

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**THE SUPPORTIVE SERVICE PROVISION  
PRACTICES IN THE DELIVERY OF DISTANCE  
EDUCATION IN THE MINISTRY OF DEFENCE:  
THE CASE OF MILITARY TRAINING CENTERS**

**BY**  
**TESHOME MESELE**

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## ACCRONYMS

EMA -Educational Media Agency

ICCE-International Council of Correspondences Education

ICDE- International Council of Distance Education

MOND- Ministry of National Defence

STRIDE-Staff Training and Research Institute of Distance Education

TMD- Training Main Department

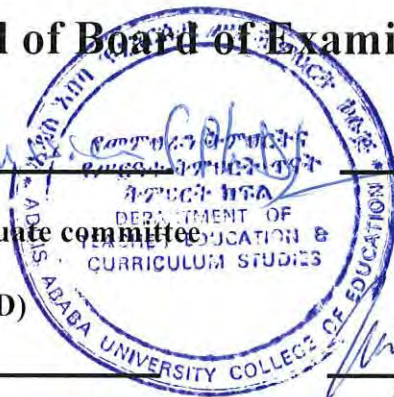
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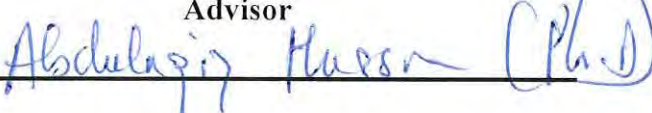
**BY**  
**TESHOME MESELE**

**Approval of Board of Examiners**

  
\_\_\_\_\_  
Chairperson, Institute of Graduate Studies  
GETACHEW ADUGNA (PhD)



Signature

Advisor  
  
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## Abstract

*This study was set to examine the supportive service provision practices in the delivery of distance education for the army. The special purpose of the study is concerned with the supportive service provision to students, and the effectiveness of the implementation of the program in the regard. The paper gives a phenomenological account of the distance  
Learns. Descriptive survey method was employed where by first hand information were gathered using multiple instruments. Accordingly, students who were selected by using stratified sampling technique have filled in the questionnaires: and focus group discussion were made with five tutors who were selected with simple random sampling methods, and interviews were made with five heads of distance education heads in the MOND Training main Department. Nevertheless the success of the implementation of giving support service was affected negatively due to leniency of follow ups, lack of timely and even distribution of modules, delay of feedback on assignments. Absence of accountability to the program was also seen as the crucial point. To be successful in providing support services to students, appropriate tutorial session should be administered, library service should be given training should be given to tutors and coordinators, and counseling services should be provided properly.*

# CHAPTER ONE

## Introduction

This chapter consists of background of the study, statement of the problem, objective of the study, significance of the study, delimitation and limitation of the study

### 1.1 Background of the study

The links between education, human capital accumulation and development can not be less emphasized. Education is the most potential factor that significantly changes the life of the individual and empowers him/her to contribute to national as well as international success. There is, therefore, a growing consensus that human development through the provision of education should be at the center of any development through the development initiative to the extent that it is a catalyst for the development processes (UNESCO, 2003). Economic analysis has consistently shown that investment in education brings higher rate of return than investment in physical capital (Woube, 2003)

This theoretical framework is reflected in the human capital theory. That is, education is highly instrumental and by far necessary in improving the productive capacity of a given population. Supporting this, Bishop (1989) noted that investment in education is considered as a precondition to economic growth. He also added that Japan and Denmark were good examples of countries, which though lack natural resources, develop rapidly owing to a high basic platform of education. Adding emphasis, Psacharopoulos (1982) further stated that private rates of returns to education estimated on the basis of the relationship between the private costs of undertaking education at each level and the impact it

Consistently has on life time earnings are significant and at least as high as returns from the other ways in which families might invest their money. Hence, many countries have been achieving considerable changes through the provision of wide coverage of education.

It is evident that the world is moving to provide education for all with in a short time frame. This however, has a bearing on a large - scale supply of teachers. Many countries still do not have enough teachers. In some, the expansion needed in the teaching force is far beyond the capacity of traditional colleges to produce the teachers. That means, there is a huge gap between the demand and supply of teachers that need to be bridged as long as governments remain committed to the expansion of education. This gap, then, can be narrowed, if not completely bridged, by using distance education programs. That is why noted in UNESCO (2000) that in the efforts to meeting the new and changing demands of education and training, open and distance learning may be seen as an approach that is at least complementary and under curtains circumstances an appropriate substitute for the contact methods that still dominate most education systems.

To this end, distance education is becoming popular through out the world by incorporating combination of different communication technologies to enhance the abilities of teachers and students to communicate with each other. That is, with the spread of computer network communications, people can gain access to computer linked to telephone lines allowing teachers and students to communicate in conference via computers. It is also making use of computer conferencing on the World Wide Web where teachers and students present text, pictures, audio and video (Berg, 2002). That is, multi-media such as radio, television, computer, audio and video tapes, and printed materials are the major concerns to determine the effectiveness of the teaching strategy for distance education programs (kirk wood, 1994)

The success of such types of programs largely depends on the implementation of effective planning and management systems (Gomez Mejja et-al, 2003). Adding

emphasis, Aruna Goe (2001) stated that the quality of distance education depends heavily on the quality of planning and management systems. As Arun Goe(2001) indicated the success or failure of the distance education provision is highly dependent on the effectiveness of the planning and management systems being employed.

Apart from other considerations, student support services, which help students feel secure and stable can complement distance learners' limitations due to lack of physical proximity from their teacher, lack of adequate infrastructure, shortage of time, fear of examinations etc. (Mills, 2003). Strengthening this assumption, Fillips, (2003) and Lockwood, (1994) recommended that the major components of student support services shall encompass admission and record keeping, entry and exit counseling services, information service to inform what is expected from students about administrative regulations, about programs or schedules etc. Guidance and counseling service either face-to -face or phone, library services tutorial services to be accessed on regular basis, and assessment services to know learners' progress and to give a timely and helpful feedback.

Other scholar, Mizoue (2003), also recommended that there is a need to set up a good library in the distance institute with proper borrowing facilities for students, and the library should also keep audio and video cassettes for the needy students. If such conditions are not put in to practice, students need to be offered opportunities to make collaboration with public and school libraries found in students' proximity. Besides, as distance education students are usually on their own pace in their study, they may encounter problems like work related, family related, health related etc. and these may develop anxiety on their over all education, and hence, they have to be provided with guidance and counseling services in their best possible (Panda, 2004)

The, army of Ethiopian defense force have broad experience, tested in armed struggle and have strong discipline. However, the level of education and professional competencies of the army is found to be low (MOND 1994). To alleviate the educational

problem of the army the Ministry of National Defence (MOND), by formulating an Academic Education Policy, has been offering distance education programs, which is by far advantageous for military sector for it is cost effective, ensures educational access to large audiences, promotes a flexible and innovative system of education, and encourages student-centered approach of learning (Berg, 2002; and Marew, 2002). That is, these merits of distance education lead especially the military sector to take the lead in favoring the provision of education through distance mode than conventional (face-to-face) systems of educational provision.

Realizing this, the MOND, Training Main Department formulated Distance Education Strategy in 2002 with the aim to provide educational access to the majority of the army. The strategy aims at providing the army with primary and secondary education with the purpose of improving the army's academic knowledge that helps them to cope up with the ever developing technology and to accomplish their military missions successfully. The strategy document also underlines that educating the army helps them acquire scientific knowledge and skills that serve as a pre-requisite for further study in higher education and training institutions (TMD, 2002). Since its inception, the distance education in the army is contributing a lot in ensuring educational opportunity for the armies who have been deprived of conventional face-to-face schooling due to inconveniences of time and place. Currently about 511 army students are attending their distance education program from grades 7-10. However, questions concerning the effectiveness of the supportive service provision of the program have not been addressed no matter how partly revealed in the 2006/07 Annual report on the general practice of the distance education for the army that the implementation process has got limitations and that students have not been treated properly.

## 1.2 Statement of the Problem

The wide spread characteristics and its economically low cost of distance education for the army calls for rigorous design, proper implementation , follow up evaluation and research work at national level and particularly in the Defence. Despite the fact that Ethiopia has launched internationally appraised type of program (MOE, 1985) the experience and implementation capacity is not yet developed. The success or failure of the program depends on the efficiency of the supportive service implementation, Thus, the worth of examine the supportive service provision may contribute something to its future endeavor.

Thus, the purpose of this study is to examine the appropriateness of supportive service provision in the delivery of distance education to the army students, all the problems encountered during the implementation of the distance program, and to suggest some remedial actions to improve the effectiveness of the supportive service.

It has also been documented that instructional or delivery of the course was affected negatively from various factors. Lack of proper training for tutors on how to teach distance program, and inconsistency in tutorial schedules were some of the key problems that have been underlined on the provision of support service system.

To this effect, the study attempts to answer the following basic research questions.

1. What does supportive service provision contribute to the teaching learning process in terms of increasing enrollment and reducing dropout rate of students?
2. Do students receive adequate support services: What are the reactions of the beneficiary' students on the supportive services?
3. What are the major problems in support service provision?

4. What measures should be taken to overcome the problem concerning supportive service provision?

### **1.3 Objectives of the study**

The general objective of this study is to investigate issues related to support service provision practices in the delivery of distance education to the army, and examine problems encountered in the provision of support services, while the specific objectives include:

- To find out if there is an attempt to maximize student support services;
- To examine if a continuous evaluation of the system is in place to check the proper functioning of support services
- To find out the extent to which policy support and cooperation among the stakeholders exist to ensure the successfulness of the support service program ;
- To suggest policy recommendations for the improvement of the education sector that are relevant to the support service;

### **1.4 Significance of the study**

In the face of a growing demand for qualified labor force, the ambitious nature of distance education system to provide service for increased number of learners, its planning and management have become a challenging one. Among others, aspects, like the extensive use of technological media, the production of good quality self-instructional course materials, and the maintenance of student support services have to be adequately attended. That is, to ensure the satisfactory results, there must be realistic planning of distance learning programs to the effective of support service provision.

Hence, along this line, the study is believed to contribute in the following areas:

- It may give the way for quality provision of support services to distance administrators;

- It may investigate the effective operation of distance education program keeping in view the need for the existence of appropriate support service provision;
- It may give clues to policy makers on factors hindering the proper implementation of support service programs;
- It may recommend to the institution to consider adapting a modern management practice that undertakes proper support services to the expected standard.

### **1.5 Delimitation of the study**

The scope of the study was delimited in the issues related to the support service provision practice in the delivery of distance education to the army. Therefore, the researcher took three Military Training centers (Hurso, Awash Arba and Tolley) . These Military Training Centers were selected purposively. The other two Military Training Center (Bilate and Birshileko) were not included .The study tried to include data from the army students, tutors, administrators and coordinators.

### **1.6 Limitation of the study**

The finding would have been generalized to the implementation of distance secondary education for the army, if all overall learning process were included in the study. However, the study was limited to the provision of supportive service and the findings can not be generalized to other factors. Similarly, the problems investigated did not include problems of Belate and Birrsheleko Military Training Centers.

In conducting this study the researcher had encountered constraints such as financial support and lack of transportation to Hurso Military Training Center. However with the help of some friends, the financial problem was covered and concerning transportation the researcher went on foot form Hurso to the Training Center which covers about five kilometers.

## CHAPTER TWO

### Review of the Related Literature

#### 2.1 Definition of Distance Education

Though, the concept of distance education is getting more and more recognition as recent periods in different countries, its historical prospective goes back to 19th century, different people defined and interpreted the phase "Distance education" in different ways. Concerning this , verduin. et. al, (1991), recently have examined how different researchers and educators have defined the term " distance education" . They revealed that the German educator peters (1965), popularized this term in Germany, in the 1960s and 1970s.

African editors, such as Obanya, Shabani and Okebukola, (1996) have also looked at the meaning distance education as, "form of study where students are not in direct physical contact with the teachers" (UNESCO, 1996) Verduin et.al., (1991). In their book " understands Distance Education", have summarized keegan 1980 and 1986 definition of distance education and out lined as follows:

1. The separation of teacher and learners during at least a majority of the instructional process,
2. The influence of an educational organization including the provision of students evaluation,
3. The use of educational media to unite the teacher and learner and carry course content,
4. The provision of two way communication between teacher, tutor or educational agency and learner (Ibid :11)

Mc Aleese (1985), in the International Encyclopedia of Education, volume three page 1432. stated that distance education simply and some what broadly defined is "education which ether does not imply the physical presence of the teacher appointed to dispense it in the place where it is replaced, or in which the teacher is present only on occasion for selected tasks.

## **2.2 History of Distance Education**

Correspondence education, the earliest version of distance education, developed in the mid-nineteenth century in Europe (Great Britain, France, Germany) and the United States (WUW. digital school. net)

As Michool Jeffries (2006) stated that the history of distance education tracked back to the early 1700s in the form of correspondence education, but technology-based distance education might be best linked to the introduction of audiovisual devices in to the school in the early 1900s. Distance education has a very long history and developed by 1920 in the form of new technology like slides and motion pictures.

Ethiopian distance education starts in 1967 when the Ministry of Education collaborated with Addis Ababa University College to establish a correspondence study unit under the Extension Division of the University. The main target of the unit was to develop a senior Secondary Correspondence Course for adults working in various ministries, factories and military organization (MOE, 1985). But, later distance education unit was transferred to the Ministry of Education under the Department of Adult and continuing Education, and then to the Education Media Agency (EMA) (MOE 1985).

The country renewed the delivery of distance education using distance methodologies in the 1990s. During this period, distance education aimed not only at rising student enrollment at the secondary level, but also to cover both primary and tertiary level of

education. The reasons for the need of distance education in Ethiopia, can be addressed to expand access, improve flexibility of education, improve the competence of teachers, improve student learning, reduce educational costs and strengthen capacity in the education and civil service sectors (MOE, 1985).

