses which I feel was not right because I don't think one lecture can have experience in all the courses...because of the stress of teaching many courses you find that in one course you may not be performing well because of may be the pressure.* Kandiko and Mawer (2013) provide their own view in such situations by stating that the staff need to be supported by their institutions to provide the interaction and support that is important to students. These include manageable teaching loads, a balance between teaching and research responsibilities and meaningful reward, recognition and progression opportunities related to teaching and support activities. There is need to understand that work related stress might affect the performance of the tutors or lecturers If not properly handled.

5.3 Students' satisfaction with the quality of education offered in University of Zambia Extension Education courses

The second objective sought to determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension Education courses. The findings of this study were that the respondents were fairly satisfied with the quality of Education services. For example, when students were asked: *Are you satisfied with the quality of educational services you get at your institution?* Their responses were that majority (37=37%) students were fairly satisfied with the quality of education services provided in Extension Education Studies but 24(24%) were dissatisfied with the quality of education services. At the same time, 29(29%) respondents were satisfied and 9(9%) were very satisfied. The respondents' views were based on two perspectives. The first perspective was that their disposition was highly influenced by the challenges they faced in their studies. These challenges include inadequate educational materials, constant withdrawing of tutors/lecturers due to poor conditions of services, lack of commitment by some tutors and lecturers and inadequate number of tutors/lecturers.

On educational materials, it was clear that students were not satisfied with the availability of learning materials. Evidence was obtained when students were asked the question: *Are you satisfied with the availability of educational materials at your institution?* The response was that 51(51%) of the respondents indicated that they were not satisfied. Another evidence was discovered when students were asked a question: *Are you satisfied with the adequacy of library facilities such as space, print journals, internet and current books?* The responses were that 47(47%) were not satisfied with the adequacy of library facilities and 32(32%) were fairly satisfied. These findings were contrary to Gudo et al (2011) where the results showed that respondents were satisfied with the availability of current books and journals which did not affect the quality teaching and learning in both private and public universities in Kenya.

The other issue which brought serious attention was the satisfaction levels of students on infrastructure. The study revealed that 93(93%) students were dissatisfied with the quality of infrastructure. The idea here is that Extension studies did not reach the standard criteria as expected by the students. These findings were contrary to the HEQAM which emphasised that

“Classrooms could be equipped with overhead projectors, proper lighting, and suitable cool system, to facilitate communications between instructors and students,” (Noaman et al., 2017).

When the researcher requested the students to show their level of satisfaction with the availability of staff, majority (80=80%) students were dissatisfied. It was also evident that lecturers and tutors were withdrawing their service at any time. This was because they were recruited on part-time basis. These findings confirmed the argument by Luchembe (2016) who indicated that Extension studies recruited part-time tutors with short contracts. Consequently, these short contracts are not good because they pose a security risk to the operations of the institution. This situation enabled students to look vulnerable and neglected. During the time the study was conducted one graduate explained that they wrote a test and after submitting the lecturer in charge had to disappear without a reason and for that they were told to redo the test which was not their fault and a concrete reason was not given to why that lecturer just decided to leave at the middle of the way without informing the student. It was purported that the lecturer went forever and never came.

On the other hand, some tutors lacked commitment toward their work. Majority respondents claimed that some tutors and lecturers were missing classes. These findings were contrary to the assumptions of the HEQAM on staff where the model show that the teachers who teach with punctuality, accuracy, reasonability, and logical approach in a student-friendly manner are more popular. Students’ level of satisfaction increases by working with those course instructors and lecturers who properly handle the assignments, projects, exams, and facilitate students’ logical reasoning and aptitude development (Noaman et al., 2017). The Implication of the foregoing situation is that when these kinds of incidence continuously happen, students tend to lose confidence and trust in the education system. In most cases, it leaves a negative impact on the institution.

The second perspective was based on the fact that Extension Studies were beneficial to the students and that some lecturers and tutors established effective learning relationship despite facing many challenges. These findings were in line with Hill et al. (2003) who discovered that the important factors for students related to teaching quality is the quality of the instructor such as lecture delivery, comment to students during the meeting and on projects, and the connection

with students in the classroom. The qualitative findings of this study revealed similar results by showing that some tutors/lecturers were committed, flexible and understanding in the delivery of education services.

