

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM

**THE IMPLEMENTATION OF LEARNER SUPPORT SERVICES IN ALPHA AND
SELECT SECONDARY LEVEL DISTANCE EDUCATION CENTERS**

BY
ANTENEH TSEGAYE

MAY, 2014
ADDIS ABABA

**THE IMPLEMENTATION OF LEARNER SUPPORT SERVICES IN ALPHA AND
SELECT SECONDARY LEVEL DISTANCE EDUCATION CENTERS**

BY

ANTENEH TSEGAYE

ADVISOR

GETACHEW ADUGNA

MAY, 2014

**ADDIS ABABA, ETHIOPIA
ADDIS ABABA UNIVERSITY**

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by Anteneh Tsegaye entitled: *The Implementation of Learner Support Services in Alpha and Select Secondary Level Distance Education Centers* and submitted in partial fulfillment of the requirements for the degree of Masters of Arts (Adult and lifelong learning) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining committee:

External Examiner

Name _____ Signature _____ Date _____

Internal Examiner

Name _____ Signature _____ Date _____

Advisor

Name _____ Signature _____ Date _____

Chair of Department of Graduate program coordinator

Acknowledgements

I would like to express my heartfelt gratitude to my advisor Dr. Getachew Adugna for his unreserved professional guidance as well as continuous and untiring help. He has closely followed the progress of my work, reviewing the various drafts and offering numerous comments and suggestions. His timely, meticulous and constructive comments had transferred the original draft of the research report, hopefully into an academically acceptable thesis. In short, the study would not have come out in its present form without his invaluable comments and suggestions.

I am greatly indebted and grateful to Ato Gashaw Eshetu, Ato Kiflu Hassen and Ato Berhanu Assefa for their continuous support and encouragement, besides their willingness to provide me with their private reference books, which were invaluable to my work.

My heart-felt appreciation and thanks must extended to W/o Tewabech Berehe for her considerate and kind cooperation in writing questionnaires and drafts of the study in the computer.

I am grateful to Frezer Gidey, Ruth Masebo and Mikyas Yekuno for they have supported me during the entire period of my study, and for their dedication in gathering and tabulating the data.

I would like to express my appreciation to my wife W/O Bisrat Mulualem, my child Elnathan Anteneh for their encouragement, support and patience, while I was working on the study.

At last, I am also very much indebted to the Ato Adehana Girmye and Ato Mulugeta Deressa; Administration head, Ato Ephrem Fetene and Ato Dereje Tefera; coordinators, Addis Ababa branch for their hospitality and cooperation.

Table of contents

Acknowledgements.....	I
Table of contents.....	II
List of Tables	IV
List of figure	V
List of Acronyms	VI
List of Appendices	VIII
Abstract	IX
CHAPTER ONE	
1. INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Significance of the study	6
1.4 Objectives of the study	7
1.5 Delimitations of the study	7
1.6 Limitation of the study	8
1.7 Definition of the Key Term.....	8
1.8 Organization of the study	9
CHAPTER TWO	
2. REVIEW OF RELATED LITERATURE	10
2.1. Distance education:	10
2.1.1. The concept of Distance Education	12
2.1.2. The importance of distance education.....	13
2.2. History of Distance Education: World view.....	14
2.2.1. Distance education in India	14
2.2.2. Distance education in USA	17
2.2.3. Distance education in Turkish	20
2.2.4. Distance education in Japan	21
2.2.5. Distance education in Ethiopia	22
2.3. Support Services	24
2.3.1. Student Support Services.....	25
2.3.2. Administrative two ways communication	28
2.3.3. Roles of Stakeholders in Support Services	32
2.4. Conceptual frame work.....	36
CHAPTER THREE	
3. RESEARCH DESIGN AND METHODOLOGY	37
3.1. The research design	37
3.2. The study area	37

3.3. Data sources	37
3.4. Population and sampling techniques	38
3.5. Data collection instruments and procedure	39
3.5.1. Questionnaire.....	39
3.5.2. Interview	40
3.5.3. Document analysis	41
3.5.4. Observation	41
3.6. Pilot Study	41
3.7. Methods of Data Analysis	42
CHAPTER FOUR	
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE STUDY	43
4.1. Background information of the respondents	43
4.2. Results of the data gathered by questionnaire and interview	44
4.2.1. Issue Related to pre- enrollment services.....	44
4.2.2. Issue Related to Convenience of Course material Distribution	47
4.2.3. Issue Related to Availability and Adequacy of Administrative Services	50
4.2.4. Issue Related to Tutorial Face to Face Contacts	52
4.2.5. Issue Related to Library Services	61
4.2.6. Issue Related to Guidance and Counseling Services	64
4.2.7. Issue Related to Assignment and Feedback	67
4.2.8. Issue Related to Exam and Feedback	74
CHAPTER FIVE	
5. SUMMARY ,CONCLUSION AND RECOMMENDATIONS	79
5.1. Summary	79
5.2. Conclusion.....	81
5.3. Recommendation.....	82
References	85
Appendices.....	9

