Evaluating Employer Perceptions, Employability and Acceptance of ADC holders in Zambia

Billy C Sichone *
Central Africa Baptist University
*bsichone@cabuniversity.com

Abstract
The study sought to establish what credentials were preferred by potential employers in Zambia. The study pursued a qualitative thematic study where opinions, thoughts and motivations were elicited. Open ended questions were used from a sample of 28 HEA accredited HEIs in Zambia. An inclusion and exclusion criteria was adopted in arriving at this sample. The study found that 47% of study participants did not mind the source of the credential while 45% preferred those from traditional learning modes. Only 8% opted for alternative digital credentials (ADC). From the finding, it is evident that a fair portion of respondents still vouch for the traditionally acquired credential while 47% seemed not to mind the mode used to credential acquisition and thus employment. The study concludes that while 47% showed that they did not mind the source of the credential (as long as it was authentic), a relatively large portion preferred employing candidates from traditional mode of schooling such as F2F. Only 8% accepted ADC suggesting a great need for intentional ongoing sensitization, exposure and inclusion of key stake holders in the planning and design of credentials. The study recommends that government leads the growth, quality assurance enforcement and subsequent public promotion for acceptance of ADC by policy enactment.
Keywords: Alternative Digital Credential (ADC), Degree, Acceptance, Skills, Quality Assurance, Employability, Gatekeepers
DOI: 10.7176/JEP/16-12-03

Publication date: November 30th 2025

1.   Introduction

Credentials inherently carry within them value, meaning and assurance (Enhrenreich *et al.,* 2020; Malaysian Qualifications Agency 2020). They represent something and at a glance seem to suggest that the holder has acquired a certain level of skills and competencies (Udegbe 2012). At the same time, these same credentials may inadvertently project the idea of inherent low standard, negative perception credential generating dissonance. It follows therefore that what adds value or lack thereof is the source and process of acquiring that credential. Historically, authentic credentials have been acquired through a carefully prepared and structured process with attendant assessments, activities and time attached to the acquisition of the same, measured against a set criteria (Malaysian Qualifications Agency 2020). If a credential deviates from or is not in sync with the contextually or internationally accepted standard, it is deemed of 'low quality' (Ehrenreich *et al.,* 2020). This has hitherto been the educational quality assurance gold standard and, to a large extent, still holds today.

However, with the advent of the information age, information explosion and attendant technologies, dynamics have changed over time (Pelletier *et al.*, 2023; Grossman & Johnson 2017; Udegbe 2012). Information, content, materials and even lessons are now more easily accessible unlike in the past. Someone can now acquire skills or even top notch University knowledge freely through the internet without ever setting foot in a physical class room. This has naturally generated controversy because this is clearly a disruption of industry standards and time held processes of training and churning out essential human capital onto the industry.

While some support this emerging trend, others like employers, academics and experts in the field of education flatly reject this mode claiming that virtual learning produces inferior graduates carrying credentials that do not live up to their claims (Protosaltis & Baum 2019; Fain 2019; Bettinger & Loeb 2017). Various reasons are summoned for this radical position. Consequently, once in gatekeeper positions, the cohort will either reject alternative digital credentials (ADC) or simply not promote them. In mild cases, individuals may not consciously discriminate against such credentials but actually opt for and gravitate towards the well tried and tested credentials such as those from F2F institutions (Udegbe 2012). This is normal and expected, given inherent perceptions. There, however, is another group within the galaxy of experts previously alluded to that applaud emerging trends for learning and knowledge acquisition (e.g. Pelletier *et al.*, 2023; Falode *et al.*, 2021; Palvia *et al.,* 2018; Grossman & Johnson 2017; Udegbe 2012). They assert that with altered environmental dynamics comes changes in pedagogy, assessment, standards and ways of training, provided the outcomes are the same-skills for competent application in the contemporary setting, not the past. This cohort claims that exposure,

innovation, training, ongoing improvements and openness to new ideas is essential to developing future human capital, of course not forgetting the past helpful approaches. With time, it is increasingly difficult to ignore the impact and influence of technology on daily life. Nearly everything done today has connections to trending technologies directly or not. To function and flourish in the current world, one needs to know the tools available and leverage them to increase productivity. This means that traditional manual means of doing business progressively give way to emerging more efficient means which are likely connected to digital skills. By that token, digital skills are a given to life and easily acquired through eLearning. That partly explains why some are warming up to eLearning earned credentials because inherent in the acquisition of these credentials, is the need to acquire essential digital skills.