Furthermore, students compared the quality of teaching services they received from extension studies with other universities. This enabled them to describe the quality of Extension Education as fair. When students were asked a question: *How would you describe the quality of education services under University of Zambia Extension Education?* The responses were that 35(35%) students rated it fair, 28(28%) rated it good and followed by 15(15%) rated very good quality. These findings were supported by qualitative findings where graduates indicated that some lecturers were willing to help students. In the view of graduates the quality of lecturers was ok because most lecturers were flexible, more understanding and helpful to those who had challenges. Lecturers were calling them and explain or even advise them or teach them how to write assignments well.

Based on the above-mentioned findings, it is important to state that learning is an emotional exercise. Students would engage in something that appeals to them emotionally. They would also appreciate the services if the lecturer or tutor is able to put more effort to ensure success of the learners. The lecturer or tutor who brings a sense of personal involvement to the learning environment, who wants to share the knowledge with the participants or learners, who is prepared to show that he/she is also part of the learning cycle, would be setting up a relationship which might encourage a good learning environment. This also shows that lecturers or tutors who are passionate about learning create a suitable learning environment. This implies that an effective learning environment would allow students to feel comfortable. It is generated by the interaction and the enthusiasm of the lecturer or tutor and be able to remove the stigma of working and turn the leaning process into something that is rewarding and therefore meant to strive toward good performance.

In addition, the qualitative findings from respondents indicated that Extension studies enabled students to attain necessary skills and knowledge which helped to change their lives after finishing. These findings were in congruence with Ng'ambi (2013) and Daka (2016) who discovered that University of Zambia Extension Education was beneficial to the students. These findings were also in line with Luchembe (2010) who explained that University Extension

education offered courses which imparted knowledge and skills to help people with ever changing demands of life at work which in turn positively affected the development of social, political and economic spheres. These findings were in line with the HEQAM on curriculum where the model shows that the curriculum must provide scientific topics, must be in line with the requirements of the labour market and must include skills that enhance the capabilities of students. It should be noted that skills development is one of the most prominent aspects which serve people to attain their desired level of life.

The other important aspect which was established during this study was the issue of career opportunities. The study revealed that Some graduates were able to pursue their degree programmes after finishing their extension programmes and others managed to improve their job efficiency and effectiveness. In showing the benefits graduates got from extension education, some graduates said that they found jobs after finishing Extension Programmes. This is because they attained necessary skills which were applicable in writing application letters, attending interviews and other various ways. These findings were also confirmed by quantitative findings from students where when they were asked to show the level of satisfaction on career opportunities 55(55%) students were very satisfied. The findings of this study confirmed the theoretical assumptions of HEQAM which shows that quality education in term of career prospects should enhance professional career, technical skills, communication skills and linguistic skills to learners. It should also provide institutional links with the business, employment opportunities and opportunities to further education. This shows the picture the University have created with the labour market. This provided evidence that University of Zambia Extension Education was relevant and had positive impact on the lives of the students.

In addition, the study established that the respondents were fairly satisfied with flexible learning times and fair tuition fees charged in extension studies. These findings were in congruent with Farahmandian et al (2013) who discovered that, there was a positive and significant correlation between the factors of advising, curriculum, teaching quality, financial assistance and tuition costs and facilities with student satisfaction. In addition, Tessema, Ready and Yu (2012) also discovered similar findings concerning factors affecting the satisfaction of students which include advising, curriculum, financial assistance and tuition costs and facilities.

On reliability, majority students were of the view that the education services were reliable. When respondents were quantitatively asked a question: *What is your view about the reliability (consistence) of the educational services offered under University Extension?* The responses (as indicated in table 7 in Chapter 4) were that majority 40(40%) respondents rated the reliability of the quality of University Extension services high. These were supported by 7(7%) who rated it very high. This was in line with Parasuraman et al (1985) who explained that reliability is the consistency of performance and the dependability of an organization's performance. It refers to the extent in which the correct, accurate, and up-to-date knowledge and information fulfil and perform the services promised to students. In this regard, the respondents were probably focusing on the teaching performance as it was also observed that the services provided did not have negative bearing on their performance. In this context, students were quantitatively asked a question: *How are you affected by the current quality of educational services at your Institution?* The responses given (as shown in table 12 in Chapter 4) were that majority (42=42%) students were positively affected by the quality of educational services, 35(35%) were negatively affected and 23(23%) were not sure.