List of Tables

Tables	Page
Table 1 – Characteristics of the respondents	43
Table 2 – Learners response related to related to school location	44
Table 3 – Learners response related to Presence and type of pre-enrolment services.....	45
Table 4 – Learners responses related to Convenience of Course Material Distribution	47
Table 5 – Learners response related to Administrative Support	50
Table 6 – Learners response to availability, number, means, adequacy and convenient face to face contacts.....	52
Table 7 – Learners response Related to convenience and duration Tutorial program.....	56
Table 8 – Learners Response to the Availability and Convince of Library.....	61
Table 9 – Learner’s response to Availability of Guidance and Counseling Services.....	64
Table 10 - Response to number, significant and account to final grade of assignment.....	67
Table 11 - Learners Response to comment and account to final grade of assignment.....	71
Table 12 - Learners Response to Exam schedule, convenience exam and Feedback.....	74
Table 13 - Learners response to time of getting exam paper, comment and re-exam	76

Figure

Figure 1 - Conceptual frame work of the study36

List of Acronyms

- AACSB - Association to Advance Colligate School of Business
- AECT - The Association for Educational Communications and Technology
- AIDS – Acquired Immune Deficiency Syndrome
- AIs – Accredited Institutions
- AM – Amplitude Modulation
- AUC – Alpha University College
- BA - Bachelor of Arts
- BTC- British Tutorial College
- COL – Learning Common Wealth of Learning
- CPB – Corporation for Public Broad Casting
- DE – Distance Education
- EC – Ethiopian Calendar
- EMA – Ethiopia Media Agency
- ESLCE – Ethiopia School Learning Certificate Examination
- FM – Frequency Modulation
- GDECPAA- Guidelines for Distance Education Credit Program Array and Approval
- HIV – Human Immune Deficiency Virus
- IGNOU - Indira Gandhi National Open University
- ICS- International Correspondence Schools
- MA – Masters of Arts
- MDEC – Mandela Distance Education College
- MOE – Ministry of Education
- NFDE- Non Formal Distance Education
- NFE- Non- Formal Education
- NGO- Non- Governmental Organization

ODL- Open and Distance Learning
PADEA – Pan Africa Distance Education Academy
PBS – Public Broad Casting Services
SMDEC – St. Mary’s Distance Education College
SRS- Students Response Sheets
TTC- Trans World Tutorial College
TV - Television
UHF – Ultra High Frequency
UNDP- United Nation Development program
UNESCO - United Nations Educational, Scientific and Cultural Organization
UNICEF - United Nations Children Fund
UNISA- University of South Africa
UK- United Kingdom
USA – United States of America
USAID - United States Agency for International Development

List of Appendices

Appendix I- Questionnaire for learners	90
Appendix II- Interview Question for Administration	99
Appendix III- Interview Question for Program Coordinator	100
Appendix IV- Interview Question for Program Tutors.....	102
Appendix V- Document Analysis	103
Appendix VI- Observation Checklist.....	105

Abstract

The Implementation of Learner Support Services in Select and Alpha Distance Education Institution.

Anteneh Tsegaye

Addis Ababa University, 2014

The purpose of the study was to assess the implementation of learner support services in Select and Alpha distance education institutions. The study used to descriptive case study method, because it was found convenient to represent existing situation about implementation of learner support services. The research included 2 distance education institutions; the study participants were selected by Probability (simple random sampling) and non probability (purposive sampling). 523 representative respondents composed of 494 learners, 25 tutors and 2 coordinators and 2 administrators. Three data gathering tools namely questioners, interview and observation check list had been employed in order to gather necessary data of the study which were composed of close ended and open ended items were applied in the research. The data gathered through interview observation and questionnaire was processed through three concurrent flows of activity of the qualitative analysis system which include data reduction, data display and conclusion drawing. The Major findings of this study include delay of modules and lost course materials, less learner's participation on face to face tutorial program, lack of library, lack of guidance and counseling services and inadequacy of administrative support. The study also found that week follow up, support and feedback system on the assignment and examination. Lack of training opportunity for tutor and coordinators were the major challenges. For further improvement advanced follow up, support and immediate feed, and fulfillment of learners support services were suggested as potential solution to the proper implementation of learners support services.

CHAPTER ONE

1. INTRODUCTION

This chapter is concerned with the introductory part of the thesis. It comprises background of the study, the statement of the problem, the significance of the study, objectives of the study, delimitation of the study, limitation of the study, definition of terms, and organization of the study.

1.1. Background of the Study

Education is universally recognized as a fundamental building block for human development and one of the strongest instruments for reducing poverty. It also enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. According to Ethiopian education and training policy, education enables to strengthen the individuals and society's problem solving capacity, ability and culture starting from basic education and at all levels (MOE,1994:1). Education also helps a country to create strong and competitive economy, which can effectively cope up with the challenges of development and can easily and confidently adapt to the changing market and technological conditions in the global economy (Hazen cited in Dechassa 2010:1)

Moreover, education represents the sum total of all the processes of human learning by which knowledge, skills and attitudes are gained. In this regard, informal, formal and non-formal are major forms of education. An informal education does not correspond to an organized and systematic view of education, learning resulting from daily activities related to work, family or leisure, as well as it is not organized or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective (Eurydic 2011:17). On the other hand, formal education involves a combination of registered enrolment and work to a syllabus, which leads to some sort of certificate. Formal education characterized by the following characteristics such as: limited to a period being taught, uses somehow rigid time table scheduled for various subjects, taught during regular school hours days and months, has a fixed point of entry and exit time and it has fixed concepts and contents in its curricula (Harvey 2007:6). While, non-formal education refers to a systematic learning opportunities that

are organized outside the framework of the formal system of education, and that are addressing the learning needs of specific target groups (Befekadu, 2006:2).