### **2.3 The Concept of Learner Support Service in Distance Education**

As STRIDE (1995), Experience has shown that through self-instructional materials help a vast majority of learners to work through their chosen courses successfully, there is still a large number of learners who for one or the other reason find it difficult to get the best out of such materials. These learners require additional help to achieve what they want to. The ways and means of providing this additional help are called "supportive service".

Learners need different additional help, but the important thing is what areas they need help, and what are the various possibilities of providing that what institutional mechanisms may be established to provide help to learners. Some of which could be helpful to students are providing counseling library service, stabilizing study center and so on. (STRIDE, 1995).

Learner support is a very important of distance education. However it is a difficult task to determine what the kinds of support students need are. Concerning this Robinson, (1995) says that the support services provided by distance learning centers are still based on presumption, belief and conditions of the provider. He mentioned that models of "good practices" of learner support services developed in western institutions are not always appropriate for other countries and culture. So, distance education providers must bear in mind that while planning a support system, people's customs and traditions must not be violated As Bajaj (1996) explains, there are authors who include learner support service as an integral part of a course, while others place it as a

supplement. Some authors include administration and delivery operations in their definitions of learner support service while others do not. In some cases, support services are provided in partnership with other agencies, adding yet another dimension of variation.

Concerning support services this Bajaj, (1996) said that student (learner) support services mean inputs like technologies and numerous others that contribute to the enhancement of the level of comprehension of the student. Learner support services can be viewed as having various components i.e. the elements that make up the system, their arrangement of parts and the interaction between them and the learners, Bajaj (1996).

According to Bajaj (1996) the elements of support services include:

- Personal contact between learners and support agency people acting in a variety of support roles with a range of titles, individual or group, face-to-face or via other means;
- peer contact;
- The activity of giving feedback to individuals on their learning ;
- Additional materials such as handbooks, advices, notes or guides;
- Study groups and centers, actual or virtual (electronic);
- Access to libraries, laboratories, equipment and communication networks

It should be known that there will be varying configuration of these elements depending on the requirements of course design, infrastructures of the country, distribution of learners, available resources and the value of philosophy of the distance education provider. It is obvious that learners will need support from human beings, people who can help them with their learning and respond to them as individuals. As Bajaj (1996) explains, learners without support are most likely to delay their completion of a program or dropout all together. Distance learners may need help before they even

as well as (to follow their lesson with no ambiguity) as well as during and after earning program. (to help on the problem of students).

Generally, it can be concluded that learner support is needed in order to facilitate students' learning. These supports can be in the forms of facilities, administrative, learning materials, reading materials and references, human interaction and advice and moral support. (Tait,) believes that the adult learners who have a conceptual clarity regarding their learning objectives can propose their own views and suggestions on the ways the distance education providers could help them in facilitating there learning. They themselves are capable of defining, designing and deciding the services they require.

## **2.4 Quality of Learner Support Service**

In providing learning support, the major question that is often asked are do the clients (students) satisfied with the services provided? In other words, are the services treating the standards required in providing quality in distance education (Robinson, 1994).

As mills, (2003) said it is not simple to define quality of the support services and to manage the processes effectively. In distance education, quality well means different times to different people. There are the course designers, students, program managers, tutors and content providers to whom the motion of quality will differ. It is not value free and its meaning is created by the social group using the terms in its cultural context.

Robinson (1994) listed some indicators to provide a starting point from which to measure the quality of an institutions support service of distance education. That is he suggested some benchmarks, which might be used to sportive service.

The indictors have been classified under four headings

- policy development and management
- Staff development
- Service provision
- Processes of distance learning

Robinson (1994) said that, education has no meaning unless there is credibility in quality and its acceptance. Therefore, concerned providers and institutions have to strive hard to achieve higher quality.

To meet the challenges to producing quality distance education several steps have to be taken. Robinson (1994). Distance learner need support whatever support can be provided by the intuitions as well as support from peer and other individuals. It is, therefore, crucial to continue providing the support to distance education learners and in the process improve its service based on the feedback and evaluation by the learner themselves. It is hoped that all the support provided would reduce the drop out rate among learners (Robinson, 1999), it is believed that in assuring quality of distance education, standards has to be set and delivery of the product or service must be organized to meet the standards. This will lead to the criteria of confidence in the learners.

As STRIDE, (1999), providing supportive service has to play an active and positive role in planning, organization and delivery of supportive service in the region concerned. Besides coordination and support vision of support services at the study centers, the regional centre itself constitute and carry out a number of such services.

As STRIDE, (1999) in each region to be effective in providing support service the management should focus on the following points

- Dispatch of relevant course material and assignments from headquarters;
- Assignment schedules: preparation and dispatch;
- Guidelines for assessment of responses to the evaluators;

- submission of assignment- responses by students;
- Handling of the responses by the study centers;
- Dispatch to evaluator (s);
- Receipt of evaluated assignment-responses form evaluator (s);
- Dispatch (feed back ) to students;
- Dispatch to headquarters /regional centers for monitoring;
- Assessment sheets from study centers and
- Monthly evaluation records to regional centers.

## **2.5 Meeting the Learners Need and Satisfaction in Learners Support Service**

It is important to know our students before providing support service. Concerning this Robinson, (1994) said that an important element of ensuring the success of teaching and learning through distance education is by knowing the learners'. Information such as age, sex, work experiences, income, cultures and beliefs, occupation, etc are very much needed in the building and preparation of learners support services. The information will help to determine the support service needed. Normally, learners support services needed are in the form of advice and counseling, acquiring learning and examination skills; support from other learners; feedback regarding assessments and career guidance.

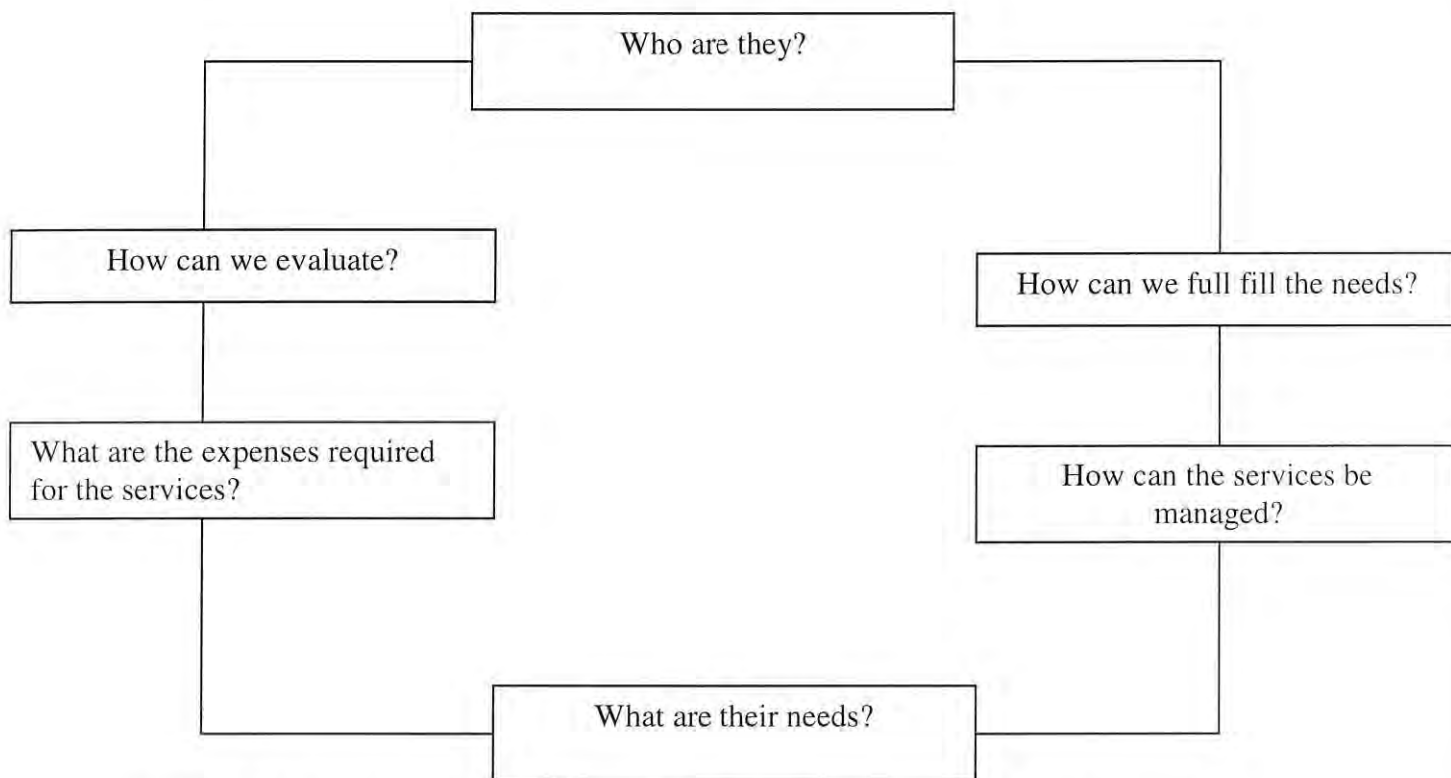
Besides these, it is safe to say that in distance education, it is the meeting of the student's need that is the concerns of the provider. (Robinson, 1994)

In provision of support for distance learner, Tait (1995) developed a model for the planning of learner support services in distance education.

The model illustrates that we need to know who are the learners, what are their needs and how can we full fill their needs.

The model also indicates that the support services needs to be managed, needs expenses and continuous evaluation.

Model for the planning and managing of learner support services,



Source: Tait (1995:238) student support in open and Distance Learning

- Tait (1995) developed a model for the planning of learner support in distance education. The model illustrate that we need to know who are the learners, what are their needs and how can we fulfill their needs. The models also indicate that the support needs to be managed and continuous evaluation.

## **2.6 Provision of Learning Materials For Distance Learners**

Learning materials that is distributed to the distance learner satisfy the need of the learner with less help of teacher (Rowntree, 1994).

God (2001) said that the quality of distance education depends upon the quantity and quality of instructional materials provided to the learner in regular and timely installments. That is, emphasizes on the use of relevant learning materials without which the distance learning process would not be effective. Generally, distance students should get access of the learning materials so as to be effective in learning activities.

According to Holmberg (1981), proper adaptation of material distribution to the requirements of students make it desirable that course units are distributed in relation to the individual study pace of each student one way of doing this according to Holmberg, (1981) is that has proved valuable is to provide the student at the outset with a small number of units of each course he enrolls for and then to send him a new unit with each assignment that is returned with corrections and comments. This enables an individual student to learn as to his own pace, and could be motivated to learn. Strengthening this idea Rowntree, (1994) said that to send study material in advance without paying attention to individual students' can bring about frustration and discourage from starting. So whoever we send study material to the distance student there should be step to avoid frustration that is sending the material turn by turn.

## **2.7 The Role of Tutor in Support Services**

The role of the distant tutor is undoubtedly of great importance. As Holmberg (1981) confirms, primitive notions of the tasks of tutors in distance study are often based on a limited view which concerns the necessity to correct what is wrong on a paper and to assess the student's achievement. Students are communicating with the tutor during the

submission of assignments with their opportunities for expressing interpretations, suggested solution of students by engaging them in thinking, reading and other activities that make sense and direct their attention to what comes later in the course. Feeling of friendly contact is important when the tutor contributes to his students' Learning by explanations, examples, suggestions and references.

Holmberg (1981) also suggests that an evident weakness in normal distance study is the delayed feedback given in tutor comments, whether direct and personal or computerized. It is only by telecommunication immediate feedback in distant two-way communication possible. That is, students accept and profit from comments and correction given within a few days, but if it is not, they are usually dissatisfied. Students appreciate the two-way communication elements and expect full comments on their submitted work with a few days as possible.

When we look at the relation between the tutor and students Stein (1960) mentioned that a warm, friendly attitude by the instructor leads to higher completion rates and a stronger feeling of satisfaction by the learner. The reverse

is also true. That is when the attitude of the instructor is not friendly with the students, they will not be satisfied.

The functions attributed to two-way communication in distance study must evidently decide what the tutor should do and how he should do it. That is, active distance tutors would have good communication with their students, which could facilitate the teaching learning process.

Based on Len Tell (2003), duties of a tutor are as follows:

- Help students gain ground in the subject;

- Provide student with academic support;
- Devising individual and group sessions to help student understand the modules;
- Help students to integrate practical work experience with academic knowledge;
- Create a situation where students can contact with him /her;
- Give appropriate guidance and constructive comments feedback on students assignment work.

## **2.8 Counseling for Distance Learner**

Learners need help and support in many different ways apart from tuition. Giving counseling service is one way of supporting distance learners

As STRIDE, (1999) stated that counseling help learners clarify their needs, feeling or motivations so that they can make an appropriate decision of themselves, such as regards course choice or overcoming obstacles and so on.

Counseling is often the most appropriate response to decision points. Accordingly learners need to get counseling services at pre-entry, course choice, career choice and motivation.

Concerning this STRIDE, (1999), stated that during pre-entry learners need course information, entry requirement and so on whereas during entry learners need, institutional requirement, orientation to study at a distance and so on. In course choice learners need course information, level of difficulty possible, prerequisite courses and so on. In career choice learners need to know about career direction, career wish, experience etc.

Learners should be given clarification of motives for study, organizing and structuring time and so on.

If learners get proper counseling, they would be able to decide what is important and appropriate to them.

Likewise learners need counseling service if they face institutional, personal, study assessment or time problems.

Accordingly a counselor has to have good approach and should be friendly to be successful.

As TRIDE, (1999) stated four personal qualities to work as an effective counselor as follows:

- a) Worth: This is the ability to communicate personal worth and to make learner feel welcome as an individual
- b) Acceptance: This is the ability to accept other people and their feelings for what they are without criticizing them
- c) Genuineness: This is the ability to be naturally yourself, open and friendly
- d) Empathy: The ability to sense the feeling and experience of the other person and appreciate them.