According to Parasuraman et al. (1986), assurance is the level of the service delivered to customers that is believable and can be trusted. Therefore, it was discovered that the respondents trusted the knowledge and skills provided through University Extension Studies. In this regard, when respondents were asked a question: *Would you encourage other people to study any programme through Extension Education?* The responses were that majority (54=54%) answered affirmatively (as shown in table 9 in Chapter 4). These were followed by 25(25%) who strongly agreed.

On the other hand, the findings of this study showed that the University of Zambia Extension Education did not meet the expectations of students. For example, students were asked a question: *Do you think the University of Zambia is meeting your expectation in terms of quality of services?* The quantitative findings were that 40(40%) students disagreed and were supported by 17(17%) who strongly disagreed. These findings were in line with Muthamia (2016) who discovered that the United States International University also failed to meet the expectations of students. The biggest expectation gap found for the students was on the question pertaining to the ability of university staff to understand the needs of the students. Apart from that, students did

not believe that a tertiary qualification they were fighting for would get them a good job, most university students expected to have access to learning support services and quality teaching (Peterson et al., 2001).

The only divergence with Muthamia (2016) and this study is that this study discovered that students attained the necessary skills and those who were unemployed were able to find jobs but the services were not as expected. This was the emphasis by Mavondo & Zaman (2000) who indicated that students, especially mature age students, whether local or international, expect a high standard of service delivery (Quality is a major preoccupation in the higher education sector).

Arising from the above-mentioned findings, it can be pointed out that University Extension Studies was not serving its initial purpose of meeting the real needs of the people. It was expected that the Department of Extra-Mural studies would maintain the links with the community, and recognise that the university has a contribution to make to the socio-economic advancement of the nation and would diffuse university knowledge and ways of thought throughout the nation (Sichula, 2016). Similarly, Chakanika and Mtonga (1995) indicated that the work of the department was expected to be facilitated by the resident lecturers and the communities in provincial centres. However, it seems the department faced a number of challenges which rendered its inefficiency and ineffectiveness in meeting students' expected standards. For example, qualitative findings revealed that some tutors and lecturers were not motivated to do their work as they were complaining about the way University Extension Studies made their payments. Students also had high expectations about the number of tutors and lecturers, the provision of adequate support services, teaching and learning materials.

Based on the study findings on student's satisfaction, it can be concluded that the study revealed that University of Zambia Extension Education partially satisfied the assumption of the HEQAM which shows that quality education must satisfy all the eight criteria. The findings also confirmed the findings by Tessema, Ready and Yu (2012) who discovered different factors affected the satisfaction of students. The implication is that failure to satisfy students with the quality of education may lead to low enrolment levels, demotivation and poor performance students.

5.4 Possible solutions meant to improve the quality of University of Zambia Extension Education

Objective 3 sought to investigate possible solutions for improving the quality of University of Zambia Extension Education. The views of the respondents on how University Extension Studies can be improved are discussed below:

5.4.1 Provision of adequate educational materials for tutors and lecturers

From the findings, it was clear that all the respondents recommended that the Department of Adult Education and Extension Studies should provide adequate educational materials to tutors and lecturers. In addition, there is a need to provide study modules for students and lecturers. This recommendation was also emphasized by Ng'ambi (2013) who stated that the University of Zambia must provide uniform teaching materials like modules for distribution to all the provinces in order to teach the same course content. The argument is that provision of these materials can ensure that there is a standard in the information being provided to students in all the provincial centres. However, this does not mean that modules should limit the tutors or lecturers in delivering the information which they think can help students but it may provide the ground for the source of information.

5.4.2 Recruiting Permanent Tutors/Lecturers

The findings of this study revealed that Extension studies used part-time tutors and lecturers who were not motivated to attend to their students as expected. This was due to different issues related to administrative challenges. This was congruent with Mandumbwa (2011) who discovered that part-time tutors were not pleased with the mode and amount of their remuneration. Therefore, majority respondents in this study indicated that there was a need to recruit permanent well qualified tutors and lecturers for Extension Studies who should be put on the pay-row. These findings were in line with Ng'ambi (2013) who advised the University to employ tutors on a full time basis to avoid a situation where students were left without a tutor in the middle of the semester.