In this regard, different countries utilize various types of NFE programs depending on specific needs and situations. Basically NFE includes: school equivalency programs to provide a second chance to those who have missed school, training in occupational skills and on the job training such as: agriculture extension and farmer training programs, Adolescence and adult literacy programs, community education and community programs of instruction in health, nutrition, family planning etc.

However, Distance education is categorized under the stream of non-formal education (Claudio 1987:6) and Tesfaye (2002:31) revealed the same issue. Besides, this distance education is an indirect form of education, where the teacher and the students are separated both physically and in time span. The teacher's transmission of the study materials is separated from the student's acceptance. The transmitted material between them consists of printed and electronic media, and those technologies useful for distance education (Medeja, etal 2001:4).

In Ethiopia, from early 20th century of Emperor Menelik up to the end of Derg regime distance education normally referred to as adult education because it is more integrated with life and work, and it provides education mostly to the adult population (Karanja 1997:8). According to karanja, in1955, on the Emperor's coronation a national policy was initiated to provide free and compulsory education to enable illiterate adults aged 50 and above to become involved in teaching adults.

Then after, a National Literacy Council was officially established to co-ordinate literacy programs and the adult literacy project being implemented by UNESCO/UNDP. In 1957, a Ministry of Community Development was established to promote socio-economic development. To support this objective the Ministry of Education, in collaboration with USAID and UNESCO, instituted special teacher education centers at Debre Birhan and Majete to train teachers for elementary and adult education. At the grass roots level, community development agents were charged with the task of promoting development programs in literacy and numeracy. The program was to be implemented by a team of five men and two women for each woreda

(district). Trained village level workers from the Awassa Community Development Centre were assigned to some 20,000 peasants per Development District (Karanja, 1997: 8).

However, according to Tesfaye (2002:4) distance education in the form of correspondence education appeared as early as 1967 in private institution. British Tutorial College (BTC), International Correspondence Schools (ICS) and Trans World Tutorial College (TTC) are some. At that time, non-formal distance education has three primary modes of delivery: printed materials; media and brief face-to-face instruction. To date in Ethiopia, as elsewhere in developing countries printed materials remain the most common mode of delivery and are much more familiar with students of NFDE.

Then after, since the change of government in 1991, Ethiopia has undergone extensive change of the country's political ideology grounded in federalism and democratization. Some of the changes have had profound implications for distance education in Ethiopia.

Now a day, in both governmental and private of distance education the provision mainly focuses on in different levels and programs such as 2nd cycle primary education (5-8), secondary education 1st cycle (9-10) and 2nd cycle (11-12), degree and MA programs in government and private centers, institutions, colleges and universities. Print materials, educational Radio programs, as one of the instructional components. Face-to Face tutorial programs, processing grade reports, managing technical services, enrolling new students, recording information, counseling, giving and correcting exams and assignments are needed as support services. The above support services play an important role to maintain the quality of distance education in any level.

In addition, according to Guidelines for Distance Education Credit Program Array and Approval (GDECPAA) (2000:1-4) the quality of distance education mainly depends on the quality of curriculum and instruction, evaluation and assessment, library and learning resources, student services, and facilities and finances of the institution. Therefore, the main purpose of this research is assessing the implementation of learners support services.

1.2. Statement of the problem.

Today, it is realized that human resource development at all levels, as a precondition for economic growth and development. Human resource development requires provision of education especially quality education to any citizens that are found at any levels. According to UNICEF (2000: 4) quality education includes learners (healthy, well nourished and ready to participate and learn), environments (healthy, safe, protective, gender-sensitive, and provide adequate resources and facilities), content (relevant curricula and materials), trained teachers (used different teaching approaches and well-managed classrooms) and out comes (encompass knowledge, skills and attitudes).

The above quality indicators stated by UNICEF show that during the provision and implementation of education there must be given much attention. In most cases, some of these such as healthy, well-nourished learners and environments that are healthy, safe, protective and gender-sensitive are not considered as the quality indicators.

On the other hand, learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical (includes quality of school facilities, interaction between school infrastructure and other quality dimensions, class size), psychosocial (includes Peaceful, safe environments, especially for girls, Teachers' behaviors that affect safety, effective school discipline policies, inclusive environments and non-violence) and service delivery elements (includes Provision of health services) UNICEF (2000:7-10). Based on the above assumption, distance education is one part of non-formal education so; it needs the above quality learning environments such as physical, psychosocial and service delivery elements.

Distance learning has become a worldwide and growing phenomenon AACSB (2007:3) because of technology. The innovative use of technologies creates effective techniques to distribute learning in non-traditional ways. As a result, new organizational structures and learning arrangements are appearing throughout institutions.

In Ethiopia, distance education, one of the modes of delivery advocated by international education movements, is now gaining momentum. One instance of such momentum of distance

education in Ethiopia is the recently involvement of private institution in providing secondary education using distance mode.

It is obvious that such private secondary distance education involvement contributes to solve educational problems associated with the development and expansion of higher education in the country. In addition to this secondary distance, learning offers a number of advantages to both learners and to providers of opportunities for learning. Problems such as distance and time, implementation of learners supportive services are barriers to conventional learning, are overcome in distance learning.