As staff Training and Research Institute of Distance Education, (1999) counseling has three activities that include

- a. Informing -giving appropriate and correct information to learners. eg. I am sorry, the school regulations don't allow you to submit that assignment late
- b. Advising - Suggestion appropriate courses of action to learners, among several options recommending one for a particular learner. eg. We have two science

courses you could take but as you want to be a doctor, I suggest the biology course.

- c. Counseling- helping learners clarify their needs or motivations so that they can make an appropriate decision. eg. Please tell me your interest or what you want to do with your life.

We have seen the three activities that constitute, let us see the different stages of counseling. As the staff Training and Research Institute of Distance Education (1999), the stages are pre-entry stage, in which course information preparatory advice, clarification, time allocations, intuitional information, entry requirements etc. are given to students. The 2<sup>nd</sup> would be while study counseling, in which orientation to study at a distance, preparing assignments and so on are giving to students. The 3<sup>rd</sup> stage is concerning course choice in which recognition of courses, levels of difficulty, relationship of other courses; possible career directions and so on would be evolved. The 4<sup>th</sup> stage is concerning about career choice, in which it includes overall career directions, specific career wishes, qualifications, experience, possibilities of employment and so on would be involved. The 5<sup>th</sup> stage is concerning about withdrawal, in which, it involves clarifying reasons for, helping deal with their sense of frustration, encouraging return to study and so on. The other stage is concerning motivation in which involves with the clarification of motives for study, relating motives to appropriate courses, organizing and structuring time and so on.

## **2.9 Library Services for Distance Learner**

Distance education has revolutionized and democratized the delivery and accessibility of education, and has also changed how critical support services such as library and information services are provided (Holmberg, 1981). That means, library service could provide not only what the student learns, but also information which is very important to students.

In support service provision self-instructional materials help the majority of learners to follow their lesson successfully there is still large number of students who could find it difficult to depend only in the modular texts. These students need to get additional materials form libraries (STRTIDE. 1999)

Libraries which provide reading, lending, references and information facilities to students who are studying independently and to staff members is important to facilitate distance-learning process. Aruna Goel and S.L.Goel, (2001), said, library and other information technology have a central place in the process of distance education. Both of these writers recommended that there is a need to set up library in the distance institute with proper borrowing facilities for students.

The study centers of many open universities in India are equipped with library facilities, audio video players, reading rooms and information centers (Manjulika and Raddy, 1996).

Mizoue, (2003), recommended that the Open University libraries should make links with public libraries to increase library service access to distance students and to facilitate the teaching process.

As Mizoue, (2003), There is an excellent section on planning distance library services that discusses cost considerations and effective public relations to educate students and administrators about the benefits of library offers to distance education students. Because of this the administrator should be aware of the benefits of library in providing information and reading materials services to distance students.

Common Wealth of Learning (2009) writes that distance learning used to provide most traditional library service such as consultation, reference and bibliographic searches,

and course reading material. Generally, providing secondary level distance learning service is challenging to satisfy the need of the learner.

As it is mentioned above it is challenging to meet the need of the learner, so the library should give priority to the need of the learner.

There are some basic library and information services distance learners need (common wealth of learning 2009).

- Access to information resources, such as texts, supplementary reading and reference services;
- Learning how to find the information they need from the information that is available;
- Developing ways to apply the information-based decisions.

In the above points distance students should also be able to lend materials recommended in courses.

Libraries should provide the necessary information services to students, but the problem is seen in developing countries. Concerning this the libraries in developing countries have been under-resourced, under-staffed and remote from the distance learner, these libraries were unable to provide the range services and material needed and did not have enough services that were convenient for the distance learner (CWL 2009). This is a big challenge for developing countries and for those institutions that provide distance learning services. However, there are some remedial recommendations to overcome these challenges as mentioned by common wealth of learning (2009), for instance, the followings are some of the methods that help to overcome some of these challenges.

- Rotating book boxes and other temporary "libraries" between pre-determined locations, such as community centers;

- Collaborative and reciprocal borrowing arrangements between local and regional institutions and public libraries, such as partnerships with other libraries;
- Developing pre-packaged primary, secondary and tertiary library resources for circulation;
- Establishing " distance library corners" in other libraries;
- Establishing sub-regional groupings of libraries to support distance learning;
- Establish information delivery partnership with a broad range of institutions;
- Using mobile libraries, including buses, book-boots and donkey libraries;
- Using commercial delivery services, such as courier services.

These points are some of the remedial for distance institutions to provide library services for distance students who are far from the institutions.

## **2.10 Study Centers**

A study center is part of an overall system of support for distance learners. As STRIDE (1994), a study center is a place which is regularly open for the attendance of learners. Learners may come for seminars private study or individual meetings with a tutor or counselor and meet with other students.

Study centers have different purposes to the learners they may have tutor, counseling, for individual study and give chance for students interaction.

Study centers are usually borrowed rooms from conventional educational institutions, and staff are usually part-time workers and the program is usually outside working hours in the evenings or at weekends (STRIDE, 1994). Since the majority of distance learners are working adults, so students are free to attend during evenings or at the weekends.

This implies that those study centers are places of interaction in addition to material provision. It is therefore, recommended to have strong study center with equipment and facilities. As STRIDE (1994), some of equipments required in study centers are:

- Books (course texts, reference books ...);
- Laboratory equipment and supplies for science subjects;
- Audio-visual or computing equipment (video, television, radio);
- Information leaflets;
- Basic office equipment (typewriter, duplicator, photocopies);
- Classroom equipment (overhead projector, blackboard etc.);
- Stationary and office supplies;
- Cupboard and filing cabinets and so on

It may not be possible to equip with all items stated above, because it would be expensive to acquire so much equipment for only a few learners who may use each center. So, we choose what is more important. As it is stated (STRIDE, 1994), the choice will depend on the functions you consider for a particular center. The absolute minimum is the furnishing of a meeting room, table and chairs, including course materials like texts and books.

In study centers, the support should focus on students who need more assistance. For instance,

*In any group of learners, whatever their age and their level of study, there will be some who are more in need of support and assistance than others. A good working principle is the learners early in their career are likely to need more face-to-face support than those who are more experience in order to build up the skills they need for studying at a distance (STRIDE, 1994).*

This is to say that students with less experience need more support than those who are more experienced. Students who are in primary level should be given more access to face-to-face seminars than higher-Level learners. Because the students with less experience couldn't be able to study alone besides, study center are important for all distance learners self confidence because students can gain study skills they need in order to achieve self-reliance and the ability to study independently in the study centers become an important source of reinforcement and encouragement. It is however, always necessary to remember that the supplementary assistance is only available to those who can attend. Those who are regularly unable to attend will need some alternative arrangement for support (STRDIF, 1994).

That is, students who are able to participate in study centers could benefit more than those who are not able to participate. So, it is important to design other alternatives such as make up class for those who are not able to participate in the program.

## **2.11 Administration of Distance Education for Support Services.**

Distance education institutions have great role in supporting distance learners and it has some requirement than the responsible administration. As Holmberg, (1981). The service that most under all circumstances be organized are:

- *The development and technical production of distance study courses;*
- *The distribution of course materials;*
- *The non-contiguous two-way communication between students and tutors /counselors;*
- *Record keeping;*

*In some cases services will also be required for*

- *Course certificates;*
- *Examinations and degrees;*
- *Supplementary face-to face contacts between students and tutors /counselors.*

Institutions should be able to co-ordinate the provision of the requirements to give effective support to the distance learners. There should be two way communications between distance organization and learners.

Concerning the two-way communication, between learners and distance organization, Holmberg (1981) stated that there are different aspects of two-way communication between the students and the supporting organization that influence the administrative procedures. Thus pre-registration counseling and routing correspondence with potential students requesting factual information requires effective organization.

In supporting the distance learner Holmberg (1981) said some points that the institute has to do in supporting the distance learner:

- *Correct, competent and courteous treatment of all learners, correct delivery of instructional material, information circulars, etc and proper reception of students calling in person or on the telephone;*
- *Short turn-around time for assignments submitted in writing, on audio-tape and other media and for letters applying for information and advice, containing questions, requests, complaints or suggestions, etc;*
- *Practical provision of the educational use of the telephone, the computer and other aids included in the working methods;*
- *Accurate, easily available registration of data;*
- *Checking on students' progress and procedures for reminders to these who fall behind or seem to be in danger of dropping out;*
- *Facilities (when needed) for supplementary teaching (telephone tuition, oral refresher courses, laboratory instruction, etc);*
- *General efficiency in all the above activities at reasonable cost;*

## 2.12 Assignments

In giving assignments we should first be able to know where the students are. Concerning this idea Holmberg, (1981) states that the most important single factor influencing learning is what the learner already knows. This means that the teacher should know the student's and where the difficulties are with accompanying special instruction sheet when a students show in a diagnostic test that there is something that he/she not grasped or something he/she needs more. After understanding the standard of distance students, the assignment should be set accordingly and given to the students.

In preparing assignments, Holmberg, (1981) states that all essential parts of a lesson or a series of lessons are covered. Questions, problems and essay subjects must not be chosen more or less at random, but should be carefully selected to cover essential course objectives. It is important to know that students should not be given burden work to be done on their assignment. The course editors should not waste either the students or the tutor's time by setting tasks which necessitate an unnecessary amount of work in proportion to the instructional value. For instance, long essays on matter of pure fact are to be avoided. Besides these, we should be careful when setting the assignment questions. Concerning this, Holmberg (1981) mentioned some points on how to set testes, he said that it is good to use objective tests, which only require the student to mark his reply in the right place. The Advantages are that they can be judged objectively and besides this objective tests can cover a great many items and save students' time whereas essay-test marking must be influenced by the tutor's subjective judgment.

As he mentioned, the main types of objective tests which have been used with success in distance study courses are:

- a. Multiple choice tests
- b. Re-arrangement tests, and
- c. Completion tests

Concerning these type of equations Holmberg (1981) said that these kinds of tests are sometimes useful for checking factual knowledge, application, understanding and even analysis. They also serve to give solution with comments to students. The limitation of objective tests is that they do not give chance to student independently to express his/her insight into logical connections normally it is required that student should be able to express him/her self verbally, and this is where objective tests are not appropriate. For that reason they can play only a limited part in education. However, they are entirely appropriate in all the cases when an analysis of the desired result of a training program show that recognition is essential.

### **2.13 Continuous Assessment**

Staff Training and Research Institute of Distance (STRIDE 1999) reported that continuous assessment provides the basis for an approach which is specifically designed to close the gap between what is taught and what is learned. That is to say what the students achieve or not from the course provided.

After knowing the gap, it is important to hold continuous assessment, concerning this, (STRIDE 1994) mentioned that one advantage of continuous assessment, which may not at first be self-evident, is that it tends to highlight the need to treat different types of students differently according to their particular needs. This means that different students have different abilities so it is advisable to provide different types of support in order to ensure that they have a chance of achieving the expected knowledge and skills.

Concerning the type of assessment, Hamburg (1981) wrote that the assessment of students' progress is needed to give students feedback so that they know how they succeed, and to give when diplomas or graded certificates are required. Concerning this, he wrote two types of evaluation, they are formative and summative evaluations. As to him, formative evaluation does not aim at passing judgment, but is to be seen as a component of the development work, to see the progress of students, modify or change the course presentation. But, summative evaluation is not what distance educators are usually primarily interested in; however, they usually want to investigate courses with a view to improving them. That is for grading students.

Besides the type of assessment, the ability of students differ from each other, supporting this idea (STRIDE 1999), mentioned that students with varying abilities usually need quite different amounts of time to acquire the same knowledge and skills, and it is therefore not surprising to note that students responding to any given test (at a fixed point in time) tend to demonstrate wide variations in knowledge, understanding and skills acquired, so different types and continuous assessment should be given to students. This means that students will tend to progress at different rates and in a given period of time such as an academic year, different students will tend to master varying aspects of a given course to differing extents.

(STRIDE 1999), reported that in recording student progress on a course, the primary concern is not with the score achieved on any given test, but with whether or not the student has ultimately achieved the desired level of performance. This is to say that the very important thing is to look whether or not students have achieved the desired performance levels.

Ezeani, (1982) said that the scores that are obtained on the on-going tests are not used for summative evaluation but rather are employed as instructional milestones or decision points and call for feedback activities. But summative evaluation refers to what are typically called a final examination in which the learner is evaluated for the degree

to which the goals and objectives of the entire course have been mastered. Here no feedback is provided other than a total score or percentage.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1 Methodology**

This study focuses on investigating the support services provided distance learners in to the army. So, descriptive survey method has been employed on the assumption that it is helpful to collect data related to the problem under study.

As Creswell,( 2003), A descriptive survey, by contrast, typically seeks to ascertain respondents' perspective or experiences on a specified subject and to get defiled analysis of a single (or limited number of people or events in case studies. Strengthening this assumption, Seyom and Ayalew (1989) noted that the descriptive survey method of study is by far appropriate to gather several kinds of data in such a broad size.

#### **3.2 Sources of Data**

Primary as well as secondary sources of data were used in this study. The primary sources are the Academic Education Department Head, the Distance Education Main division Head, the Education program and Supervision Main Division Head, the Documentation Main Division Head and the Military Training Desk Representative, Where all of these are found at the Training Main Department. Besides, the Education Division Heads, at each of the three samples in Military Training Centers are primary sources of the study. Moreover, the distance education tutors and students themselves

are primary sources. The selection of these primary sources of data is intentionally based on the expectation that they may have better information and experience regarding the extent of problems on the issue under study.

Furthermore, secondary sources such as document of each of the three Military Training Centers, the Academic Education Department Head office, the Distance Education Main Division Head office, and the Educational Programs and Supervision Head office documents were consulted in order to substantiate the data obtained through both interview and questionnaire.

### **3.3 Sample Size and Sampling Technique**

There are 5 distance education Units of Military Training Centers in the different regions of the country. Including all these Military Training Centers in the study is unmanageable, because of money and access to transport and time constrains so, three (67%) of them were selected as samples for the study by using purposive sampling for it is prominent in selecting samples.