5.4.3 Building permanent structures or campus for extension students

One of the issues that raised lots of concern on the respondents was the issue of infrastructure. The study revealed that University Extension Studies used rented infrastructure. Therefore, majority respondents recommended the construction of permanent structures. This was in line with Ng'ambi (2013) who stated that buying and building of an infrastructure for University Extension Education would make the provision of this form of education easier. And it would become less costly for the university because they will stop paying huge amounts in rentals.

Extension Education is a very big unit of Education. This is because it has directed its attention to a variety of faculties as such it requires its own system and infrastructure in order to ensure its efficiency and effectiveness. Establishing a specific permanent infrastructure will not only reduce the costs of running the programmes but also obtain recognition and credibility of its services. This is because some people for now might view it as a neglected system or unit where those who are less privileged can access education yet it has graduated highly respectable individuals in society.

5.4.4 Setting Up libraries and laboratories for Extension Studies

The findings from majority respondents recommended that there was need to set up libraries and laboratories. These findings were in line with Luchembe (2010) who stressed that the creation of a library at each centre by the University of Zambia was very crucial in the academic life of students. Similar emphasis was given by Mandumbwa (2011) who pointed out that the provision of library facilities would enable tutors and learners to study and research without any difficulties. This was later concretised by Ng'ambi (2013:67) who recommended that “*The Department of Adult Education and Extension Studies must work hand in hand with UNZA Main Library to ensure that each centre of study has a library and a computer lab.*” The main argument is that the presence of well-equipped library and laboratory facilities may provide a basis for learners to explore more frontiers of knowledge beyond the theoretical lessons which takes place in the classroom environment. On the other hand, it is cardinal to consider the view of Kandiko and Mawer (2013) who stressed that there should be better coordination between academic staff and library staff about the availability and accessibility of resources. This shows that having an infrastructure like a library should be accompanied by adequate study materials.

This is because having a library with inadequate study materials or books can serve nothing to students. Further, there is a need to inform students over the use of library materials and clearly postulate enough periods on which the library should be operating to allow students to study. In addition, Ngoma (2009) also stressed that the acquisition of more computers which must be made available to the learner will enable them to practice computer skills and conduct online research. This provides the necessity to establish computer laboratories in all the provincial centres. This idea was also echoed by Mandumbwa (2011) who stated that the establishment of computer laboratories makes the learning of the learners and teaching by part-time tutors easier since information will be accessed easily and faster. This might enable students to access internet services easily. Internet is a driving force for much development and innovation in the education sector and other fields.

5.4.5 Constant Monitoring of Extension activities

The findings from majority respondents recommended constant monitoring of lecture sessions by the Department of Adult Education and Extension Studies. This would ensure the commitment of tutors and lecturers who miss classes and observe the type of teaching services they offer to students. This is because efficient and effective delivery also depends upon the capacity of tutors and lecturers to consistently implement targeted course activities. This corresponds with the argument by Muthamia (2016) who stressed that students expect the best quality education which requires that programs offered by educational institutions include various fields of knowledge, clear definition of objectives, the subject content covered, adequate learning materials and strategies for achieving the goals contained in students' academic plans within the specified period.

5.5 Summary of Chapter Five

This chapter discussed the findings of this study concerning *Students' Perception on the Quality of University of Zambia Extension Education in Lusaka District*. The findings were discussed in line with the research objectives, literature review and the theoretical framework. Some of the key issues discussed were that Extension Education had no adequate resources and physical facilities. Students were satisfied with the curriculum as they were able to find employment. They were also very satisfied with career opportunities and location of the centres. They were

fairly satisfied with the administrative services, dissatisfied with the availability of staff, infrastructure, e-services and library services. Even though Extension Studies provided teaching services which were better than other institutions, they did not meet students' expectations. Respondents stated various ways in which the quality of Extension Education can be improved and these among others include provision of adequate educational materials; recruiting permanent tutors and building permanent structures. The next Chapter provides a conclusion for this study and make recommendations that would help to improve the quality of University of Zambia Extension Studies.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous Chapter discussed key findings presented in Chapter 4. This chapter presents a conclusion for this study and provides some recommendations based on the research objectives of this study, the findings and the theoretical framework. The objectives of the study were to: establish the perceptions of students on the adequacy of resources in University of Zambia Extension Education; determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension Education courses; and suggest possible solutions for improving the quality of University of Zambia Extension Education.