While this trend is progressively important and supported, there exists among employers and other gate keepers, the perception (evident in preference) that ADCs are inferior to F2F. Falode *et al.* (2021), Bettinger and Loeb 2017, Bukaliya and Mubika (2014), Udegbe (2012), Adams *et al.* 2007 and others have shown in their respective studies that employers generally tend not to regard ADCs of the same value as their counterpart, traditionally earned credentials. The said researchers have equally demonstrated that employers prefer to hire the latter group (i.e. from F2F sources) rather than ADC for various reasons connected to perception.

The study sought to establish whether employers or potential employers in Zambia preferred to offer a job between an ADC or F2F sources credential. The study also suggested possible solutions how best to mitigate potential discrimination in employment.

2.   Literature Review

Employability is a major issue in many people's minds (Falode *et al.,* 2021; Grossman & Johnson 2017; Udegbe 2012; Adams *et al.,* 2007). Parents, guardians, learners, governments etc., are all concerned that individuals they train or support are able to easily secure a job or at least be absorbed into the industry. As such, great care is taken to ensure the course, program or credential acquired is of high value, acceptable and easily attracts the attention of potential employers. On the other hand, employers are most careful to hire only those that will add value to the institution thus helping sharpening organizational niche or competitive advantage acquisition (Udegbe 2012). Consequently, an educational institution, for instance, is often judged by the quality of its Faculty, what they have accomplished or even where they studied and how. As such, institutions will take pains to hire only those that are perceived to be well trained and able to deliver qualitative results. This equally applies to other sectors of the economy, whether graduates are sufficiently skilled, trained for a consistently morphing emerging context for a by-gone era, say the industrial rather than the digital age.

How do employers then, come to judge which credential is acceptable or not? One of them is if the credential is accredited by a respected authentic body (Malaysian Quality Agency 2020; Grossman & Johnson 2017; Udegbe 2012). Another is the mode and process that was used in the training, of course, all couched in Accreditation (Ehrenreich *et al.,* 2020). Yet another criterion relates to the skills graduates demonstrate whether of the required standard or not. Grossman and Johnson in their 2017 study argued that perceptions have changed over time in the Accounting field. From a total rejection to acceptance, in their context, employers were increasingly accepting than in their immediate past. According to Grossman and Johnson (2017) what mattered was competence demonstrated by graduates, hence the progressively altered attitudes. If these aspects (i.e. aspects listed as essential to a robust qualitative credential) are unclear or not present, employers naturally default to what they are best acquainted with or have experienced (Udegbe 2012). In such circumstances, the well-known F2F and to a lesser degree, long distance, block class credentials are reverted to. Emerging trends like online learning (in whatever form, e.g. blended, hybrid, Hyflix etc.) still have a steep curve to climb before universal acceptance. Various reasons could be summoned for this steep climb but the basic reason is that they are simply novel. Not much proof on the industry (of ADC graduates) presently exists to demonstrate their worth, perhaps in future; at least for the Zambian context. There clearly is work to be done by all stakeholders including policy makers, employers, training institutions, learners, teachers and industry at large. All these need to come on board before things can change, especially perceptions.

Consulted literature in the field suggests varying perceptions and views around credentials earned outside the traditional modes and structures (Falode *et al.,* 2021; Malaysian Qualifications Agency 2020; Grossman & Johnson 2017). While some accept that eCredentials are credible and acceptable, others vehemently deny that they are or could ever be. Still others take a middle ground suggesting that some could be authentic but others are not contingent on the quality standards in place and which body certifies such. Opinions and perceptions vary (Grossman & Johnson 2017). Of those exhibiting reservations and perhaps even reject such credentials include employers, academics (often older), students and even parents (Falode *et al.,* 2021; Udegbe 2012). These claim that online learning is simply impossible, not authentic, unreal, has a different feel to it, gives a shallow