So the researcher selected three Military Training Centers (Tollay, Hurso and Awash-Arba) for they are the first to start distance education and they have adequate number of student. The respondents in the study include, Academic Education Department Head, Distance Education Main Division Head, Educational Programs and Supervision Main Division Head, Documentation Main Division Head, Education Division at each of the Military Training Centers.

All of these respondents are to be included purposefully for they are expected to have better exposure on the issues related to the study.

There are 45 tutors who are working on the distance education program at the Training Main Department. Among which, 5 of them were included in the sample using simple random sampling method. This sampling technique is used to give equal opportunity for all tutors to be included in the sample. Besides, from a total of students attending their distance education from grad 7-10, significant percentage (10%) of the students, that is, 17 students from each Military Training Centers (Awash-Arba, Hurso and Tollay) have been included in the sample. The sample selected using random sampling technique, which is by far important the right proportion across different groups of respondents.

**Table 1 Name of Military Training Centers and the number of students attending their Distance Education Program (2000 E.C)**

No	Distance Education Center	Grades and No of Student				Total
		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	
1	Hurso	21	14	53	04	92
2	Awash-Arba	62	84	134	71	351
3	Tollay	08	18	23	19	68
	Total	91	116	210	94	511

Source: MOND, Training Main Department, Distance Education Main division (2000 E.C report)

The above table shows the number of students (7-10) in each Military Training Centers. There total number is 511.

**Table 2: Sample size of students, tutors and administrators**

No	Training Centers and office	No of students	No of tutors	No of administrators
1	Hurso	17	-	1
2	Awash-Arba	17	-	1
3	Tollay	17	-	1
4	MOND	-	5	5
Total		51	5	8

Source: MOND , Training Main Department , Distance Education Main Division (2000 E.C. report).

As it is indicated in the table 17 students were taken from each Military Training Centers. Five tutors and five administrators were taken from the MOND.

### **3.4.1 Data Collection Instruments**

Basically quantitative and qualitative data collection instrument were employed. Questionnaire was employed to collect quantitative data, whereas interviews, focus group discussion and document analysis were used to acquire relevant qualitative data.

### **3.4.2 Questionnaire**

The questionnaire was asked to get students' idea concerning the provision of support services and efforts of the concerned bodies in the distance education implementation process. Amharic was used in both close-ended questions (in which respondents were offered a set of alternatives and asked to choose the one that closely represent their views) and open-ended questions (which invited the respondents to provide their thoughts freely and to explain their feelings further) were employed.

The questionnaires were distributed to the respondents found in the three Military Training Centers during tutorial session. Out of 51 questionnaire papers, 49 of them were filled and collected back to be analyzed.

As Creswele, (2003), questionnaire is used when detailed numerical description of a representative sample of defined population is sought.

### 3.4.3 Interview

Interview was employed to generate relevant information from the academic Education Department Head, the Distance Education Main Division Head, The Education program and Supervision Main division Head, the Document Main Division the coordinator of the three Military Training Centers.

Structured interview guide was employed. It was used to complement and obtain relevant information. It was also found to be essential to triangulate the information already obtained through questionnaire.

As (Creswell 2003) states, when flexibility approach is needed to allow for discovery of the unexpected and in-depth investigation of particular topics.

ion program, at the Education included in the focus group pling method, to give equal

my, Distance students' Guide d. The analysis focused to see ers of the army.

iven alternatives were tallied questionnaire were analyzed responses to the open-ended l and supplemented to the

p discussion and document ew responses were translated arrating and supplemented to

### **3.7 Pilot test**

The questionnaires were pre-tested to check whether or not they can generate the expected information consistency. In this case, the questionnaires were distributed to 10 students in Air-force. The data obtained from students were analyzed to determine the reliability of the questionnaires. Based on the responses obtained from the pilot-test and the comments and suggestion given by the advisor, the questionnaires which would be distributed for the study were modified and improved.

### **3.8 Organization of the Study**

This study has been organized into five main chapters. It begins with chapter 1, by introducing the background of the study, statement of the problem significant of the study, delimitation and limitation of the study to analyze and interpret the results. Chapter 2 will present the review of related literature concerning issues that directly or indirectly related to the problem under study.

Chapter 3 discusses briefly the methodology, which will include overall research design, instruments and method of data analysis. Chapter 4 states the presentation and analysis of data gathered in the investigation. Major aspects of the supportive services issues will be discussed and interpreted here.

Finally, chapter 5 presents the summary of the major findings and conclusions will be drawn on the basis of the presentation of data, analysis summaries of the finding. Hence, on the basis of the conclusions drawn, feasible recommendations that are likely to influence policy options and effective supportive services have been forwarded.

## CHAPTER FOUR

### Presentation Analyses and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of data gathered from the different sources followed by discussion of the findings. The presentation begins with the description of the background information of the respondents. The qualitative data were presented in tables using percentages. The results in tables are described in words and are supplemented by qualitative results.

**Table - 3 Background Information of the espondents(Administrators, Tutors and Coordinators)**

Response	No	Sex		Education level			Work experience			
		M	F	10 <sup>th</sup> complete	B.A.	M.A.	5 years	6 years	7 years	8 years and above
Administrators	5	5	-	-	4	1	-	-	-	5
Tutors	5	5	-	-	5	-	-	2	1	2
Coordinators	3	3	-	5	-	-	-	-	-	5

Under the background information section, the major study subjects (ie, student respondents, interviewed distance education heads, focus group discussion members, and training coordinators) were briefly described.

#### **4.1. Back Ground Information of the Respondents**

##### **Tutors in the MOND**

All the tutors found in the MOND are males. They have the first degree in different subjects. Two of them are from science department, two of them are from social science

department and one of them is from language department. The selected members are permanent employees in the MOND and they all conduct tutorial sessions in different places of distance education centers. They have from five to ten years services. This shows that all the tutors are qualified to give the tutorial sessions for the distance learner Secondly they have the capacity to provide important information about the provision of support services in the study centers.

### **Education Division Heads of Military Training Centers.**

They are all militaries based on their educational levels. As it is revealed through the interview they coordinate the tutor, exam center and distribute modular texts to distance students. These heads took teacher training courses by the MOND, but they didn't take courses on distance education. If these coordinators took courses in distance education they would have possibility to lead in a better way.

### **Distance Education Heads in the MOND**

The Academic Education Head has M.A and the rest heads have B.A in different fields. These heads did not take special courses in distance education, but they participate in a seminar on adult education, which was held in MOND, by experts from Addis Ababa University. They all have an experience of being the head of distance education program since 1995 E.C. These heads are well qualified and have good work experience to lead distance education in the army.

## Student Respondents

In this study the distance students are the army members who are found in Hurso, Awash-Arba, and Tolley Military Training Centers. The questionnaire was administered to 51 students and 49 of them were collected back, and the analysis was made using these respondents.

Table-4 Age, Sex and Service year of the student Respondents

Response	Sex			Age					Service year					
	Male	Female	Total	18-25	26-35	36-45	45-56	Total	1-5	6-10	11-15	16-20	above 20	Total
No	49	-	49	10	24	14	1	49	5	24	7	9	4	49
%	100	-	96.4	20.4	48.9	28.5	2	100	10.2	48.9	14.2	18.3	8.1	100

As it can be seen in table 4, the highest proportion (48.9%) of the respondents were aged from 26 to 35; 28.5 % of them were aged from 36 to 45; and the smallest population (2%) of them were aged above 45 years old. This indicates that all the respondents are matured leading to conclude adults that they can give relevant answers for what they are asked.

Concerning the sex of the adults, all of them are males .

AS indicated in Table 4, the highest population 29 (48.9%) that had 6 to 10 years service in the Ministry of National Defence; 18.3% of them had 16 to 20 years services; and the smallest population 4 (8.1%) of them had above 20 years service. This shows that the respondent had served for a number of years in the Ministry of Defence that enables to infer that respondents can give relevant responses for what they are asked.

## 4.2 Students' Responses about Modular Texts

Distance students in the army are expected to have access to learning materials like print, modular texts, thus in this regard, the respondents were provided with questions in which it is tabulated in table 5 below.

**Table-5 Students Response modular texts**

No	Items	Responses											
		Yes		No		Option for those who said yes						Total	
						High		Medium		Low			
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Do you get all modular texts of the courses on the time?	14	28.05	34	70.5	-	-	-	-	1	2	49	100
2.	Do you get all modular texts according to your number?	42	85.7	7	14.2	40	81.6	2	4.1	4	8.3	49	100
3.	Do you have access to reference books?	7	14.2	42	85.7	-	-	1	2	6	17.2	49	100
4.	Do you get electronic instructional media (like radio ,T,V, audio video cassettes etc)	-	-	49	100	-	-	-	-	-	-	49	100
5.	Do you have any problem in modular distribution?	45	91.8	4	8.1	3	6.1	2	4	18	36.7	49	100
6.	Do you have a good quality of modular texts?	45	91.8	4	8.1	40	81.6	1	2	-	-	49	100
7.	Do the modular texts have arranged in proper chapters?	47	95.9	2	4	35	71.4	10	20.4	1	2	49	100
8.	Is the flow of language in the modular texts clear to you	47	95.9	2	4	30	61.2	19	38.7	-	-	49	100
9.	Is the language of the modular texts clear to you?	48	97.9	1	2	9	18.3	10	20.4	2	4	49	100
10.	Could you be able to finish the modular texts on the given time?	25	51.0	24	48.9	1	2	7	14.2	17	34.6	49	100
11.	Is the prepared modular text convenient to you?	39	79.5	10	20.4	11	22.4	2	4	7	14.2	49	100

As indicated in table 5 the majority 34 (70.8%) of the respondents replied that they do not get the modular texts of the courses at the required time, but 14 (28.0%) of them did not agree, saying that there were no problem in dispatching the modular texts. As most of the students in the open ended questions mentioned that the modular texts mostly arrive two months after they are enrolled. As it is stated most of the students do not get the modular texts at the required time which could support the learning process properly.

Concerning providing the modular texts according to their number, 42 (85.7%) of the respondents said that they could get the modular texts according to their member, but 7(14.2%) of them said that they couldn't get each of them.

Concerning this problem of modular text distribution, the Head of Distance Education believes that in distribution the modular texts there are a delay. He reasons out that the delay is due to the budget which is not released on time. As he said, not only the budget but also lack of sufficient transport is another crucial problem for distributing the modular texts on time. So, students could not be able to get sufficient time to study their lesson.

As Holmberg (1981), for the distribution of course materials, particularly for the non-contiguous two way communication a very special organization without parallel in traditional institutions is necessary, besides this the course materials should be distribute according to the students pace. As it is mentioned above the Distribution of the course materials is very important and should be sent to students turn by turn with the assignment according to the students pace.

The Head of Distance Education, in the interview said that they don't send reference books to support students' lessons. The Training Center Coordinators, Supporting this idea said that no other supplementary print materials are sent to students.

Distance education should be supported by reference materials to support the printed instructional modules. Students report whether or not they get electronic instructional media, all of them 49 (100%) said that they are not provided their lesson in supporting with electronic instructional media. Supporting this idea the administrators in MOND said that they are not supporting the lesson by using electronic instructively media (like radio, T.V, audio etc). This is because of budget constraints.

Concerning the quality of modular texts, 47 (97.9%) of the respondents said that the quality of the modular texts are good for the teaching learning process, and only, 2(4% )of the respondents said that the modular text do not have good quality. Supporting this idea the Distance Education Heed said that modular texts are prepared with the experts from the Ministry of Education and they have good standard to the distance learners. One can conclude that the modular texts are prepared so as to meet the needs of the learners.

Concerning the clarity and the flow of the language of the modular texts 47 (95.9%) of the respondents said that the modular texts are clear and the flow of the language is convenient to the teaching learning process, and 2(4%) of them said that it is not convenient to the teaching learning process.

Likewise the teachers and the administrators in the MOND supporting this idea said that though the modular texts are not revised since 1995 E.C, the language of the modular texts are good and clear to distance students so we can say the modular texts are prepared to fit the need of distance students.

For the question if students could be able to finish the modular texts on a given time, most respondents 25 (51.0%) of them, said that they could finish the modular texts on a given time. But in the contrary 24 (48.9%) of them said that they couldn't finish the modular texts on a given time.

Supporting this idea the administrators and the tutors in the MOND said that distance students in the Military Training Centers have hard training program to finish the modular texts on the given time, so they don't have enough time to finish the modular texts, even though the students have responsibility to finish the modular texts on the given time.

As a researcher analyzed the distance students found in the Military Training Centers should have been given some extra time to cover the modular texts because of the hard training they face. Tutors in the focus group discussion said that students found in the Training Centers have hard practical work and would be tired to finish their lesson in the given time, so they should be given some extra time than the other army students.

### **4.3 Students' Responses about Tutors in the Provision of Support Services.**

Concerning the tutorial sessions, as it is mentioned in chapter 2 students are communicating with the tutor during the submission of assignments with their opportunities for expressing interpretation, suggested solution of students by engaging them in thinking, reading and other activities. This is to solve student's difficulties and to make them confident and motivated in their lesson.