However, the secondary distance education faces different challenges personally and institutionally. For instance, personal, challenges include difficulties organizing studies and finding sufficient time to study, difficulties balancing work, and family commitments. On the other hand, institutionally challenges includes lack of well-developed student support services such as face-to-face contact, libraries with the institution, lack of administrative, guidance and counseling supports and difficulties receiving feedback on assignments that is timely and useful. Quality in distance education is one of the main concerns among institutions. As I mention in the introductory part quality of distance education depend on the quality of curriculum and instruction, evaluation and assessment, library and learning resources, student support services, facilities and finance of the institution. From these quality indicators students support services are one of the main quality issues. A student support service refers to a variety of academic and non-academic interactions that the student has with a college or institutions (Floyd and Powell, 2004: 56).

Floyd and Powell (2004: 56) Salih (2004:2) and Parimal and Manoj (undated: 6) revealed the same issue regarding on student support services. According to them student support services include: pre enrollment services (recruiting, promotion, and orientation), admissions and registration, academic advising, financial planning and management, library and bookstore services, academic and career counseling, social support services, certificate and transcript auditing, and technical support. Alpha and Select distance education centers are one of the well known distance education centers in Ethiopia. They are organizations, which are directly involved in helping distance learners. In order to accomplish their goal the implementation of

learners support services are important. The primary purpose of this study was assessing the implementation of learners support services.

In order to achieve general and specific objectives the study attempts to answer the following basic questions:

1. What learner support systems do the two institutions provide to their learners?
2. To what extent the two institutions implement student support services.
3. Are the students having awareness about student supportive services?
4. To what extent the student support services of the institutions convenient to their learners.

1.3 Significances of the study

Experience and research so far show that distance learning, like any kind of learning, can serve different ends, but distance learning appears mainly to serve those who cannot or do not want to make use of classroom . Therefore, it can be instrumental only if its organization, management system and student support services are so efficient and effective. In view of this fact, the investigation of the existing problems related to quality of implementation and instructional media development and distribution; media utilization, communication, face-to-face programs, training etc. are essential not only for the beneficiaries but also for the effective functioning of tutors, counselors, course writers, editors, designers, radio program producers and others. As far as the researcher is concerned, no scholarly work is done on quality of student support services at secondary level (9-10) of Ethiopia.

Therefore, this study is hoped to be useful in examining the weaknesses and strengths of the two selected types of institutions with regard to the implementation of student support services. Specifically, the study:

- ❖ Provides information to policy makers and distance education curriculum developers on the quality of student support services in Ethiopia in general and in the selected institutions in particular;

- ❖ Helps distance education providing institutions under study identify their strengths and weaknesses so that they can make adjustments and improvements of their distance education programs in the future;
- ❖ Enables other distance education providing institutions learn from the weaknesses and strengths of studied institutions there by adjusting and improving their own distance programs;
- ❖ The findings of this study may also serve as a springboard to other researchers, for further investigations in the area.

1.4. Objectives of the study

The general objective of this study was to assessing the implementation of learners support services in Select and Alpha distance education centers while the specific objectives of the study include:

- ✓ Identifying the degree of awareness of the distance education centers on the implementing learner support services;
- ✓ Identifying to what degree distance education centers implementing learner supportive services;
- ✓ To point out the challenges that the centers face during implementing learner support services.

1.5. Delimitation of the Study

Many factors affect distance learners such as organizational, managerial and student support services at any level. However, they vary according to the objective realities of the country. The study attempts to investigate implimentation of learner support services on selected secondary distance education centers. In respect to the geographical scope and time and experience, the study is delimited on Select (from having four years experiences) and Alpha (from who those having rich experiences) distance education centers found in Addis Ababa city government. With respect to the population all, the students in the two institutios in Addis Ababa who are grade 9 and10 and the tutors and coordinators of this institution were involved. With respect to the variables of the study, the independent variables are pre-enrolment services, media utilization, quality of tutoring, library services, guidance and counseling services, administrative

support, quality of assessment with feedback and examination with feedback and dependent variable; i.e. supportive service, were considered in the study.

1.6. Limitations of the Study

Research work cannot totally be free from limitation. Accordingly, some limitations were also observed in this study. One apparent limitation was that most of the institutions principals, vice-principals, tutors and coordinators were busy and had no enough time to participate interview.

Another limitation was lack of recent and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. Due to these problems, the researcher was not able to collect the data within the planned time-frame making the analysis a much difficult task even for submitting the first draft copy of the study to the advisor on time. This in turn affected the study from being deep and exhaustive. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.7. Definition of the Key Terms

Formal education: corresponds to a systematic, organized education model, structured and Administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

Non-Formal Education: is an alternative supplementary and complementary system of the organized and semi-organized education that operates outside the regular routines of the formal education system aimed at serving children who, for various reasons, could not attend formal schools.

Informal learning: learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is inmost cases unintentional from the learner's perspective

Distance Learning: learning supported by those teaching methods in which, because of the physical separateness of learners and teachers, the interactive, as well as the preactive phase of teaching isconducted through print,mechanical or electronic devices.

Supportive service: is learner support as the resources that learners can access in order to carry out the learning processes.

Tutor: is a member of the instructional staff who, through informal conferences, instructs and examines students, sometimes while maintaining residence in a dormitory with the mass of students or an undergraduate or graduate student selected and recommended by professors to assist students by means of private conferences.