experience, lower rigor, less interaction and lacks real skills development, among others (Malaysian Qualifications Agency 2020; Ehrenreich 2020; Larbi-Apau 2020; Gallagher 2019; Bettinger & Loeb 2017; Adams *et al.,* 2007). Field experts like Fain (2019) even go further to assert that online learning is a scam needing to be pulled down. Others like Protosaltis and Baum (2019) opine that the eLearning agenda has failed and not worth investing in evidenced by the high student attrition, lower completion rates or the raw deal people get out of it. These and several other thought leaders project their views with attendant rationale. Now if such mind sets were on the job interview panel or initial sifting shortlisting forums, what chance would a person with an ADC have to clinch a competitive job? Several studies suggest that eLearning is not currently preferred and may be discriminated against by potential employers. Equity may not be served, given the evidence adduced by research data by Falode *et al*. (2021) or Bukaliya and Mubika (2014). This study assessed the situation in Zambia.

The study exploited Maslow's hierarchy of needs as an undergirding theory. According to Banda (2014), this theory posits that a person only desires or thinks about the next level need if the basic lower needs such as food, air, safety, health etc. are met. Once these fundamental aspects are securely in place, the individual then ventures to consider other perceived needs like clothes, acceptance, family, belonging etc., climbing the ladder until self-actualization is reached. Job acquiring is up along that ladder and the means to that end is education. So for a person to be employed, they will do about everything to acquire that vital credential, irrespective of the mode of training whether eLearning or not. If this mode (eLearning) is perceived authentic and a good alternative, chances are that both learners and employers will find it attractive enough to hire such graduates. If the opposite is true, then stakeholders gravitate to other perceived authentic qualitative means.

This study argues that government needs to work to ensure credible ADCs have fair representation in policy and support or else eLearning remains threatened and a by the side thing. This leaves it to the fringes of society only reverted to as a back-up in times of crisis. Further, it means the demand and growth of eLearning will be hindered and may eventually fail deep into the future.

3.   Methodology and Data

The study pursued a thematic analysis qualitative study where an interview guide was used with open ended questions. In person interviews were executed and recorded. This was the best approach, in sync with Patton (2002) and Creswell (2012), to elicit hidden insights, perceptions and views about how gatekeepers and potential employers felt about ADC in relation to traditional credentials like (F2F). By that token, the sample needed not be large since the aim was to arrive at meaning of the data rather that surface statistics. This qualitative study enabled interactive probing interviews yielding recorded data that was transcribed, reviewed (and immersion), coded, themed, analysed (using Excel) and interpreted before report generation. From a population of 63 HEA Accredited institutions, 28 were sampled then within the HEI sites, a purposively selected a sample of 47 respondents was finally arrived at by using an inclusion and exclusion criteria (i.e. been at institution more than four years, present at site both pre and post Covid-19, either an administrator, digital technology user, potential employer or employment decision maker) and based in response.