Regarding tutors the students' responses are tabulated in table 6

**Table- 6 students' Responses about tutors in a the Provision of Support Services**

No	Items	Responses											
		Yes		No		option for those who said yes						Total	
						high		Medium		Low			
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Do you have tutorial session	42	89.3	7	14.2	1	2.1	-	-	1	2.1	49	100
2	Do you know when tutorial session is given?	8	16.6	40	83.3	-	-	-	-	-	-	48	100
3	Are you able to know the tutorial session program before the session starts?	7	14.5	41	85.4	-	-	-	-	-	-	48	100
4	Do you believe the duration of tutorial session is enough?	4	8.3	45	91.8	-	-	1	2	2	4.1	49	100
5	Do you find your teachers (tutors) effective and enthusiastic?	8	16.3	41	83.6	1	2	4	8.1	-	-	49	100
6	Do the tutorial programs help you to prepare yourself for exam?	35	72.9	13	23.9	-	-	2	4.1	-	-	48	100
7	Do your level of confidence increases after the tutorial class?	36	73.4	13	26.5	1	2	3	6.1	-	-	49	100
8	Do you think that the tutorial program could cover the expected contents?	6	12.2	43	87.7	-	-	1	2	2	4	49	100
9	Are there some subjects who are not included in tutored classes?	20	40.8	29	59.1	-	-	-	-	1	2	49	100
10	Do you have contact hours with your tutors any time?	11	22.4	38	77.5	-	-	-	-	-	-	49	100
11	Do you get tutorial sessions every week?	2	4	47	95.9	-	-	1	2	1	2	49	100
12	Have you ever sat for the exam without taking tutorial sessions?	20	40.8	29	59.1	-	-	1	2	-	-	49	100
13	Do you have a convenient place (class) for the tutorial sessions?	9	18.3	40	81.6	-	-	1	2	2	4	49	100
14	Are there contents which you couldn't understand during tutorial classes?	19	39.5	30	61.2	-	-	2	4.1	1	2	49	100
15	Is the time to tutorial session appropriate to you?	8	16.6	41	83.6	-	-	1	2	2	4.1	49	100
16	Do you have a chance to discuss with your friends during the tutorial sessions?	5	10.2	44	89.7	-	-	1	2	1	2	49	100

As indicated in table 6 most of the respondents 42 (89.3%) said that they have tutorial sessions. But 7 (14.2%) of them said that they do not get tutorial sessions.

Concerning the provision of tutorial session to distance student's administrators and tutors in the MOND said that the students get tutorial sessions once in a semester. Besides, this, they said that due to budget constraints the tutors are forced to hold the program only one time (for 15 day) in a semester. As we see the experience in India they usually give tutorial sessions every weekend for distance students (STRIDE, 1994). So, we can conclude that students do not get sufficient amount of time for tutorial sessions.

Concerning the program of the tutorial sessions, most of the respondents 40 (83.3%) said that they are not able to know the program. But 8 (16.6%) said that they know the program before it is conducted.

The interview conducted with the administrators and focus group discussion with tutors, shows that there is no fixed time to give tutorials to distance students in the Military Training Centers. They said that the program is held according to the program of the military training .Because of this it is not possible to know the program. So they do not have schedule for tutorial sessions.

On the same table, the distance students were asked about the duration of the tutorial sessions, most of them 45 (91.8%) said that the duration of tutorial session, is not enough to cover the important points, and only 4(8.3%) said that the duration is enough to cover the contents.

During the interview conducted with the administrator and group discussion with the tutors, they said that it depends on the free time and the budget they have. For example, this year (2001) they gave 16 days to Tolley and 10 days to Hurso students.

This shows that the army students at different places treated differently. General students are not getting enough time for tutorial sessions.

Concerning the effectiveness of the tutors, most of the respondents 41 (83.6%) said that tutors are not effective and 8(16.3%) said that they are effective. The interview result conducted with the administrators and with tutors confirmed that tutors have not given any training on how to manage tutoring. As it is found from the interview with the administrators of the training centers, tutor are rushing to cover the text rather than looking at the problem of students. Tutor, need to cover the texts because of the shortage of time they have. This trend could not lead the distance students to be initiated to self learning; it is more traditional and makes students to be dependent on one teacher. So we can conclude that the coordinators in the Military Training Centers could not be able to manage properly.

To the question if the tutor programs help the students to prepare for the exam, most respondents 35 (72.9%) said that the tutorial programs help them to prepare for the exam where as 13 (23.9%) of them said that the tutorial program do not help them to prepare for the exam. On the same issue, the interview conducted with the administrator and the tutors, identified that the tutorial programs have an overall positive impact on the students learning process even though there are some students who are not regularly attend the tutorial program. So it is because of regular attendance that some a students response negatively.

Regarding questions of in table six, more respondents, 36 (73.4%) get self confidence after tutorial classes, where as 13 (26.5%) felt no confidence after tutorial classes where as from those who said yes, 3(6.1%) said they are medium. That is they may get some confidence after tutorial classes.

The interview conducted with the administrators and the tutors also prove that the tutorial sessions are given for a short time and have inconsistent schedule because of

the tight schedule of the military training. According to the responses obtained, lack of confidence among majority of the students may be due to shortage of time they have for the tutorial sessions.

Concerning the coverage of the contents during the tutorial program, most of the respondents 43 (87.7%) said that the expected contents could not be finished within the given time, in the contrary 6 (12.2%) of them said that the expected contents can be finished. Those students who said the course could be covered may be brave students who could follow and attend tutorials catching up with the tutors who rush to cover the contents. So we can conclude that proper time is not given for to cover the important points.

Concerning the subjects which are included in the tutorial sessions, 29(59.1%) of the respondents said that all subjects are included in the tutorial sessions, while 20 (40.8%) of the respondents said that all subjects are not included in the tutorial sessions. This may be due to the shortage of time they have for the tutorial classes. This implies that most students have been absent during tutorial sessions. So we can conclude that tutor sessions consider all the subjects they have.

To the question if students have a contact hours with tutors 38 (77.5%) of the respondents said that they don't have contact hours with their tutors. Besides this, 47 (95.9%) of the respondents said that they don't get their tutors in a weekends. In the open ended questions, they said that they have tutorial sessions only once within one semester and twice within a year. Supporting this idea the interview conducted with the administrators and with tutors, confirmed that tutorial sessions are held once within a semester. There are students who sat for the exam without taking tutorial sessions. The administrators also said that due to lack of budget they some times do not arrange a program for tutorial sessions. So we can say that enough amount of time is not given to tutorial sessions.

Concerning whether they have a convenient place for the tutorial sessions, 40 (81.6%) of them said that they don't have a convenient class for tutorial sessions while 9 (39.5%) of the respondents said that they have a convenient class for tutorial sessions. Supporting this idea the administrators and tutor said that we some times use halls if there is no meetings; otherwise, we use small rooms which are not convenient for students. So we can conclude that the necessary attention is not given to distance education.

For the question whether or not the time for the tutorial session is appropriate most respondents 41 (83.6%) said the time is not appropriate for tutorial sessions. The administrators also confirmed that the class is conducted after tough military training, so students would be tired to follow their lessons. So we can conclude that to students do not have convenient time for tutorial session and could not be able to follow their lesson properly.

For the question whether or not students have time to discuss with their friends most of the students 44 (89.7%) of the respondents said that they don't have time to discuss with their friends and some of the students 5 (10.2%) said they have time to discuss with their friends. The interview conducted with the administrators also approve that students do not have enough time to discuss with each other. Generally students who discuss with their friends benefits more than those who work alone (STRIDE 1994). So we can say that students could not be able to help each other.

#### **4.4 Students' Responses about Assessment**

Education and society at large find it increasingly important to evaluate the various contributions made to education. This is because of the general desire to safe guard the highest possible educational quality and also to make sure that money is invested in the way that yields the highest possible educational outputs (Holmberg, 1981). Evaluating students is very important to look at the standard of students and to know how they are following their lessons.

**Table-7 Students Responses about Assessment.**

No	Items	Responses											
		Yes		No		option for those who said yes						Total	
						High		Medium		Low			
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Are the exams clear and understandable to you?	47	95.9	2	4.2	1	2.1	6	12.7	1	2.1	49	100
2	Do you get information in advance about the exam date?	42	95.9	7	14.5	-	-	1	2	1	2	49	100
3	Do you have information when to submit your assignment?	17	35.4	32	65.3	-	-	4	8.3	2	4.1	49	100
4	Do the assessment methods (exam and assignment) could measure the students' achievements?	45	91.8	4	8.1	2	4	9	18.3	4	8.1	49	100
5	Do you get feed back from the teachers after submitting your assignment?	5	10.2	44	89.7	-	-	2	4	2	4	49	100
6	Are the methods of assessment useful and relevant?	40	81.6	9	18.3	3	6.3	3	6.3	5	10.6	49	100
7	Do the exams involve all types of items (true or false matching, choosing, fill in the blank and essay) type?	49	100	-	-	2	4	2	4	1	2	49	100
8	Do you get the relevant and useful assignment feed back from your teachers?	4	8.1	45	91.8	-	-	2	4	1	2	49	100
9	Do the exam questions properly evaluate the students' learning outcomes?	40	81.6	9	18.3	-	-	6	12.2	2	4	49	100
10	Do each part of exams have their own instructions?	49	100	-	-	1	2	4	8.3	2	4.1	49	100
11	Are the words in the exam clear with no typographic error?	31	63.2	18	36.7	1	2	5	10.4	3	6.2	49	100
12	Do you submit your assignments on time?	22	44.8	27	55.1	-	-	2	4	2	4	49	100
13	Do you receive your assignment feedback?	1	2	48	97.5	-	-	1	2	5	10.2	49	100
14	Do you think that the exams could evaluate the students' performance?	33	67.3	16	32.6	1	1	2	11	12.4	8.1	49	100

As indicated in table 7 most of the respondents 47 (95,9%) said that the exams are clear and understandable but 2 (4.2%) said that the exams are not clear and understandable. Regarding this point the interview conducted with the administrator and the tutors, indicated that exams are very clear and rechecked before given to students.

Concerning whether or not students have information when to submit their assignments, most of them 32 (65.3%) said that they don't know the exact time to submit assignments . From those who said yes, 4 (8.4%) said that they some times have information. This different idea is because of the condition of the educational heads found in different Military Training Centers. In the same issue the interview conducted with the administrators proved the idea that different educational heads differ in the way they work. Any way there should be schedule that should be distributed from the head office.

Concerning whether or not the method of assessment could measure the students' achievement 30 (61.2%) of the respondents said that the method of assessment could measure their achievement and only 4 (8.1%) of them said the method of assessment could not measure our achievements. In a way the interview conducted with the administrators support the student's idea that the assessment method (assignments and exams) could measure the students' achievements. As explained by experts in the field (Holmberg, ,1981: 70)

*Whether the concepts, procedures and criteria of a subject (have) been made sufficiently accessible, whether the problems involved could have been presented more cogently or clearly, whether the exercises or aids to thinking employed in the course really helped students to appreciate the concerns of the course thinkers. An evaluator would also want to know to what extent students had been able to pursue their purposes and interests through the course, what habits*

*of though or ways of seeing the world they might already have that may be getting in the way of aiding their understanding and so on.*

As it is mentioned above assessment support students to follow their lesson, to keen the interest of students and to improve the courses provided to students. So the method of assessment helps the distance students to achieve more.

Concerning whether students get feedback from the teachers or not, 44 (89.7%) of the respondents said that they don't get feedback from their teachers, which was confirmed by the administrators and tutors indicating that they are not giving feedback to students. The assignments are corrected and the mark would be registered. It is only when the transport is available that they send the assignments back to the students. However, Students should know their mistakes, so as to improve their own way of doing assignments. Further students can also be motivated whenever they get feedback from their teachers.

For the question whether or not, the exams involve all types of items 49 (100%) of the respondents said that the exams involve all types of items, which was supported by the administrators. For this reason students could get more chance to develop their knowledge.

In the question asked about the presence of instruction for each part of the exams, all respondents 49 (100%) said that each part of questions have their own instructions. The administrators also approved the students' response.

Regarding about the clarity of items, most of the respondents 31 (63.2%) said that the items in the exams are clear and 18 (36.7%) said that they are not clear. The interview conducted with the administrators and tutors approved that there are some typing errors and this should not be magnified. The exam items should be revised again and again before giving to students. This shows that exam items do not prepare with a considerable care.

## 4.5 Students' Responses about Other Support Services

Student support services have to play an active and positive role in planning, organizing and delivery of support services like library, counseling etc, to distance learners. As the result such support services are expected to be provided to distance learners of the army. Therefore Respondents were requested to indicate the extent of the availability of these support services and their replies are tabulated in table 8.

**Table-8 Students Responses about Other Support Services**

No	Items	Responses													
		Yes		No		option for those who said yes						Total			
						High		Medium		Low					
		N	%	N	%	N	%	N	%	N	%	N	%		
1.	Do you have library service?	2	4.0	47	95.9	-	-	-	-	-	-	-	-	49	100
2	Do you get guidance and counseling service?	2	4.0	47	95.9	-	-	-	-	-	-	-	-	49	100
3	Do you get the library service whenever you want?	4	8.1	45	91.8	2	4.0	2	4.0	-	-	-	-	49	100
4	Is practical work (laboratory) accessible to you?	2	4.0	47	95.9	-	-	-	-	2	4.0	-	-	49	100
5	Do you get counseling concerning education?	4	8.3	48	93.8	-	-	4	8.3	-	-	-	-	49	100
6	Do you get counseling for management time?	5	10.2	44	89.7	-	-	-	-	3	6.1	-	-	49	100
7	Do you have convenient classes for consulting library and laboratory?	5	10.2	44	89.7	3	6.1	1	2.0	1	2.0	-	-	49	100

Regarding whether or not the students have library services 47 (95.9%) of the respondents said that they have not access to library services. The rest of respondent said that they get library services; they may be able to get library serves from government schools around them. The interview made with the administrators also confirmed that students do not have library and they don't have any means by which they can borrow or use the supplementary learning materials. Many educational institutions, according to their experience used to say that distance educators and

administrators must appreciate the critical role that libraries play. Libraries play a great role in providing support services for distance education. With the interview made to the MOND administrators, no effort was made by them to the distance learner either to set up libraries or any other alternatives. So we can conclude that distance students could not possibly get the opportunity to increase their knowledge.

Concerning guidance and counseling services 47 (95.9%) of the respondents said that they don't get counseling services at all. Supporting this issue, the interview conducted with the administrators and tutors, approved that distance students would not get this services due to lack of man power. From those who said yes, two of the respondents said that they get some counseling services from there teachers. As (STRIDE 1999) states counseling is important because it is the only way of clarifying real needs, reconciling conflicting demands of home and work, and coming to terms with isolation and previous experience. Counseling is important in helping individual learners to overcome their problems. Students need to solve their problem, to be motivated and to pursue their lesson properly. So if counseling is provided to distance learners, they would be able to benefit more.