1.8. Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study, which consists of background of the research, statement of the problem, significance, delimitation limitation of the study and organization of the study. The second chapter deals with review of related literature relevant to the research. The third chapter discusses about research methodology. The collected data from the subjects of the study were carefully analyzed and interpreted under chapter four. The fifth chapter summarizes the research findings and forward conclusions and recommendation on the findings of the study. Reference and appendix, which include questionnaire, interview format, and other related materials, are also part of the document.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presents related literature that helps to enrich the study. The literature deals with the importance of distance education and learners support services. It also discusses a brief historical background of distance education. In addition, the chapter tries to indicate the experiences of distance education in selected countries.

2.1. Distance Education

The term distance learning reflects both the fact that someone removed in time and space from the learner conducts all or most of the teaching, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure (UNESCO, 2002b : 8). Because of flexibility in terms of access, curriculum and other elements of distance learning, distance education is became more preferable than face to face or traditional education. In addition to this, according to UNESCO (2002b: 8-9) distance education systems made up of a range of components such as: the mission or goal of a particular system, programs and curricula, teaching/learning strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment, and evaluation.

However, the language and terms used to describe distance education activities can still be confusing, and geographical differences in usage.

...among the more commonly used terms related to distance education are the following: correspondence education, home study, independent study, external studies, continuing education, distance teaching, self-instruction, adult education, technology-based or mediated education, learner-centered education, open learning, open access, flexible learning and distributed learning

Common Wealth of Learning (C.O.L, 2000:2).

The phrases that used interchangeably can affect to know the correct meaning of distance education. That is why there is no one definition of distance education. Rather, there are many approaches to defining the term.

According to (C.O.L, 2000:2 and Desmond Keegan in 1980 cited in AECT, 2001:176) revealed the same issue about the characteristics that most definitions pay attention. Most definitions, however, pay attention to the following characteristics:

- *Separation of teacher and learner in time or place, or in both time and place;*
- *Institutional accreditation; that is, learning is accredited or certified by some institution or agency. This type of learning is distinct from learning through your own effort without the official recognition of a learning institution;*
- *Use of mixed-media courseware, including print, radio and television broadcasts, video and audio cassettes, computer-based learning and telecommunications. Courseware tends to be pre-tested and validated before use;*
- *Two-way communication: allows learners and tutors to interact as distinguished from the passive receipt of broadcast signals. Communication can be synchronous or asynchronous;*
- *Possibility of face-to-face meetings for tutorials: learner–learner interaction, library study and laboratory or practice sessions; and*
- *Use of industrialized processes: that is, in large-scale open and distance learning operations, labour divided and tasks assigned to various staff who works together in course development teams.*

Finally, in my opinion if the definition of distance education contains the above characteristics the definition is described as well. The following definition somehow is based on the above characteristics.

2.1.1. The concept of Distance education

With the rapid growth of new technologies and the evolution of systems for delivering information, distance education with its ideals of providing equality of access to education, became a reality. Today, there are distance education courses offered by dozens of public and private organizations and institutions to school districts, universities, the military and large corporations.

Distance education is the broad term that includes distance learning, open learning, networked learning, flexible learning, distributed learning and learning in connected space. Definitions vary with the distance education culture of each country, but there is some agreement on the fundamentals. Distance learning generally recognized as a structured learning experience that can be done away from an academic institution, at home or at a workplace. Distance education often offers programs leading, to degrees or credentials. Colleges and universities in the United States offer existing courses through distance learning programs as an alternative to traditional attendance. Educators in the United Kingdom describe their distance strategies as flexible or open learning.

On the other hand, the rapid growth of networks, particularly the Internet and the World Wide Web, have spawned an interest in networked learning, sometimes referred to as learning in connected space or learning in the virtual classroom. This type of instruction may take place in traditional classrooms with web-enhanced features such as online syllabus, readings and assignments but with major portions of discussion and assessment done in the traditional classroom.

Generally, (UNESCO: 2002a:11 and Susanna and Paulo: undated:2) stated the same definition. According to them distance education defines as follows:

Distance education implies that the majority of educational communication between (among) teacher and student(s) occurs non-contiguously (at different times and at separate places – separating the instructor-tutor from the learner). It must involve two-way communication between (among) teacher and student(s) for the purpose of facilitating and supporting the educational process.

According to my opinion, this definition is a wider definition because it includes the following characteristics: separation of teacher and learner, institutional accreditation, use of mixed-media courseware, two-way communication, possibility of face-to-face meetings for tutorials, use of industrialized processes.

2.1.2. The Importance of Distance Education

Sometimes distance learning used for school-age children and youth that are unable to attend ordinary schools, or to support teaching in schools, both at primary and secondary level. However, most courses and programs targeted at the adult population.

In developing countries, in particular distance education for school equivalency is an important way of expanding educational opportunities to the adult population. Open schools that use a variety of media are of particular interest to high-population countries. Teacher training is an important area where distance learning has made a major contribution. This includes initial training for formal qualifications, in-service supplementary training for formal upgrading, and continuing in-service training in particular subjects and topics. Many examples, particularly from developing countries, show that teacher training at a distance may reach large groups of teachers and have profound impact on the development of national education systems. The use of distance learning for teacher education is therefore a crucial strategy when expansion or quality improvement needed in the public education system UNESCO (2002b:9).

In addition to this, according to UNESCO (2002b:28-29) distance learning is used for a wide range of purposes.

General education: distance education used at primary and secondary education levels to provide both in school and out-of-school programs. In-school distance education programs used to support teaching in schools when learning materials are lacking, or where enrichment thought to be desirable. They may also use where teachers do not have formal qualifications, or to support subjects where the number of pupils is too small to be able to organize conventional teaching.