4.   Results and Discussion

The study explored the likelihood of Alternative Digital Credentials (ADC) being given equitable/equal chance of employment in the job market. The enquiry asked potential employers and employers (gatekeepers) a question which credential they preferred between the traditional (e.g. F2F) and digital credentials (e.g. online degree). It was found that 47% had no specific preference for employing credential holders (whether traditional or ADC) while 45% preferred those holding traditional credentials (e.g. from F2F). 8% opted for ADC (e.g. from online learning means) as figure 1 below shows.
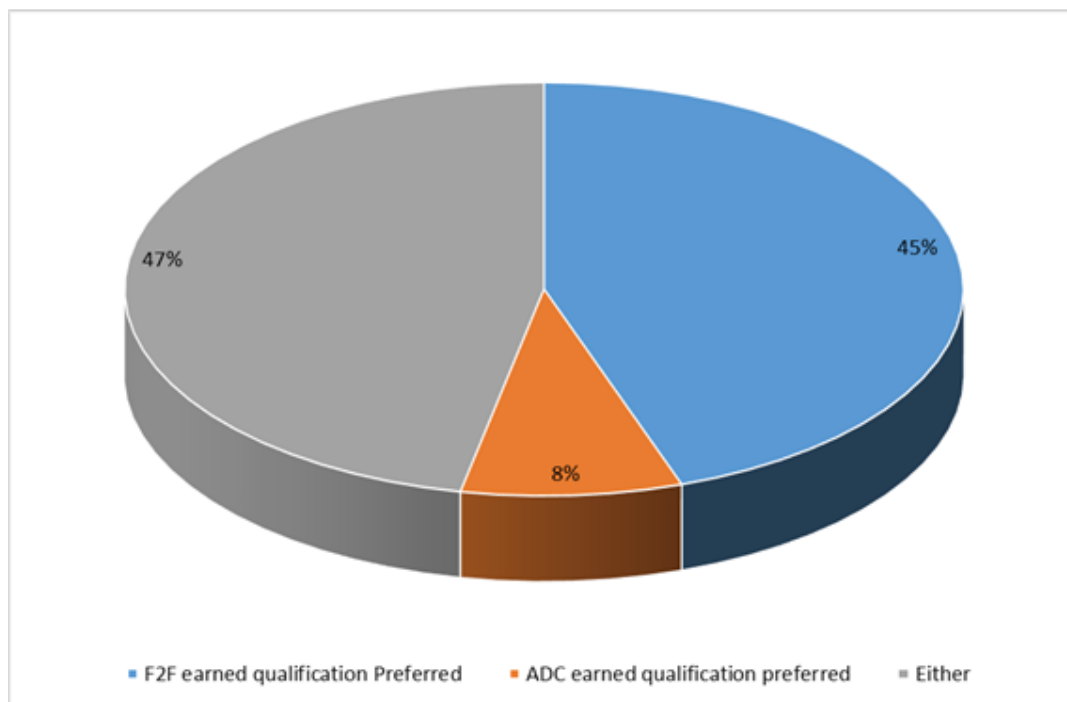
Figure 1

Figure 1: employment preferences around F2F and ADC holders. (N=47).
Source: Research Data (2023)

Preferences likely arise from perceptions. If an individual perceives something as beneficial, helpful, good, admirable, familiar or desirable, chances are that they will likely prefer it over the other. It is equally true that if perceptions are negative, the chances of that thing being preferred (or accepted) will be low. If this claim holds true, as other field experts have opined, it implies that decision making will be influenced accordingly. This includes gatekeeper, employer or educator decisions. While it may be verbally proclaimed that everything is fine and equal before the law, nagging mental dissonance may persist, affecting outlook to something. In the sphere of education and employment, the type of credential and how they acquired it comes into play. Was it acquired through the well-known and tried means where learners fully devoted to in person class attendance or not? Which one is perceived the more likely thorough in preparing candidates for absorption in the job market? These are the sorts of things gatekeepers grapple with and may unintentionally discriminate against one set of credentials against another (Gallagher 2019). Something must be done to ensure equity. To change this potential unbalanced picture, several deliberate and intentional interventions will have to be taken. These may include policy changes, deliberate employment of people holding ADC, continuously systematic sensitization of primary stakeholders, industry leaders and academics, exposure to educational technology (Ed Tech), no distinguishing which mode a graduate used to acquire the credential (i.e. not stating whether F2F or virtual), creating and applying firm standards for assuring quality or ensuring appropriate policies are in place buttressed by strong political will and relevant structures. If these are absent, eLearning may be hindered and lack growth because employability of credential holders is limited resulting in a trickle-down effect- lower demand for eLearning. Aheto and Cronje (2018), Bukaliya and Mubika (2014) have ably demonstrated in their respective studies that employers prefer traditional credentials and thus discriminate. The study found that almost half (45%) preferred the traditional credential over emerging ones like ADC. This finding is not strange and consistent with what other researchers have found (e.g. Caballero *et al.*, (2022); Dinan-Thompson *et al.,* 2021; Moloi & Mhlanga 2021; Telmesani 2010; Adams, DeFluer & Heald 2007). The only difference however, is that a third category had emerged; those indifferent of what mode was used (47%). This suggests that individuals could have been re-evaluating their options since 2020's Covid-19 pandemic. This apparently new cohort could go either direction (accepting or rejecting ADC) but with continued sensitization, more would accept ADC that presently stands at a paltry 8%. From the findings, it is evident that those holding ADC stand lower chances of employment and not viewed as equals with their counterparts drawn from traditional learning institutions. Gate keepers often argue around lack of interaction, lower skills development, perceived lower rigor as well as weak assessments as some of the possible reasons why they opt for what they know best-F2F. It is important to highlight that Studies by

Maloney (2023), Pelletier *et al.* (2023), Winslow and Allen (2020), Ehrenreich *et al.* (2020), Robertson [B] (2020); Bukaliya and Mubika (2014), Ghandforoush (2013) or Palvia *et al.* (2018), Columbaro and Monaghan (2008), highlight clear employer reservations for ADC although things could be changing since Covid-19 and as more graduates with ADC enter the job market, given a digital world.