For the question wither or not students have access to practical work (laboratory) 47 (95.9%) of the respondents said that they do not have access to laboratory work. In the same issue, the interview conducted with the administrators and the tutors supported the students' responses by saying that distance students do not have access of practical work (laboratory). Especially laboratory is very important for teaching science. So we can conclude that distance students are not getting practical work experience.

As it is indicated on table 8, no emphasis was given for guiding and counseling, library and laboratory to distance students. Students could not be able to follow their lesson properly, with out a good guidance. Students need someone who could help them and show directions so as to come up with solutions to the problems related to their

learning. So we can conclude that supportive services should be provided to distance students, in order to make them effective in their lessons.

#### **4.6 Students' Responses about Administrative Services**

Administrators play key roles in supporting distance students to pursue their lesson properly. Dillon and Blanchard (1991) observe that one important factor that contributes to success is the motivation or confidence of the learner. Less motivated students may benefit from interaction with the teacher or tutor. Less confident learners may need more group support than more confident learners implying that teachers and administrators should support distance learners.

Respondents were asked to indicate the extent of provision of administrative support services to students and are tabulated in table nine.

**Table-9 Students' Responses about the Administrative Services**

No	Activities to be carried out by the administrative body	Responses											
		Yes		No		option for those who said yes						Total	
						High		Medium		Low			
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Administrators on giving orientation during registration	21	42.8	28	57.1	4	8.1	5	10.2	12	24.4	49	100
2	The coordination of the administrators during tutorial programs	12	24.4	37	75.5	-	-	7	14.5	4	8.3	49	100
3	The administrators on facilitating the sites of exam and study centers	18	36.7	31	63.2	2	4.1	6	12.5	-	-	49	100
4	The administrator on dispatching of the learning materials on time	10	20.4	39	79.5	-	-	-	-	10	20.4	49	100
5	The administrator on supervising and monitoring students' activities and solving their problems.	9	18.3	40	81.6	-	-	4	8.1	5	10.2	49	100
6	The administrators on informing students result on time	9	18.3	40	81.6	-	-	5	10.4	4	8.9	49	100
7	The willingness of the administrators on providing counseling.	10	20.4	39	79.5	-	-	10	20.8	-	-	49	100

Concerning whether the administrators give orientation during registration or not, 28 (57.1%) of the respondents said that they are not getting orientation during registration. On the interview conducted with the administrators in MOND approved that due to lack of training the coordinators who are found in the Military Training Centers have weakness in giving orientation to students. As it is mentioned in STRLDE (1999), during orientation, it is about helping learners decide for themselves what is best for them as regards to overcoming obstacles ; so orientation helps students to follow their lesson properly, otherwise they would be confused.

The majority of the respondents 37 (75.5%) said that the coordination of the academic heads during the tutorial program is weak. The interview conducted with the

administrators in the MOND concerning this issue confirmed that the coordinators found in the Military Training Centers are selected from the militaries and did not have any training in coordinating or leading the distance students. Opposing this idea, the coordinators claimed that, the MOND administrators had never supervised and monitored them and had never given them comments and directions to take the necessary adjustments.

Concerning facilitating the sites of exam and study centers, the majority 31 (63.2%) of the respondents said that the coordinators do not facilitate the exam center and study center. The interview conducted with the administrators in the MOND indicated that the coordinators who are found in the Military Training Centers have a lot to do with the military training and do not give serious attention to the distance education. As Dillon and Blanchard (1991) mentioned effective learner support services and systems are very important elements and part of a distance education program. These services and systems are the human and nonhuman resources that learners can access to carry out the learning process to make the distance education effective there should be commitment. However, the study showed that the coordinators of the distance education for the army were not committed and has got serious weaknesses in adjusting exam and study centers. Besides these, as respondents said 18 (32.5%) the coordinators distribute students' text a month or two months later after students enrollment. In the open ended question, they showed that the coordinators usually distribute the texts after the program is started. Concerning this the interview held with the administrators in the MOND, confirmed that due to the budget, the distribution of texts may be late sometimes. The modular texts which would be distributed to distance students should be prepared and printed before the class begins. However, responses showed that the administrative body of the distance education for the army was not supplying teaching materials on time.

In the question whether or not the administrators supervise and monitor student's activities on solving their problems most of them 40 (81.6%) said that the administrators do not supervise or help to solve their problems. The interview conducted with the

administrators supporting this idea, they said that they are only getting information through reports from the Military Training Centers. So we can conclude that the administrators should supervise and solve the students' problems at least every semester.

Concerning weather or not, the coordinators inform students results on time the majority 40 (81.6%) of the respondents said that they do not get the feedback on time. They get their result lately. In interview conducted with the administrators in MOND, said that they are not giving the students results on time because of lack of sufficient teachers to correct the exam of about 511 students and lack of sufficient budget to hire some more teachers. So we are forced to delay the students' results. As ACE (1996) mentioned, distance learning initiatives must be backed by an organizational commitment for effectiveness in all aspects of learning environments. But the administrators of distance education are not committed and have got weakness in giving support to students, take the necessary measures to solve their problems, giving their results on time, and providing counseling.

Regarding to the willingness of the administrators on providing counseling, the majority of the respondents 39 (79.5%) said that they are not getting the service from the administrators. Guy, (1991) said that students who do not come to the campus need access to academic advisory services. Student contact with trained academic advisors is crucial because both the students and the institution need to be confident that information given to students is appropriate and accurate. However, the data showed that the administrative body of the distance education of MOND was not giving counseling services. The interview conducted with the administrators approved that they are not giving counseling services. Distance students need to get counseling service to be confident in the teaching learning process and to continue their learning effectively.

It can be concluded that the administrative body in the MOND and the coordinators in the Military Training Centers were not devoted in giving the necessary orientation, in distributing the learning materials and on providing counseling services.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### Introduction

This chapter consists of summary, conclusion and the recommendation of the study. The initial part of the chapter summarized the major points, which are considered to be new findings already assessed in the preceding chapters, and then followed by the conclusion. Finally some suggestions pertinent to the problem of provision of supportive service are recommended.

#### 5.1 Summary

The objective of this study was to find out the current practice of support services of distance secondary education for the army, the study was focused on providing support, like distributing learning materials, providing tutorial sessions giving assignments and feedback, establishing library, laboratory and study centers and giving counseling to distance students. Regarding support services the efforts of the key players (the administrative staff) duties were observed. In the related literature, the concepts of learning support services, face to face tutorial, assessment, library and laboratory, counseling for distance learner and the role of the administrative staff for distance learner were examined.

The study focused on investigating the provision of support services for distance education in the army. For the investigation descriptive survey method was employed. This method helped the researcher to get the first hand information by using multiple data collecting instruments such as questionnaire, interview and focus group discussion.

Distance education students from grade 7 to 10 were taken as primary data sources from which quantitative data through questionnaire were collected. The other primary sources were the Academic Education Department Head, The Distance Education Main Division Head, The Education Program and Supervision Main Division Head, The Documentation Main Division Head, The Military Training Distance Education Coordinators, and the distance Education Tutors in which interview and focus group discussion were conducted. The collected indicated data were analyzed and interpreted that resulted the following major findings.

- The study indicated that the Head Education Division of the Military Training Centers are all army members and have completed grade 10. They are responsible to coordinate tutorial sessions, exam centers and distribute modular texts to students;
- It was found that distance education heads in the MOND have B.A and above in different fields. They all have an experience since the distance education program starts in 1995 E.C. They all did not take special courses in distance education except a seminar on adult education;
- The study showed that many respondents get the modular texts a month or two month later after the enrollment. This was also supported by the administrative staff in the MOND.
- As per the majority respondents, they do not get reference books which are important to support the teaching learning process. This was also confirmed by the administrative staff in the MOND that students were not provided with other supplementary print materials It was also found that students are not provided with electronic instructional media;
- The quality of the modular texts was found good to meet the needs of the distance students. This was also supported by the administrative staff in the MOND. Though they were not revised since 1995E.C, the clarity and flow

- ideas in of the modular texts were found convenient to the teaching learning process;
- Majority of the student respondents indicated that they have tutorial sessions. However, the tutorial session program is held once for 15 days in a semester. due to the limited budget;
  - It was found that the duration of the tutorial is not enough to cover the necessary portion. Besides, the duration given to tutorial sessions is different in the three Military Training Centers, depending on the free time they have;
  - Tutors were found in effective when they give tutorial sessions, since they rush to finish the texts on times besides, the tutors have never got any training on how to manage tutoring;
  - Most student respondents (72.9%) confirmed that the tutorial program helped them to prepare themselves for the exam. The interview conducted with the administrative staff also approved that the tutorial program have positive impact on the teaching learning program that enabled the student respondents to develop self confidence after tutorial classes;
  - It was found that except Amharic and Civics all the subjects are included in the tutorial session;
  - Concerning whether the students have convenient place and time for the tutorial sessions most students (54.16%) and (77%) consecutively, said that they don't have convenient place and time for tutorial classes,
  - Concerning assessment, the study revealed that the exams are clear, understandable useful and relevant that are directly prepared from the texts, covering the learning contents. However, it was found that students do not get information in advance about the dates for examinations and for the submission of assignments; it was also confirmed that all types of items are included and each part has its own instructions. However, there are some typographic errors;

- Though it is very important to give feedback to distance students the study revealed that there are problems in giving feed back and dispatching the evaluated assignments to students;
- The study confirmed that students do not have access to library and laboratory services;
- It was found that students are not getting guidance and counseling services;
- Regarding the coordinators, it was found that they do not give orientation to distance students during registration. Not only this they are also weak in organizing the tutorial sessions, facilitating the examination center, distributing the modular texts and giving feedback on time;
- In the study, it was found that the administrative staff have not organized training both for the tutors and the coordinators. Besides this, there is no effort to open libraries, provision of sufficient time for tutorial sessions and there is no will to provide counseling services.

## 5.2 Conclusions

Based on the major findings the following conclusions were drawn:

1. The print materials are very important to support the distance learner. However, the modular texts that are provided to distance students are usually late and no other supplementary print texts are provided. Beside these, students are not able to get information and guides how to continue the teaching learning process. So it can be concluded that the print materials are not provided on time;
2. In providing supportive eservice to distance learner, it is essential to facilitate different educational technologies for the two way communication. However, the study revealed that no technological media is used so far. They are using only print (modular texts) materials, which could not satisfy the needs of the distance learners it is therefore, safe to conclude that there is no two-way communication between the students and the intuition;
3. As it was found in the study, the modular texts were prepared to meet the needs of the army distance students. The clarity and flow of ideas in the modular texts were found convenient to the teaching learning process. However, the texts have not revised since 1995 E.C. So, it is possible to conclude that though the modular texts have prepared to meet the needs of the distance learner, they need to be revised and updated due to the dynamic character of curriculum;
4. The tutor's task to support the motivation of students by engaging them in thinking, reading and other activities that make sense and direct their attention towards effective teaching learning process. However, the tutorial session is held 15-20 days in a semester. So we can conclude that the tutorial

program is not sufficiently given to distance learners. In this regard students could not be effective in their lessons;

5. Distance education should appropriately handle and supported to make the program effective. But the study shows that there are some limitations such as low effectiveness of the teachers, the program is not informed to students before it is implemented and students do not have contact hour with their tutors except during the tutorial session. So we can draw a conclusion that the tutorial program is not well handled. So this will affect the teaching-learning process;
6. Assessment used to know the student's standard and where the difficulties lies so giving feedback and commenting on students work is very important variable for motivating distance students for better learning. However, the schedule for exam is not known, the date for submission of assignment is not clear and lack of comments was some of the problems noted. So one can conclude that students do not get proper assessments and feedback to correct their mistakes;
7. The support system of distance education is highly dependent on the administrative staff who give leadership to distance students, However, the study revealed that the administrative staff do not give orientation, organize the tutorial session, give training, distribute modular texts on time. So one can conclude that the necessary support is not provided to students. Without provident support service students could not follow their lesson properly;
8. One way of giving the support service is to open library and send different reference materials to distance learners. But the study showed that no library or reference materials rather than the modular text is facilitated to distance students. So we can conclude that students were not suppose to be supported with reference materials;
9. Training is very crucial to improve the provision of distance education. However, no training is given to teachers and coordinators. So it is possible

to conclude that the administrators in the MOND were not prepared to give training

### 5.3 Recommendations

Based on the major findings, and the conclusions drawn, the following suggestions were made:

1. The administrative staff in the MOND should be sure whether or not the learners' material (Modular texts) distributed on time and take the necessary measure on the coordinators who are responsible for the distribution of the modular texts;
2. The administration staff in the MOND, in supporting distance students, should dispatched some reference books or handouts which would be supplementary materials to students, who have no access to get any other materials;
3. The modular texts were printed to meet the needs of the distance students. But the modular texts are not revised since 1995E.C. So the curriculum should be revised, and updated in relation to the existing Technological development ;
4. Using electronic media give different opportunities of learning to motivate students, facilitate two way communications and could supplement the print materials to distance learner. So the MOND administrators should strive to use the multi media approach for the army in the provision of distance education;
5. The tutorial program is important in supporting the distance students. But the tutorial program had not given sufficient time to meet the needs of students. Therefore, the administrators in the MOND should adjust their budget to give appropriate time for tutorial sessions;
6. Distance students should be aware of the tutorial program before it starts to be given. This is the responsibility of the coordinators to arrange the tutorial program with the military trainee heads that are found in Military Training Centers;
7. The tutors are not effective in providing the tutorial sessions. They are only lecturing the modular texts rather than facilitating and focusing on the students problem. Therefore, the tutors should focus to solve the students' problem and

should, lead the students to learn by themselves for this reason tutors should be trained;

8. In providing support services, students should be able to discuss with their friends and teachers to facilitate the teaching learning process. Therefore, there should be time scheduled for the distance learner to discuss on different issues with their friends and teachers;
9. To facilitate two way communications, distance students should be able to get feedback with the necessary suggestions on their assignments from their teachers. This feedback motivates and initiates distance students. Therefore, student's assignment should be returned back to the students with proper suggestions to enable them identify their errors and to facilitate two way communications;
10. Arranging library services is important for distance learner where they could get references, to borrow books and to study their lessons. Therefore, there should be library or there should be opportunity to students to use conventional school libraries which is found around them;
11. Providing laboratory (practical work) service is one way of supporting distance students to facilitate the teaching learning process. Laboratory service enables students to be motivated and to retain the lesson in the mind of students for a long time. Therefore, it is demandable to organize laboratory especially for science subjects;
12. Distance administrators play key rolls in supporting students to pursue their lesson properly. If students are supported, they will be motivated and could build confidence on the teaching learning process. So, the administrators should give attention and should be committed, to organize training for tutors and coordinators, and facilitate other support services for the students.