6.2 Conclusion

This study sought to assess Students' Perception on the Quality of University of Zambia Extension Education in Lusaka District. This was because there was no known study conducted to establish how students feel about the quality of educational services received through Extension Studies and this puzzled the researcher. The findings of the study answered the research questions and the research objectives.

The first objective was to establish the perceptions of students on the adequacy of resources in University of Zambia Extension Education. The study concluded that students and graduates had a negative perception about the availability of resources. In the view of students and graduates, University Extension Studies did not have adequate resources and physical facilities. These resources ranged from learning materials, educational facilities to human resource. The respondents had a view that classrooms were not adequate. In most cases, they were having clashes of classes which were forcing them to look for alternative venues. The study also established that University of Zambia main library and the library at Ridgeway lacked updated books. The challenge was that old books were not relevant to institutional needs and priorities as well as societal trends. In the perception of students and graduates, University Extension education did not provide effective library services. On the other hand, the study also concluded that Extension studies did not have laboratories for doing practical courses. The computers to use

were not adequate and students were forced to use personal computers during computer courses. In addition, there were no effective internet services to enable students access updated learning materials and lecturers/tutors were not enough in Extension Studies. The implication was that inadequate resources negatively affected the service delivery. The above conclude that the first objective and the first research question were answered in this study.

The second objective was to determine whether or not students were satisfied with the quality of education offered in University of Zambia Extension education courses. The study concluded that Extension Education partially satisfied the students with the quality of education they desired. The findings of this study revealed that majority (39=39%) students were very satisfied with the curriculum and 55(55%) students were very satisfied with career opportunities. The study revealed that the curriculum provided necessary skills and knowledge which helped to change the lives of students after finishing by starting business and finding employment. These findings were in line with the HEQAM on curriculum where the model shows that the curriculum must provide scientific topics, must be in line with the requirements of the labour market and must include skills that enhance the capabilities of students. The study also revealed that Some graduates were able to pursue their degree programmes after finishing their extension programmes and others managed to improve their job efficiency and effectiveness. In addition, the study findings also indicated that majority (80=80%) students were very satisfied with the location of the centres. The centres were easily accessible for students.

Notwithstanding, the study revealed that students and graduates were dissatisfied with the availability of staff, infrastructure, e-services and library services. Majority (80=80%) students were dissatisfied with the availability of staff. The study also revealed that some lecturers and tutors were withdrawing their service at any time and others lacked commitment. The study confirmed the fact that Extension studies recruited part-time tutors which posed a serious challenge to the operations of the institution. This is because tutors and part-time lecturers were constantly withdrawing in rendering their services and leaves the students in a predicament. The Implication of the foregoing situation is that when these kinds of incidences continuously happen, students tend to lose confidence and trust in the education system. In most cases, it leaves a negative impact on the institution. In term of education materials, 51(51%) students were not satisfied the availability of educational materials, 47(47%) students were not satisfied

with the adequacy of library facilities. 93(93%) students were dissatisfied with the quality of infrastructure. These findings are contrary to the HEQAM which shows that classrooms must be equipped with necessary equipment and facilities.

Consequently, when students were asked whether or not the University of Zambia Extension Education met their expectations, quantitative findings indicated majority 40(40%) students disagreed and these were followed by 17(17%) students who strongly disagreed.

In view of the above, it was concluded that Extension studies had an average quality because it partially satisfied the quality evaluation criteria of HEQAM and Extension studies failed to meet the educational expectations of students. The findings also confirmed the findings by Tessema, Ready and Yu (2012) who discovered different factors that affected the satisfaction of students. The implication is that failure to satisfy students with the quality of education may lead to low enrolment levels, demotivation and poor performance students. In this regard, University of Zambia Extension studies need to review its educational services in order meet the expectations of the students.