5.   Conclusion and Recommendations
The study explored potential employer preferences in hiring post Covid-19 epoch. The findings suggested that a reasonable portion of study participants preferred traditionally acquired credentials over ADC. The study concludes that there is still a perception challenge in gatekeepers, students and academics. The study also concludes that until and unless this dissonance is fully addressed, eLearning growth will be hindered, if not contract. The study further concludes that subtle inherent biases exist in many minds for various reasons including lack of exposure, training, incorrect perceptions, among others. Lastly, the study concludes that structural and policy changes, buttressed by strong leadership are needed. The study recommends that: 1. Government should effect policy changes affirming alternative modes of learning including eLearning. 2. Ongoing intentional stakeholder engagement, sensitization and training needs to be prioritized to help alter attitudes, perceptions and preferences. 3. Quality standards resulting in assured credentials should be prioritized so that employers are confident in the product they get. One way is to include all stakeholders in planning, design and development of curriculum and programs with industry players, educationists and learners. This may increase the demand. 4. Continuous improvement of eLearning content, pedagogy, technology etc. is encouraged. Deeper investment into these areas is called for. 5. Finally, credential mode of acquisition must not be labelled so as to mitigate bias. This equally promotes acceptance and growth of eLearning earned credentials.

References
Adams, J., Defleur, M.H., and Heald, G.R. (2007). "The Acceptability Credentials Earned Online for Obtaining Employment in the Health Care Professions", *Communication Education,* 56 (3), 292-307,   Available at: http://pilotmedia.com/adams/xPDF/HealthHiring_commed.pdf, Accessed on 6th September, 2022.

Banda, S. (2014). *Dialogue Education in Adult Education,* LAP LAMBERT Academic Publishing Available at: https://www.academia.edu/36868804/Dialogue_education_in_adult_education_978_3_659_61778_2_pdf, Accessed on 27th July, 2022.

Bettinger, E., and Loeb, S. (2017). "Promises and pitfalls of Online Education", *Brookings Institute Evidence Speaks Reports 2* (15) (June), Available at: https://www.brookings.edu/wp-content/uploads/2017/06/ccf_20170609_loeb_evidence_speaks1.pdf, Accessed on 5th August, 2022.

Bukaliya, R., and Mubika, K.A. (2014). "Exploring Parastatal Employer's Perceptions of Open & Distance Learning Graduates: The Perspective of the Human Resources Managers/Officers", *IJRBSM*, Available at: https://www.ijrbsm.org/pdf/v1-i2/4.pdf, Accessed on 22nd September, 2022.

Chaktsiris, M., McCallum, K., Luke, R., Cukier, W., Patterson, L., Garreffa, N., and Gooch, E. (2021). "Is the Future Micro? Unbundling Learning for Flexibility & Access", *ecampus-Ontario* (March), Available at: https://micro.ecampusontario.ca/wp-content/uploads/2021/03/Is_the_Future_Micro-1.pdf,   Accessed   on   6th September, 2022.

Columbaro, N.L., and Monaghan, C.H. (2008). "Employer Perceptions of Online Degrees: A literature Review", *Adult   Education   Research   Conference*,   Available   at: https://newprairiepress.org/cgi/viewcontent.cgi?referer=&httpsredir=1&article=2898&context=aerc,   Accessed on 22nd September, 2022.

Creswell, J.W. (2012). *Educational Research*, 4e, Pearson. Available at: https://www.pdfdrive.com/educational-research-planning-conducting-and-evaluating-d16448388.html, Accessed on 3rd October, 2022.