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በሃገር መከላከያ ሚኒስቴር ሥልጠና ዋና መምሪያ (1994):: የመከላከያ ሠራዊት የሕክምና ትምህርት ፖሊሲ:: ስዲስ ስበባ (ደብዳቤ)::

በስልጠና ዋና መምሪያ የሕክምና ትምህርት ክፍል (1999) የ1999 የትምህርት ስመት ስመታዊ የስራ ርገጥ :: ስዲስ ስበባ (ደብዳቤ)

Appendix A  
 Addis Ababa University  
 School of Graduate Studies  
 College of Education

Department of curriculum and Teachers Professional Development Studies Questionnaire  
 to be filled by distance students

Table-3 Age, Sex and Service in year of the student The Respondents

Sex				Age					Service year					
Response	Male	Female	Total	18-25	26-35	36-45	45-56	Total	1-5	6-10	11-15	16-20	above20	Total
No														
%														

Table 4 Students Response to modular texts

No	Items	Responses											
		Option for those who said yes										Total	
		Yes		No		High		Medium		Low			
N	%	N	%	N	%	N	%	N	%	N	%		
1.	Do you get all modular texts of the courses at the exact time?												
2	Do you get all modular texts according to your member?												
3	Do you have access of reference books?												
4	Do you get electronic instructional media (like radio, T.V, audio video cassettes etc)												
5	Do you have any problem in modular distribution?												
6	Do you have a good quality of modular texts?												
7	Do the modular texts have arranged in proper chapters?												
8	Is the flow of language in the modular texts are clear to you												
9	Is the language of the modular texts clear to you?												
10	Could you be able to finish the modular texts on the given time?												
11	Is the prepared modular text convenient to the distance learner?												

Table 5 students' Responses to tutor in provision of students support services

	Items	Responses											
		Option for those who said yes										Total	
		Yes		No		High		Medium		Low			
N	%	N	%	N	%	N	%	N	%	N	%		
1.	Do you have tutorial session												
2	Do you know when tutorial session is given?												
3	Are you able to know the tutorial session program before the session starts?												
4	Do you believe the duration of tutorial session is enough?												
5	Do you find your teachers (tutors) effective and enthusiastic?												
6	Do the tutorial programs help you to prepare yourself for exam.												
7	Do your level of confidence increases after the tutorial class?												
8	Do you think that the tutorial program could cover the expected contents?												
9	Are there some subjects which are not included in tutored classes?												
10	Do you have contact hours with your tutors any time?												
11	Do you get tutorial sessions every week?												
12	Have you ever sat for the exam without taking tutorial sessions?												
13	Do you have a convenient place (class) for the tutorial sessions?												
14	Are there contents which you couldn't understand during tutorial classes?												
15	Is the time to tutorial session appropriate to you?												
16	Do you have a chance to discuss with friends during the tutorial sessions?												

Table 6 students Responses to Assessment Services.

No	Items	Responses												Options for those who said yes	
		Yes		No		High		Medium		Low		Total			
		N	%	N	%	N	%	N	%	N	%	N	%		
1.	Are the exams clear and understandable to you?														
2	Do you get information in advance about the exam date?														
3	Do you have information when to submit your assignment?														
4	Do the assessment methods (exam and assignment) could measure the students' achievements?														
5	Do you get feed back from the teachers after submitting your assignment?														
6	Are the methods of assessment useful and relevant?														
7	Do the exams involve all typers of items (true or false) matching, choosing, fill in the blank and essay) type?														
8	Do you get the relevant and useful assignment feed back from your teachers?														
9	Do the exam questions properly evaluate the students' learning outcomes?														
10	Do each part of exams have their own instructions?														
11	Are the words in the exam clear with no typographic error?														
12	Do you submit your assignments on time?														
13	Do you receive your assignment feedback?														
14	Do you think that the exams could evaluate the students' performance? What improvement could be made														

Table 7 Students Responses to other Supportive Services

No	Items	Responses													
						Options for those who said yes								Total	
		Yes		No		High		Medium		No		Total			
N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1	Do you have library service?														
2	Do you get guidance and counseling service?														
3	Do you get the library service whenever you want?														
4	Is practical work (laboratory) accessible to you?														
5	Do you get counseling concerning education?														
6	Do you get counseling for sufficient time?														
7	Do you have convenient classes for counseling library and laboratory?														

Table 8 Students' Responses to the Administrative Services

No	Activities to be carried out by the administrative body	Responses													
						Option for those who said yes								Total	
		Yes		No		High		Medium		Low		Total			
N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1	Administrators on giving orientation during registration														
2	The coordination the administrators during tutorial programs														
3	The administrators on facilitating the sites of exam and study centers														
4	The administrator on dispatching of the learning materials on time														
5	The administrator on supervising and monitoring students' activities and solving their problems.														
6	The administrators on informing students result on time														
7	The willingness of the administrators on providing counseling.														

Appendix B  
Addis Ababa University  
School of Graduate Studies

Department of curriculum and Teachers Professional Development Studies

**Group Discussion with Teachers in the MOND**

**Objective:** The objective of this discussion is to know the roll of tutors in the MOND and to collect reliable information about the practice to tutorial program and to give analysis of study.

1. How many times do you give tutorial program to the distance learner in the Military Training Centers?
2. For how many days to you give tutorial sessions?
3. Do you give tutorial sessions to all subjects?
4. How do you observe the participation of distance students during the tutorial sessions?
5. Have you ever taken any training develop your capacity on face to face tutorial approach?
6. Is there any training which is done to improve and up date the students modular texts?
7. Do students have any reference materials rather them their modular texts?
8. How do you evaluate the students? Do they have a change after the tutorial program is conducted?
9. Do you give the necessary suggestions when you correct the students' assignment?
10. Do you give feed back after correcting the assignment
11. Do you have any comments on students' modular texts?

12. What kind of strategy do you use to improve the material of students?
13. Do you know any measure taken to support thatching learning program with electronic media?
14. Do you send any materials of information to distance learner?
15. Is there any proposal to improve the distance teaching learning program?
16. What do you suggest or what should be done to provide effective tutorial program to students?

Thank you!

Appendix C  
Addis Ababa University  
School of Graduate Studies  
College of Education

Department of curriculum and Teachers Professional Development Studies  
Guides to Interview Made with the Administrative staff in the MOND and coordinators in  
the Military Training Centers

Objective: The purpose of this interview guide is to gather relevant data for the study on  
the implementation in providing and supportive services to distance students the army.  
Therefore, it is believed that important data would be obtained from you.

Thank you, in advance for your cooperation!

1. Do you provide enough modular texts and supplementary reference books to distance learners on time?
2. Would you please explain the situation of face-to face content program in terms of
  - Its delivery time
  - Its duration
  - Its focus area
3. Do distance students get counseling?
4. Do distance students get access of supportive services like library and laboratory?
5. Would you please explain to me about assignment in the teaching learning process in terms of
  - submission time
  - Giving Comment
  - Feed back
6. How do you support distance students to be effective in the teaching learning process?

7. What do you say about the accessibility of other supportive services like library, laboratory and counseling services? to distance students?
8. Do you know about dropout students? what do you think about the reason of dropout?
9. Do students have convenient place to study?
10. Do students have convenient place to face-to face tutorial program?
11. Do you have any program to support the teaching learning program with electronic media?
12. Do you give information to students before face-to face tutorial program is conducted?
13. Do you provide feed back to distance students on time after giving coordinating
14. Do you have a program in coordinating students to study (help) each other?
15. How do you explain the follow up and support of the distance learners?
17. Do you give any guidance or information to distance students?
18. What do you suggest about the qualification of the tutors in providing face-to face tutorial program?
19. Do you suggest any idea on how to improve and make effective distance education program?

Thank you!

**አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ት/ቤት  
የሥነ ትምህርት ፋኩልቲ**

**የሥርዓተ ትምህርትና የመምህራን እድገትና ጥናት ትምህርት ክፍል**

ከ7-10ኛ ክፍል በመማር ላይ በሚገኙ የርቀት ተማሪዎች የሚሞላ መጠይቅ

ሀ. ዓላማ:- የዚህ የመጠይቅ ዋና ዓላማ ሠራዊቱ የ2ኛ ደረጃ የርቀት ትምህርት የሚደረግለትን የትምህርት ድጋፍ አንድ ዋና ርዕስ በመውሰድ ለሚደረገው ጥናት ከተማሪዎች መረጃ ለመሰብሰብ እና በተገኘውም መረጃ መሠረት የማሻሻያ ሀሳብ ለማቅረብ ነው።

ለሰዚህም ውድ የርቀት ትምህርት ተማሪዎች! በእናንተ የሚሰጠው መረጃ ለጥናቱ ክፍተኛ ማህ ይጫወታል። በመሆኑም ከእናንተ የሚጠበቀውን ግልጽና ትክክለኛ መልስ በመስጠት እንድትተባበሩኝ እየጠየቅሁ ለትብብራችሁ በቅድሚያ ምስጋናዬን አቀርባለሁ።

ሀ. አባታዎች የሚከተሉትን መጠይቆች በትክክል ይሙሱ

1. ምታ ወንድ  ሴት
  
2. እድሜ ከ18-25  ከ36-45   
ከ26-35  ከ45-56
- የት/ት ደረጃ 7ኛ  8ኛ  9ኛ  10ኛ
  
3. በስራ ዓለም የአገልግሎት ዘመን  
ከ1-5 ዓመት  ከ6-10 ዓመት  ከ11-15 ዓመት   
ከ16-20 ዓመት  ከ21 ዓመት በላይ

**ክፍል 1. የትምህርት መሣሪያዎች**

ሀ. ከዚህ በታች የሚገኙት መጠይቆች ተማሪዎች የምትጠቀሙባቸው የትምህርት መሣሪያዎች አቅርቦትን በተመለከተ ነው። አባቱዎን ለአደንዳንዱ ጥያቄ አግባብነት ያሳቸውን መልስ ከፊት ስፊት ካሉት አማራጮች አንዱን ብቻ በመምረጥ የx ምልክት ያደርጉ

ተ/ቁ	ጥያቄዎች	መልስ				
		አዎን ለሚሉ የተሰጠ አማራጭ				
		አዎን	የሰዎ	ክፍተኛ	መካከለኛ	ዘቅተኛ
1	የመማሪያ ሞጁሎች በወቅቱ ይደርሳችኋል?					
2	አደንዳንዱ ተማሪ በቁጥሩ ልክ ሞጁሎች ይደርሱታል?					
3	ከትምህርቱ ውጭ ሌላ ማጠቃሻ መጻሕፍት ታገኛላችሁ?					
4	በአሌክትሮኒክ የትምህርት መሣሪያዎች (በሬዲዮ፣ በቴሌቪዥን) ትምህርት የተደገፈ ነው?					
5	የመማሪያ ሞጁል ስርጭት ሳይ ችግሮች አሉ?					
6	የመማሪያ መጽሐፍት ብቃታቸው ጥሩ ነው?					
7	የመማሪያ መጽሐፍት በየምዕራፉ በትክክል የተቀመጡ ነው?					
8	» » የቋንቋ አጠቃቀም ግልጽ ነው?					
9	» » ስታነቡ በግልጽ ትረዱታላችሁ?					
10	» » በተሰጠው የትምህርት ጊዜ ሲያልቅ ይችላል?					
11	» » የተዘጋጁት ስርዓት ተማሪዎች በሚያመች ሁኔታ ነው?					

12. የትምህርት መማሪያ ሞጁል ስርጭትን ግልጽነትን በተመለከተ ያሉ ችግሮችን ቢጠቅሱልን።

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**ክፍል 2. በተማሪዎች ድጋፍ እሰጣጥ ላይ የቀረቡ መጠይቆች**

**2.1 የፊት ሰፊት ገለጻ**

እነዚህ የፊት ሰፊት ገለጻ ጥያቄዎች የሚቀርቡት ተማሪዎች በኅሮግራሙ ምን ያህል እንደተጠቀሙ ለማወቅ ነው። በመሆኑም እባካናዎትን ለሚቀርቡት ጥያቄዎች ትክክል ነው የሚሉትን በተሰጠው ክፍት ቦታ የx ምልክት ያድርጉ

ተ/ቁ	ጥያቄዎች	መልስ				
		እዎን ለሚሉ የተሰጠ አማራጭ				
		አዎን	የለም	ክፍተኛ	መካከለኛ	ዘቅተኛ
1	የፊት ሰፊት ገለጻ ይሰጣችኋል?					
2	የፊት ሰፊት ገለጻ መቼ እንደሚሰጥ ያውቃሉ?					
3	የፊት ሰፊት ገለጻ በቅድሚያ ኅሮግም ወጥቶ እንዲያውቁት ይደረጋል?					
4	የፊት ሰፊት ገለጻ በቂ የጊዜ ቆይታ ጊዜ ይሰጠዎል?					
5	የፊት ሰፊት ገለጻ የሚሰጡ መምህራን በቂ እውቀትና ችሎት አላቸው?					
6	የፊት ሰፊት ገለጻ የተሻለ ግንዛቤ እንዲያገኙና ሰፊተና እንዲዘጋጁ ይረዳዎታል?					
7	የፊት ሰፊት ገለጻ ከተደረገ በኋላ በራስዎ የመተማመን ስሜት ይሰማዎታል?					
8	በፊት ሰፊት ገለጻ መሸፈን ያስባቸው ይዘቶች ይሸፈናሉ?					
9	የፊት ሰፊት ገለጻ የማይሰጥባቸው የት/አይነቶች አሉ?					
10	ከፊት ሰፊት ገለጻ ውጭ ከመምህራን ጋር ግንኙነት በማድረግ ጥያቄ ማቅረብ ይችላሉ?					
11	የፊት ሰፊት ገለጻ በየላምንቱ ያገኛሉ?					
12	የፊት ሰፊት ገለጻ ሳይሰጥ ሰፊተና የተቀመጡበት ወቅት አለ?					
13	የፊት ሰፊት ገለጻ የሚሰጥባቸው ቦታዎች አመቺ ናቸው?					
14	በፊት ሰፊት ገለጻ ግልጽ የማይሆኑ ይዘቶች አሉ ?					
15	የፊት ሰፊት ገለጻ የሚሰጥበት ጊዜ አመቻ ነው					
16	በፊት ሰፊት ገለጻ ወቅት ከጓደኛችሁ ጋር የመወያየት እድል ታገኛላችሁ?					