The third research objective was to suggest possible solutions for improving the quality of University of Zambia Extension education. The study further concluded that there is a need to provide adequate educational materials; recruit permanent tutors/lecturers; build permanent structures; set up libraries and laboratories for Extension Studies; and constantly monitor extension studies activities. The study further revealed that if these issues are addressed, Extension Studies is likely to attract a lot of people which will provide demand for developing new courses.

In view of the aforementioned suggestions by the respondents, University of Zambia Extension studies must conduct academic needs analysis of students and ensure that Extension Education policies are implemented.

6.3. 1. Recommendations

Arising from the findings, discussions and conclusion of this study, the following recommendations are made:

- i. The University of Zambia management should make Extension Education to be run as an independent Directorate and allow it to take its full responsibilities so that Resident lecturers can be given more powers to control the use of resources, allocate the resources based on their programmes and develop possible alternatives for raising more funds.
- ii. The University of Zambia management should permit the Department of Adult Education and Extension Studies to recruit permanent tutors and lecturers who should enjoy all the benefits of the University of Zambia employees in order to reduce the risk of tutors withdrawing their services.
- iii. The University of Zambia management should review the policies and guidelines of providing Extension Education in all the ten provinces. This will allow Extension Studies to develop new strategies of providing Extension Education.
- iv. The Ministry of Higher Education must provide adequate funding to the University of Zambia and specifically provide budget allocation to University of Zambia Extension Education within the National budget.
- v. The Department of Adult Education and Extension studies should request the University of Zambia management to establish libraries and laboratories in all the centres in order ease students' access to library and laboratory services. This should be coupled with the provision of adequate equipment and materials.
- vi. The Department of Adult Education and Extension studies must develop a community service project campaign in order to fundraise the resources for establishing permanent structures for extension studies.
- vii. Resident lecturers and centre coordinators must develop a schedule for monitoring Extension Education classes so as to check for tutors and lecturers who deliberately miss classes.
- viii. The Resident lecturers should be organising periodic meetings with both lecturers/tutors and students in order to inform students on the available services in Extension studies. It will also help the Department of Adult Education through the provincial offices to constantly obtain feedback from students and tutors on their challenges.

6.3. 2. Recommendations for Future Research

- i. Arising from the findings of this study, it is recommended that future research should be conducted on stakeholders' perception of the quality of the University of Zambia Extension Education in provincial centres. This might serve to capture other provinces.

6.4 Summary of Chapter Six

This chapter presented the findings for this study in relation to its purpose, objectives and theoretical framework. The study concluded that University of Zambia Extension Education had an average quality and this was confirmed through the research objectives and research questions. The findings of the study show that Extension Education partially satisfied the assumptions of the HEQAM which shows that quality education must satisfy all the eight criteria.

University of Zambia Extension Education did not have adequate resources and physical facilities. Students and graduates were satisfied with the curriculum, career opportunity and location of the centres. They were dissatisfied with the availability of staff members, infrastructure, internet services and library services. However, they were fairly satisfied with the administrative services.

The study also concluded that Extension Education should review its education services and it should be run as an independent Directorate and allow resident lecturers be responsible for operations and decision making. Other recommendations were that there is need to recruit permanent tutors and lecturers, establish libraries and laboratories in all the centres, develop a community service project campaign in order to fundraise the resources for establishing permanent structures for extension studies and conduct stakeholders' perception analysis of the quality of the University of Zambia Extension Education in provincial centres.

This research study revealed that if the eight criteria for quality education are satisfied, Extension Education will meet the education expectations of students and this will allow them to constantly develop a positive perception of students on the quality of education services in Extension studies.

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APPENDICES

Appendix 1: Questionnaire for Students

Introduction

Dear respondent,

I am a student at the University of Zambia pursuing Masters of Education Degree in Adult Education. I am carrying out a research study on *Student's Perception on the Quality of University of Zambia Extension Education in Lusaka District*.

I am kindly requesting you to participate in this study by completing this questionnaire. Your participation is very important and your honest responses will highly be valued. Please do not sign or write your names in this questionnaire for the sake of confidentiality. Be informed that the information collected shall only be used for academic purposes.