Czerniewicz, L (2018). "Unbundling and Rebundling Higher Education in an Age of Inequality", *Educausereview*,   (November/December);   11-24,   Available   at: https://er.educause.edu/articles/2018/10/unbundling-and-rebundling-higher-education-in-an-age-of-inequality, Accessed on 06th September, 2022.

Dinan-Thmpson, M., Branigan, L., Johnston, S., Cary, L., Luzecky, A., Lynch, A., Saliba, G., and Bedford, S. (2021). "Credentialing professional Learning for University Educators: A Literature Review", *CAULLT*,

Available at: https://www.caullt.edu.au/wp-content/uploads/2022/02/Literature-Review-CAULLT-project-final-5.pdf, Accessed on 12th September, 2022.

Ehrenreich, J., Mazar, I., Rampelt, F., Schunemann, I., and Sood, I. (2020). "Recognition and Verification of Credentials in Open Education", *The Oepass Consortium*, Available at: Accessed on 6th September, 2022.

Fain, P. (2019). "Takedown of Online Education", *Inside Higher Education* (online: January), Available at: http://ir.westcliff.edu/wp-content/uploads/2019/12/Takedown-of-Online-Education.pdf, Accessed on 5th August, 2022.

Falode, O.C., Ogunje, F.B., Chukwuemeka, J.E., and Bello, A. (2021). "Perceptions and Attitudes of Employers toward Distance Learning Graduates in Labor Market: A Case Study of Niger State, Nigeria", *European Journal of Interactive Multimedia and Education*, 2 (1) (online)

Gallagher, S. (2019). "Online Education in 2019: A synthesis of Data", *Centre for Future of Higher Education and Talent Strategy*, Available at: https://www.voced.edu.au/content/ngv%3A84464, Accessed on 20th March, 2021.

Ghandforough, P. (2013). "A Study of Perceptions of Online Education Among Professionals", *IADIS* International Conference e-learning (2013). Available at: https://files.eric.ed.gov/fulltext/ED562275.pdf, Accessed on 31st August, 2022.

Goger, A., Parco, A., and Vegas, E. (2022). "The Promise and Perils of New Technologies to Improve education and employment opportunities", *Brookings Institution*, Available at: https://www.brookings.edu/wp-content/uploads/2022/03/Digital-innovations_FINAL.pdf, Accessed on 12th September, 2022.

Grossman, A.M., and Johnson, L.R. (2017). "How employers perceive online accounting education: Evidence from Kentucky", *Journal of Accounting Education.* Elsevier, Available at: https://farapaper.com/wp-content/uploads/2019/06/Fardapaper-How-employers-perceive-online-accounting-education-Evidence-from-Kentucky.pdf, or https://doi.org/10.1016/j.jaccedu.2017.06.002 accessed on 25th November, 2025.

Kato, S., Galan-Muros, V., and Weko, T. (2020). "The Emergence of Alternative Credentials: OECD Education Working Paper # 216", *OECD*, (March), pp. 1-40, Available at: https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2020)4&docLanguage=En, Accessed on 6th September, 2022.

Larbi-Apau J., Sampong K., and Kwofie, B. (2020 online). "Barriers to Online Learning adoption in higher education", *University World News: Africa Edition* (May); Available at: https://www.universityworldnews.com/post.php?story=20200506200743715. Accessed on 31/03/21.

Malaysian Qualifications Agency (2020). "Guidelines To Good Practices: Micro-credentials", Available at: https://www2.mqa.gov.my/qad/v2/garispanduan/2020/GGP%20Micro-credentials%20July%202020.pdf, Accessed on 12th September, 2022.

Maloney, E.J. (2023). "The 4 stages of AI: A framework for thinking about the impact of artificial Intelligence in Higher Education", *Inside Higher Education* (April, Online), Accessed on 13th June, 2023, available at: https://www.insidehighered.com/blogs/learning-innovation/4-stages-ai.

McGreal, R., and Olcott, D.A. (2022). "Strategic reset: micro-credentials for higher education leaders", *Springer Open*, Available at: https://slejournal.springeropen.com/track/pdf/10.1186/s40561-022-00190-1.pdf, Accessed on 12th September, 2022.