17. የፊት ስፊት ገለጻን በተመለከተ መሻሻል አሰጣፊው የምትሏቸውን በዝርዝር ቢገልጹልኝ፡፡

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18. የፊት ስፊት ገለጻ በአመት ስንት ጊዜ ይሰጣል?

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**2.2 ምዘናን አገልግሎት በተመለከተ**

2.2.1 ከዚህ በታች የቀረቡት መጠይቆች ምዘናን በተመለከተ ይሆናል፡፡ በመሆኑም አባቶቻችን ትክክለኛ መልስ ነው የሚሉትን ከፊት ስፊቱ በተሰጠው ቦታ የx ምልክት ያደርጉ፡፡

ተ/ቁ	ጥያቄዎች	መልስ				
		አዎን ለሚሉ የተሰጠ አማራጭ				
		አዎን	የለም	ከፍተኛ	መካከለኛ	ዝቅተኛ
1	የሚሰጡት ፈተናዎች ግልጽና የሚገቡ ናቸው?					
2	የፈተናዎች ቀናትን በቅድሚያ እንዲያውቁ ይደረጋል?					
3	መልመጃዎች (Assignment) ፈተናዎች መቼ ተሰርተው እንደሚያስረክቡ መረጃ ይሰጥዎታል ?					
4	መልመጃዎች (Assignment) ፈተናዎች እና የሰሚስተር ፈተናዎች ችሎታን በሚገባ ይመዘናል ይላሉ?					
5	መልመጃዎች (Assignment) ፈተናዎች ከታሪሙ በኋላ የመምህራ አስተያየት ይደርስዎል?					
6	የምዘና ዘዴዎች ባጠቃላይ ጠቃሚና ተስማሚ ናቸው?					
7	የፈተና ጥያቄዎች ሁሉንም የፈተና አይነቶች (ምርጫ ፣ እውነት ፣ ሃሰት ፣ ባዶ ቦታ ሙሳ ፣ ገለጻ ፣ ማዛመድ)? ያካተቱ ናቸው?					
8	መልመጃዎች (Assignment) እርምጃ ላይ መምህራን የሚሰጡት አስተያየት ገንቢ ነው ይላሉ?					

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**SCHOOL OF GRADUATE STUDIES**

**Declaration**

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the study have been dully acknowledged

Name: Teshome Mesele

Signature Teshome Mesele

Date: 30 May 2009

This thesis has been submitted for examination with my approval as university advisor,

Getachew Adugna (PHD)

Signature Getachew Adugna

Date of approval: 30/05/09

የሚሰጡ ፈተናዎች የተማሪውን አቅም ያገናኛሉ ናቸው					
ለአያንዳንዱ የፈተና አይነት መመሪያዎች በግልጽ ይቀመጣሉ					
ፈተናው ላይ የቃላት የአረፍተ ነገሮች ግድፈት ይታያል					
የሚሰጥዎትን መስመራዎች (Assignment) በወቅቱ ሠርተው ይመልሳሉ					
የፈተና ውጤት አሰጣጥ የርቀት ተማሪዎች ችሎታ ያገናኛል ነው					
ከፈተናቸው በኋላ ውጤት በአጭር ጊዜ ይደርሳቸዋል					

15. የፈተና ምዘና አሰጣጥ ላይ መሻሻል አለበት የምትሰጡን አስተያየት ነጥብ በነጥብ ቢያስቀምጡልን

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2.3 ከዚህ በታች የተዘረዘሩት መጠይቶች የርቀት ተማሪዎች ሲያገኙ የሚገባቸው ተጨማሪ አገልግሎቶችን የተመለከተ ነው። ስለዚህም አባኮዎችን ለሚከተሉት ጥያቄዎች ትክክለኛ ምቁስ የሚሉትን ከፊት ስፊት በተሰጡት ባዶ ቦታ ላይ የx ምልክት ያደርጉ።

ጥያቄዎች	መልስ				
			አዎን ለሚሉ የተሰጠ አማራጭ		
	አዎን	የለም	ከፍተኛ	መካከለኛ	ዝቅተኛ
የቤተ መጽሐፍት አላቸው?					
የምክር አገልግሎት ይሰጣል ?					
የቤተ መጽሐፍት አገልግሎት በፈለጉት ሰዓት ያገኛሉ ?					
ቤተ መክራ (ሳብራቸሪ) መፍቀም ቢፈልጉ አገልግሎት ማግኘት ይችላሉ?					
ስለ ትምህርቱ የምክር አገልግሎት ይሰጠዎታል?					
የምክር አገልግሎት ለበቂ ጊዜ ይሰጣል ?					
የቤተመክራ የቤት መጽሐፍት የምክር አገልግሎት የሚሰጥበት ቦታ አመቺ ነው?					

6. በአገልግሎት አሰጣጥ ላይ ሌላ ችግር ካለ ከነመፍትሄ ሃሳቡ በአጭር ቢገልጹልን?

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የአዲስ አበባ ዩኒቨርሲቲ ድህረ-ምረቃ ት/ቤት

የስነ ትምህርት ፋኩሊቲ

የሥርዓተ ትምህርትና የመምህራን እድገትን ጥናት ት/ክፍል

በአካዳሚ ትምህርት መምሪያ ከሚገኙት የትምህርት አመራር ኃላፊዎችና ከማሰልጠኛ ማዕከላት የርቀት ትምህርት ክፍል ሃላፊዎች ጋር የሚደረግ ቃለመጠይቅ፡፡

ዓላማ፡- የዚህ ቃለመጠይቅ ዋና አላማ ሠራዊቱ የ2ኛ ደረጃ የርቀት ትምህርት ሂደት ላይ የአመራሩን ሚና ለማወቅና የጥናት መረጃ ለመሰብሰብ በተሰበሰበውም መረጃ መሠረት አስፈላጊውን አስተያየት ለመስጠት ነው?

1. የተማሪው ሞጅል እና ማጣቀሻ መጽሐፍት በወቅቱ ለተማሪው ይቀርባል? መጠኑን በተማሪው ቁጥር ልክ ነው ?
2. የገጽ ለገጽ ገለጻ ለተማሪው የሚሰጠው መቼ ነው? ለምን ያህል ጊዜ ይሰጣል? የሚያተኩረውን በምን ላይ ነው?
3. ለተማሪው የምክር አገልግሎት ይሰጣል? መቼ እና ምንን በተመለከተ ይሰጣል?
4. ለተማሪው ሌላ ድጋፍ የሚሰጠው በምንና በምን ላይ ነው? ለምሳሌ፡- በቤተ-መዕረግና በቤተ-ሙከራ እንዲጠቀም በማድረግ ምን ያህል ይረዳታል ሌላ እርዳታስ አለ?
5. ለተማሪው የሚደረገውን ድጋፍና ክትትል እንዴት ያዩታል?
6. ሌላ በአመራር ደረጃ መደረግ ያለባቸው ተግባራትን ቢጠቅሱልኝ?
7. የርቀት ትምህርቱን ለማሻሻል ምን መደረግ አለበት?
8. ትምህርታቸውን ያቋረጡ ተማሪዎች አሉ? በምን ምክንያት ትምህርታቸውን አቋረጡ?

9. ተማሪዎች ጥናት የሚያጠነብት ቦታ የተመቻቸ ነው?
10. የገጽ ለገጽ ገለፃ የሚሰጥበት ቦታ ለተማሪው አመች ነው?
11. በኤሌክትሮኒክስ የትምህርት መሣሪያዎች (በሬዲዮና በቴሌቪዥን) ትምህርቱ የተደገፈ ነው?
12. የገጽ ለገጽ ገለፃ ፈተናዎች የሚሰጡበት ኘሮግራም በቅድሚያ ለተማሪው እንዲደርሰው ይደረጋል?
13. የተማሪው ውጤት ቶሎ እንዲላኩ የሚያደርጉት ጥረት ካለ ቢገልፁልኝ?
14. ተማሪው እርስ በርስ ተገናኝቶ እንዲማማር የሚደርግ ጥረት ካለ ቢገልፁልኝ?
15. የተማሪው የግል ሥራ (assignment) ሲታረም መምህራን አስተያየት ይጽፋሉ ?
16. በርቀት ትምህርት መምሪያ የሚደረጉ የተማሪዎች ክትትልና ድጋፍን በተመለከተ አስተያየት ቢሰጡኝ?
17. ትምህርት ከመጀመሩ በፊት ለተማሪው አጠቃላይ መረጃ (Orientation) ይሰጣል?
18. የተማሪው የግል ስራ (assignment) እና የፈተና ውጤት ኘሮግራም በምን ያህል ጊዜ ይደርሰዋል?
19. የገጽ ለገጽ የሚሰጡ መምህራን ብቃታቸውን እንዴት ያዩታል?
20. ባጠቃላይ በርቀት ትምህርት ሂደት ላይ መሻሻል አለበት የምትሉትን አስተያየት ቢሰጡኝ?

**ሰለትብብርዎ አመሰግናለሁ!**

ታላቅ ምርጫዎች

9. መልመኛዎች (Assignment) ስምታ-ርመብት ወቅት ለህተቶቻችሁ

8. የገደብ ገደብ ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

7. የሚጻፉት ወጪዎች ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

6. የተገኘው ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

5. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

4. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

3. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

2. የገደብ ገደብ ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

1. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

0. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

1. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

2. የገደብ ገደብ ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

3. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

4. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

5. ለሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

6. የተገኘው ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

7. የሚጻፉት ወጪዎች ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ ?

Discussion

ከአካላዊ ጥያቄዎች ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ (Group)

የህግ ጥያቄዎች

የአካላዊ ጥያቄዎች ለመገንጠል ለሚያስፈልጉት ሁሉም ጥያቄዎች ምላሽ ይጻፉ

10. መልመጃዎች (Assignment) ከታረሙ በኋላ ለተማሪው በምን ያህል ጊዜ ይደርሰዋል ?
11. ሞጅሎቹ ለተማሪው ግልጽ በሆነ ሁኔታ ተዘጋጅተዋል ምን የሚገባዎቹሁ ነገር አለ?
12. የትምህርት ሂደቱን በመገምገምና በማጥናት አስፈላጊው እርምጃዎች (ማስተካከያዎች) ለማድረግ የተደረገ ጥረት አለ?
13. የርቀት ትምህርቱን በኤሌክትሮኒክስ ሚዲያዎች ለማገዝ የተደረገ ጥረት አለ?
14. ስለ ርቀት ትምህርት ለተማሪው ግልጽ የሆነ መረጃ እና መመሪያ በማዘጋጀት ትልካላችሁ?
15. በርቀት ትምህርት ዙሪያ ሊሻሻል የሚገባውን አሰራር ብታብራሩልኝ?

**ስለሰጣችሁኝ ማብራሪያ ክልብ አመሰግናለሁ!**

የአዲስ አበባ ዩኒቨርሲቲ ድህረ-ምረቃ ት/ቤት

የስነ ትምህርት ፋኩሊቲ

የሥርዓተ ትምህርትና የመምህራን እድገትን ጥናት ት/ክፍል

በአካዳሚ ትምህርት መምሪያ ከሚገኙት የትምህርት አመራር ኃላፊዎችና ከማሰልጠኛ ማዕከላት የርቀት ትምህርት ክፍል ሃላፊዎች ጋር የሚደረግ ቃለመጠይቅ፡፡

ዓላማ፡- የዚህ ቃለመጠይቅ ዋና አላማ ሠራዊቱ የ2ኛ ደረጃ የርቀት ትምህርት ሂደት ላይ የአመራሩን ሚና ለማወቅና የጥናት መረጃ ለመሰብሰብ በተሰበሰበውም መረጃ መሠረት አስፈላጊውን አስተያየት ለመስጠት ነው?

1. የተማሪው ሞጅል እና ማጣቀሻ መጽሐፍት በወቅቱ ለተማሪው ይቀርባል? መጠነ-ስ በተማሪው ቁጥር ልክ ነው ?
2. የገጽ ለገጽ ገለፃ ለተማሪው የሚሰጠው መቼ ነው? ለምን ያህል ጊዜ ይሰጣል? የሚያተኩረውስ በምን ላይ ነው?
3. ለተማሪው የምክር አገልግሎት ይሰጣል? መቼ እና ምንን በተመለከተ ይሰጣል?
4. ለተማሪው ሌላ ድጋፍ የሚሰጠው በምንና በምን ላይ ነው? ለምሳሌ፡- በቤተ-መፅሐፍትና በቤተ-ሙከራ እንዲጠቀም በማድረግ ምን ያህል ይረዳታል ሌላ እርዳታስ አለ?
5. ለተማሪው የሚደረገውን ድጋፍና ክትትል እንዴት ያዩታል?
6. ሌላ በአመራር ደረጃ መደረግ ያለባቸው ተግባራትን ቢጠቅሱልኝ?
7. የርቀት ትምህርቱን ለማሻሻል ምን መደረግ አለበት?
8. ትምህርታቸውን ያቋረጡ ተማሪዎች አሉ? በምን ምክንያት ትምህርታቸውን አቋረጡ?