In addition, distance education used in out-of school programs at both primary and secondary level to educate school-age children and youth who are unable to attend ordinary

schools, including those who are disabled, suffering from long-term illness, or living in remote areas or living outside their own countries.

Out of school, programs for adults tend to provide basic education through a range of models. Both radio schools and open schools targeting adults tend to provide a complementary.

Teacher education: teacher education is an important area where distance education has been used extensively to provide pre-service teacher preparation, upgrading of academic qualifications, and in-service continuing professional development in particular subjects, content areas and instructional methods. Distance education may play an increasingly important role during this decade in helping address the growing shortage of teachers, educational administrators and other educational professionals experienced in both developing and developed countries.

2.2. History of Distance Education

Distance education: worldview

Correspondence education, home study, off-campus study, extramural system are all the different labels attached to what is currently and widely referred as distance education in the course of its history of existence and development.

Of these variant names and features of distance education, correspondence education assumed the root and precursor of what commonly known today as distance education.

2.2.1 Distance education in India

Education in India has a very long and rich history. It can trace back to ancient India and yet is perfectly fit to meet the challenges of the twenty- first century. India has the distinction of having introduced distance education in the form of correspondence education nearly four decades back at the tertiary level and 35 years ago at the secondary level (Sujatha, 2002:39)

In India, correspondence courses initially conceived as a sub system in the conventional university set up. A pilot correspondence education project was introduced in Delhi University in

1962 (RaO, 2007:65). The success of this experiment encouraged other universities to take up instruction by correspondence at various levels.

At the higher education level

Delhi University was the first to establish the directorate of correspondence education in 1962 by admitting 1112 students for a bachelor's degree in arts. Later a few state-level open universities also appeared. Currently, there are 49 universities offering distance education and 7 state open universities covering about 20 percent of the student population in higher education.

According to, (Rao, 2007:67) in september1985 the government of India decided to set up the Indira Gandhi National Open University. Among the objectives of the university, the following were the main focal points:

It shall be the duty of the university to take all such steps as it may deem fit for the promotion of Open University and distance education systems and for the determination of standard of teaching, evaluation and research in such system and for the purpose of performing this function, the university shall have such powers including the power to allocate and disburse grant to colleges, weather admitted to its privilege or not, or to any other university or institution of higher learning as may be specified by the students(Rao,2007:67).

After the establishment of Indira Gandhi national Open University, two more open universities were established: Kota open university (1987) and Yashwant Rao Chavan Maharashtra open university (1989). These four open universities were able to make good progress during the next six to seven years (Rao, 2007:67). According to (Rao, 2007:76), distance education initially targeted toward employed students over the years distance education used to accommodate the overflow of the conventional system.

At school level

According to (Sujatha, 2002:40), distance education at secondary level in India evolved in four different stages. Each stage was distinct in terms of objectives and the characteristics of distance education itself. However, although the objective and purpose of distance education are the same, the approach and some of the characteristics vary across different states. In addition, according to (Sujatha, 2002:41), secondary education in India was characterized by low participation, low transition and higher failure rates.

Support services

The majority part of the program delivery system includes registering students, and distributing learning materials, offering counseling and guidance to students organizing personal contact programs, evaluating tutors, marked assignment and giving feedback, and enrolling for and conducting examinations. Most of these tasks are executed by the study centers, called accredited institutions (AIs).

Delivery approach

Distance education imparts education by adopting a mixed approach of combining self-study and study centers support, complimenting these with electronics media in a very limited way. The courses are carried out through multimedia learning packages prepared exclusively for the distance education students. The learning packages consists of a curriculum outline, printed self-learning instructional materials, personal contact program for face to face interaction, audio-video cassettes and use of electronic media such as television transmission and teleconferences (Sujatha,2002:95).

Instructional system

In India, the most dominant medium for approaching the students is the printed text supported by personal contact programs of varying duration. Some institutions like the correspondence courses in Delhi, Punjace and Annamalai have set up study centers. These centers do not organize individualized face-to-face counseling but are centers for conducting

groups contact programs and also for organizing lending libraries for students. Annamalai University makes use of audiovisual materials for science courses. The University of Delhi, University of Punjab, University of Patiala Madurai, Kamraj University and the University of Madras are using radio broadcast. Recently, the Indira Gandhi National Open University has started making use of television some of its courses. In addition, the use of audio videocassette was started in the 1990s by IGNOU, Kota Open University, Annamalai University and Punjab University. Another medium to contact the student is tutoring via mail or instruction through written assignments popular known as Students Responses Sheets (SRS) (Rao, 2007:80).

In India the duration of personal contact programs varies in different institution in most of the institution, it is the range of ten to fourteen days. In distance education institutions attached with conventional universities, the system of evaluation is the same as that of the respective parent universities.

Thus, India today has the largest distance education system in the world, both in terms of numbers of institutions and in terms of number of students in the system (Sujatha, 2002:40).

Based on the above information, India has many experiences regarding to distance education than other countries. In India, distance education supported by different student support services such as: registering students, and distributing learning materials, offering counseling and guidance to students organizing personal contact programs, evaluating tutors, marked assignment and giving feedback, and enrolling for and conducting examinations.