McGreal, R., Mackintosh, W., Cox, G., and Olcott, D. (2022). "Bridging the Gap: Micro-credentials for Development UNESCO Chairs Policy Brief Form-Under the III World Higher Education Conference (WHEC 2021) Type: Collective X", *International Review of Research in Open and Distributed Learning* 23 (3), (September), Available at: https://www.irrodl.org/index.php/irrodl/article/view/6696, Accessed on 12th September, 2022.

Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., and Sindhi, S. (2018). "Online Education:

Worldwide Status, Challenges, Trends, and Implications", *Journal of Global Information Technology Management*, 21 (4), pp. 233-241, Available at: https://www.tandfonline.com/doi/abs/10.1080/1097198X.2018.1542262, Accessed on 26th August, 2022.

Pelletier, K., McCormack, M., Reeves, J., Robert, J., Arbino, Muscanell N., Grajek, S., Binwell, T., Liu, D., Mandernach, J, M., Moore, A., Porcaro, A., Rutledge, R., and Zimmern, J. (2023). "2023 EDUCAUSE Horizon Report: Teaching and Learning Edition", *EDUCAUSE.*

Protopsaltis, S., and Baum, S. (2019). "Does Online Education Live up to its Promise? A Look at The Evidence and Implications for Federal Policy", *The Laura and John Arnold Foundation*, Available at: https://www.urban.org/sites/default/files/publication/101762/Does%2520Online%2520Education%2520Live%2520Up%2520To%2520Its%2520Promise%2520a%2520Look%2520at%2520The%2520Evidence_0.pdf, Accessed on 5th August, 2022.

Rivas, M.J., Baker, R.B., and Evans, B.J. (2020). "Do MOOCs Make You More Marketable? An Experimental Analysis of the Value of MOOCs Relative to Traditional Credentials and Experience", *SAGE Journals*, Available at: https://journals.sagepub.com/doi/full/10.1177/2332858420973577, Accessed on 6th September, 2022.

Robertson, B. (2020). "How to Monitor the Risks of Online Education: Untangling the Web", *The Institute For College Access & Success* (Online), Available at: https://ticas.org/wp-content/uploads/2020/07/untangling-the-web.pdf, Accessed on 5th August, 2022.

Robertson, G.S. (2020). "Factors that Influence Student's Decision To Drop Out of an Online Business Course", PhD Thesis; *Walden University ScholarWorks* (online), Available at: https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=9689&context=dissertations, Accessed on 23rd August, 2022.

Sood, I., Padron, LC., Pirkkalainen, H., and Camilleri, A. (2020). "D2.2 Future Impacts of Modularization and Micro-Credentials on European Higher Education and List of Validated Scenarios", *The MicroHE Consortium*, Available at: https://microcredentials.eu/wp-content/uploads/sites/20/2021/05/D2.2.Future-Impacts-of-Micro-Credentialling-on-European-Higher-Education.pdf, Accessed on 12th September, 2022.

Udegbe, I.B. (2012). "Attitudes of Prospective Human Resource Personnel towards Distance Learning Degrees", *Online Journal of Distance Learning Administration,* 15 (1).

Wakahiu, J., and Kangethe, S. (2014). "Efficacy of Online Learning: Lessons from the Higher Education for Sisters in Africa Program", *European Journal of Research and Reflection in Educational Sciences* Volume 2 # 1, Available at: http://asec-sldi.org/docs/published-work/Efficacy_Online_Distance_Learning_Wakahiu_Kangethe.pdf, Accessed on 31st August, 2022.

Winslow, C., and Allen, L. (2020). "How They See it: Employer Perceptions of Online Versus Traditional Learning at Graduate Level", *Journal of Educational Leaders in Action*, 6 (2), Available at: https://digitalcommons.lindenwood.edu/cgi/viewcontent.cgi?article=1026&context=ela, Accessed on 6th September, 2022.   Winslow & Allen, (2020).

Bio
Billy C Sichone serves as Deputy Vice Chancellor for Research and Graduate Studies at Central Africa Baptist Seminary. Dr. Sichone grew up in Zambia's capital Lusaka, went to school and worked with World Vision International-Zambia before entering Academia in 2015. He holds several credentials in different spheres including a PhD in Development Studies (online education). He is author of several papers and books.