Instructions

a) Tick [] to show your answer

b) Write responses in the spaces provided.

Section A: Biographic Data

1. What is your sex?

(a) Female [] (b) Male []

2. How old are you?

a) below 20 [] b) 21 -30 [] c) 31-40 [] d) 41-50 [] e) 51-60 []

3. What qualification are you pursuing: a) Diploma [] b) Certificate []

4. What programme are your enrolled in?

Section B: The Perception of Students on the Adequacy of Resources

5. How do you describe the adequacy of classrooms at your Institution?

- a) Very adequate [] b) Adequate [] c) Not adequate [] d) Not very adequate []

6. Which of the following educational facilities and services listed below is the University of Zambia Extension Education providing? Tick to show 'Yes' and do not tick to show 'No'

- i) Sufficient supply of reading materials []
ii) Sufficient supply of lecturers or tutors []
iii) Library []
iv) Internet []

7. What is your opinion about the availability of tutors or lecturers at your Institution?

- a) Lecturers/tutors are enough [] b) Lecturers/tutors are not enough [] c) I am not sure []

8. How would you describe the condition of physical facilities such as lecture rooms, furniture and computers?

- a) Good condition [] b) Moderate [] c) Poor condition []

Section C: The Extent to which Students are satisfied with the Quality of Education offered in University of Zambia Extension Education Courses

9. Are you satisfied with the quality of educational services provided by University of Zambia Extension Education?

- a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

10. Are you satisfied with the quality of educational services you get at your institution?.....
.....
.....

11. Are you satisfied with the availability of educational materials at your institution?

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied d) Not satisfied []

12. Are you satisfied with the adequacy of library facilities such as space, print journals, internet and current books?

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

13. How would you describe the quality of education services under University of Zambia Extension Education?

a) Good [] b) Very good [] c) Fair [] d) Poor []

14. Are you satisfied with the following facilities and services? Tick to show your level of satisfaction.

i) Library services?

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

ii) Curriculum

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

iii) Availability of tutors and lecturers

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

iv) Career prospects and opportunities

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

v) Infrastructure

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

vi) Internet services

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

viii) Administrative services

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

viii) Location of the centre

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

15i. Are you satisfied with the quality of educational services you get at your institution?

a) Very satisfied [] b) Satisfied [] c) Fairly satisfied [] d) Dissatisfied []

ii. Explain your answer in question 15i above.....

.....

16. What is your view about the reliability (consistence) of the educational services offered under University Extension?

a) High [] b) Very high [] c) Low [] d) Very Low []

17i. Are you happy with the type of qualifications offered in Extension Education programmes?

a) I am happy [] b) I am very happy [] c) I am not happy [] d) I am not very happy []

ii. Explain your answer in question 17i above.....

.....

18i. Would you encourage other people to study any programme through Extension Education?

a) Agree [] b) Strongly agree [] c) Disagree [] d) Strongly disagree []

ii. Give reason for your choice in question 18.i.....

.....

19. Do you think the University of Zambia is meeting your expectation in terms of quality of services?

a) Agree [] b) Strongly agree [] c) Disagree [] d) Strongly disagree []

20. Which of the following facilities listed below is the University of Zambia Extension Education providing?

a) Decent classrooms [] b) Clean toilets [] c) Decent classrooms and clean toilets
d) None of the above []

21i. Which of the following educational facilities listed below is the University of Zambia Extension Education providing? Tick to show 'Yes' and do not tick to show 'No'

i) Sufficient supply of reading materials [] ii) Sufficient supply of qualified lecturers or tutors []
iii) Library [] iv) Internet []

22. How are you affected by the current quality of educational services at your Institution?

a) Positively [] b) Negatively [] c) Not sure

23. Explain how the current quality of services has impacted in your studies.

.....

24. How would you describe your learning experiences under University of Zambia Extension studies?

a) Very interesting [] b) Interesting [] c) Very frustrating [] d) Frustrating []

25. How would you rate the performance of students in Extension education courses?

a) High [] b) Very high [] c) Low [] d) Very Low

Section E: Possible solutions for improving University Extension Education

26. What type of physical facilities and learning materials do you think the University is missing in providing quality services?.....

.....
27. Explain what you expected the University of Zambia to offer you?
.....
.....