2.2.2. Distance education in USA

Distance education is not a new concept. In the late 1800s, at the university of Chicago, the first major correspondence program in the United States was established in which the teacher and the learner were at different location (AECT: 2001:170). Since the turn of the current century, distance education has seen an unprecedented growth in the United States (Farhad, 2011:11). Antecedent to this growth is the emergence of a post-industrial economy as well as expanded theory building and research in the discipline. The future of distance education depends on how successfully established institutions can adapt themselves to the post-industrial

environment by adopting key theoretical concepts and implementing research findings, and how institutions are able to reduce the cost of education while increasing access.

Before the time, particularly in pre-industrial Europe, education had been available primarily to males in higher levels of society. The most effective form of instruction in those days was to bring students to gather in one place and one time to learn from one of the masters.

According to (AECT, 2001:176), instruction outside of the traditional classroom had suddenly found new delivery systems. More recently, audio and computer teleconferencing have influenced the delivery of instruction in public schools, higher education, the military, business, and industry. Following the establishment of the Open University in Britain in 1970, and Charles Wedemeyer's innovative uses of media in 1986 at the University of Wisconsin, correspondence study began to use developing technologies to provide more effective distance education.

The United States was slow to enter the distance education marketplace, and when it did, a form of distance education unique to its needs evolved. Teacher shortages in areas of science, math, and foreign language combined with state mandates to rural schools produced a climate. In the United States, fewer than 10 states were promoting distance education in 1987. A year later, which number had grown to two-thirds of the states, and by 1989, virtually all states were involved in distance learning programs (AECT: 2001:172). According to (Farhad, 2011:11) distance education has provided an alternative means of learning for countless individuals for many years in the US. The field had its roots in independent study, self-directed learning, and non-traditional and open education (Wedemeyer cited in Farhad, 2011:11).

Correspondence Education and Meeting Needs of the Under-Served (Edelson and Pittman cited in Farhad, 2011:11) posited that correspondence education developed on two parallel tracks; one found its home and prospered in higher education, the other in the private sector. The quality of education in the commercial sector ranged from very good to outright fraudulent. The commercial or proprietary schools that engaged in deceptive practices damaged the reputation of distance education to the point that the federal government withdrew its financial support for students in such schools and established rules that limited the practice in the 1950s. Although reputable faculty and administrators practiced correspondence education in

state-supported institutions of higher education, the practice did not develop parity of esteem with the so-called traditional form of teaching and learning (Jevons and Pittman cited in Farhad, 2011:12). It was not until a decade ago that the federal government began to relax its regulations for distance education. Despite the rapid growth of distance education in recent years and overwhelming research evidence that there is no “statistically significant difference” between the effectiveness of distance and face-to-face instruction, the issue of quality of distance education has remained a live (Chu, Schramm and others cited in Farhad, 2011:12).

Support services and Instructional system

The primary theme in distance education to meet the needs of the under-served segment of the society highlighted again in the 1960s. During this tumultuous decade, the civil rights movement brought to the forefront the plight of children living in inner cities who deprived of adequate means of learning. This concern led to the establishment of the Public Broad casting Service (PBS) and the Corporation for Public Broad casting (CPB). The task of the CPB was to fund production and, thereby, broadcast of educational programs. Perhaps the best known and the most successful program funded by CPB is Sesame Street, which has reached millions of preschool children throughout the country on PBS affiliated television stations and has offered them the type of early education in language development and mathematical thinking which they otherwise would not have received. It continues to this day.

Finally, (Kumata cited in Farhad, 2011:12) listed learner traits as “prime” factors in learning from instructional television, and not “in the fact of TV transmission.” In summary, these traits were:

- *Audience motivation*, “Superiority of TV is reported more often involuntary audience situations than in captive audience situations.”
- *Subject matter preparation and integration in to a teaching process.*
- *Audience intelligence*, “TV seems to affect intelligence levels differently but exactly how has not been shown.”
- *The mode of presentation*, “TV or face-to-face has no differential effect up on retention of the subject matter.”

- *Interaction with teacher*, "...gives students reassurance and greater willingness to undergo the Television experience."
- *Attitudes toward TV and toward subject matter*, the medium has no effect on learning achievements; however, it might affect selection and future use of television for learning.
- *Adult learners*, Popularity of educational television among adult learners indicates, "Adult credit courses...may carry the educational television station "as a viable financial enterprise.

In Some extent, USA implements different types of student support services such as: pre enrolment services to motivate the learners and face to face tutorial programs by using different instructional media.

2.2.3. Distance education in Turkish

In Turkish Education System "Open and Distance Education" service is largely offered by the state's nonprofit education institutions (at primary, secondary and higher education levels). The leading institutions in that way are the state universities and those of The Ministry of National Education. The Faculty of Open Education and open education high schools and primary schools are striking examples of that. In addition, The Services of "Open and Distance Education" are largely offered by institutions, which are run with profit concern in Turkey and especially in the world (Ali, 2007:174).

Supportive Services

In the processing of "Open and Distance Education" system, there are certain education material, such as printed materials, TV and radio broadcasts, audio-visual techniques, telephones, faxes, telexes, individualistic education, video conferences and computer-based education conditions. Country mainly chooses materials (what to use and how to use) by taking their own feasibilities and conditions into consideration, (Ulutak cited in Ali 2007:175).

According to Ali (2007:175) "Open and Distance Education" removes the mandatory that the student and the teaching staff clome together sometime in the process which is necessary of

classical face-to-face education. The most remarkable difference between open & distance education and classical education is that individuals could complete their education (ranging from primary school, secondary education, pre-bachelor's degree to master's degree and doctoral degree or even occupational courses) without leaving their daily routines.