28. Suggest how we can improve the provision of University Extension Education?
.....
.....

We have now come to the end of our questionnaire. I wish to thank you very much for finding time to answer the questions in this questionnaire. Should you wish to contact me, the following are my contact details. Email: chinyimbanoah@yahoo.com; Mobile: 0976130121/0954095202

Appendix 2: Interview Guide for Graduates

Introduction

Dear respondent,

I am a student at the University of Zambia pursuing Masters of Education Degree in Adult Education. I am carrying out a research study on student's perception on the quality of education services under University of Zambia Extension Education in Lusaka District.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary.

Questions

1. What programme did you do at the University of Zambia Extension Education?
2. What were your experiences during your academic studies with Extension Studies?
3. What is your opinion about the adequacy of resources in University Extension Education?
4. Describe the condition of physical facilities and learning materials under extension education?
5. What is your opinion about the number and quality of tutors available in Extension Education?
6. Describe the quality of education services available in extension education?
7. Do you think the University of Zambia helped you to meet your expectations for the quality of educational services desired?
8. Are you satisfied with the qualification levels offered in Extension Education courses?
9. Explain what you expected the University of Zambia to offer you?
10. Describe the quality of educational services at the University of Zambia Extension Education.

11. How did the education services offered under Extension Education affect you academically?
12. Are you proud of the education services you received in Extension Education?
13. What has changed in your life as a result of University of Zambia Extension Education?
14. Suggest how we can improve the provision of University Extension Education?
15. Is there anything you would like to add?

Appendix 3: Observation Schedule

Observed item		Comment
1	Availability of library	
2	Availability of study materials e.g books, journals, articles	
3	Availability of computers	
4	Number and nature of classrooms	
5	Availability of laboratories	

Appendix 4: Letter of Approval



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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

Approval of Study

7th November, 2018

REF. No. HSSREC: 2018-SEPTEBER-020

Mr. Chinyimba Noah
Plot # 24 Handsworth
Great East Road
LUSAKA

Dear Mr. Chinyimba,

RE: "AN ASSESSMENT OF STUDENT'S PERCEPTION ON THE QUALITY OF THE UNIVERSITY OF ZAMBIA EXTENSION EDUCATION IN LUSAKA DISTRICT, ZAMBIA"

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

Review Type	Expedited Review	Approval No. HSSREC: 2018-SEPTEBER-020
Approval and Expiry Date	Approval Date: 7 th November, 2018	Expiry Date: 6 th November, 2019
Protocol Version and Date	Version-Nil	7 th November, 2018
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these

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are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

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

clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

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

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

Yours sincerely,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

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

Appendix 5: Introductory Letter from School of Education



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

=====

Date: 18th SEP. 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

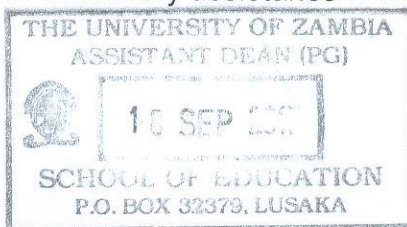
The bearer of this letter Mr./Ms. CHINYIMBA NORTH Computer number 2016145826 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS

Appendix 6: Permission Letter from the Provincial Resident Lecturer



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

OFFICE OF THE RESIDENT LECTURER – LUSAKA PROVINCE

Telephone: 01-260-255139
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 01-260-251490
Email: Lusaka.aees@unza.zm

P O Box 50516
Ridgeway Campus
Lusaka, Zambia

Your Ref:
Our Ref:

27 September, 2017

Mr. Noah Chinyimba
University of Zambia
Directorate of Research and Graduate Studies
LUSAKA

Dear Mr. Chinyimba,

**RE: REQUEST TO CONDUCT ACADEMIC RESEARCH AT RIDGEWAY
(ADULT EDUCATION AND EXTENSION STUDIES)**

I refer to your letter of 25th September, 2017 requesting for permission to conduct a research at Extension Studies, Lusaka Province.

I am glad to inform you that permission has been granted for you to carry out your research as requested.

Yours sincerely,

P I Sumbwa
**RESIDENT LECTURER
LUSAKA PROVINCE**