Moreover, "Open and Distance Education" method is a model which is performed in conditions where academic staff and individuals are physically remote to each other, by using auxiliary mechanisms such as letters or electronic equipment's etc. Meanwhile, it is an education model which benefits from schools' indoor areas at minimal level or never. The main three dimensions of it are economy, technology and efficiency. Course contexts in the former "Open and Distance Education" model reached at all to individuals by mail-service while today electronic base is mostly preferred.

In some extent, in the case of Turks open and distance education offered by institutions these institutions uses student supportive services such as printed materials, TV and radio broadcasts, audio-visual techniques, telephones, faxes, telexes, individualistic education, video conferences and computer-based education conditions and face-to-face education in order to facilitate the implementation of distance education.

2.2.4. Distance education in Japan

The educational system in Japan consists of formal and non-formal education. The formal education includes:

- Six year primary education
- Three year lower secondary education
- Three years upper secondary education, and higher education with preschool education and education for handicapped people (Rao, 2007:118)

Distance education methods are used by this non-formal education sector too. Japan has a highly advanced communication infrastructure. In addition to traditional ways of communication such as postal services and printing, telecommunication facilities and equipment's are wide spread, including radio broadcasting (both FM and AM), TV broad casting (UHF, and Satellites),

computer networks, telephone and facsimile. TV and video equipment are widely diffused across home holds, with over 70 % of households having at least one TV set (Rao: 2007:118).

In the case of Japan, distance education mostly offered on line, this distance education supported by different technological instructional media such as computer networks, telephone and facsimile TV broad casting

2.2.5. Distance education in Ethiopia

Distance education in Ethiopia is a recent phenomenon ,which was initiated in the 1950s with the objective of developing senior secondary correspondence courses for adults working in various ministries, factories military organizations through a bilateral agreement of the Ethiopia – USA cooperative education program and the first implemented by the former Haile Selassie I university from 1968 to 1972 (Cherenet:2008:31). Like any other part of the world distance education in Ethiopia, trace back its origin in the form of correspondence study.

In Ethiopia, initially most correspondence courses under taken by Ethiopians were administered by foreign institutions (Karanja: 1997: 15). According to (Karanja, 1997: 15) British correspondence schools were preferred and more popular because they prepared students for London matriculation, which was latter replaced by Ethiopian school learning certificate examination (ESLCE).

Gradually, the need to run an organized correspondence education program was deemed important by the MOE which signed an agreement with the then Haile Selassie I University to develop secondary school (9-12grades) correspondence courses. The primary beneficiaries of this agreement were teachers of lower grades. In the early 1950s, the Point 4 program of USAID, attached to the MOE, produced printed materials to offer correspondence courses to schoolteachers in English, Math's and Sciences. Again, due to shortages in financial and human resources, the arrangement was not sustainable.

Similarly, efforts to provide correspondence courses in Biology and Chemistry for public health officers who hoped to get admission to the medical schools did not succeed (Solomon cited in Karanja: 1997:15). Most of the initial efforts were carried out on an unplanned basis and largely unorganized.

In 1970, the MOE created an Extension Division, which was, renamed Distance Education Unit of the Mass media Department. Today, this unit is still functional providing secondary-school-level correspondence education to learners such as unqualified teachers and school dropouts as well as learners in national defense, the police force and the merchant class. The Educational Mass Media, a Unit in the Ministry of Education, assists both correspondence learning and enriches the formal school curriculum through 11 regional-level transmitting stations. The origin of mass media education in Ethiopia goes back to the early 1950s when the former Ministry of Education and Fine Arts established an audio-visual center in co-operation with USAID. The main purpose of the center was to provide schools and development agencies with photographs, films, charts and posters. This center later strengthened when the Ethiopian Television broad casting launched in 1964. Later, the then MOE used facilities of the Ministry of Information to provide TV instruction in 1965 to high schools located in the capital city (Karanja: undated:15).

After some years of interruption in 1976, the program was transferred to the department of adult and continuing education of the MOE and teaching began in 1978. Since 1978, the distance education division has been working out correspondence courses on senior secondary level from grade 9-12 (Flinck cited in Cherenet, 2008:31). Rumble referring to (Cherenet, 2008:31) described that in 1994 the program was transferred to EMA and as a result of this transfer began to grow in importance.

However, based on the researcher is observation currently EMAs role of delivering distance education at secondary level is almost dying out? This might be so perhaps to give a wider chance for the former and newly coming private educational institutions.

Presently, it is started with emergence of private colleges and universities in the country. So far, it is provided at higher education level including diploma and degree. There is also the beginning at masters' level. In fact most of the masters' level programs are given in cooperation with foreign institutions. Some examples in this respect include the cooperation between St. Merry University College and Indra Gandhi Open University and Addis Ababa Commercial College and UK Open University. University of South Africa (UNISA) has

also opened a distance education campus in Addis Ababa and started offering programs at second degree level.

In addition, private educational institution like AUC, PADEA, and SMDEC, MDEC, Admas University College and Select distance education centers and few others are emerging to provide distance education program to the tertiary and secondary distance learners.

Major instructional media used at secondary distance education program

It is true that distance education in Ethiopia in many ways resembles with developing nations. For instance, regarding instructional media and media technologies utilization in Ethiopia (Teshome and Tilson cited in cherenet, 2008:31) posted that EMA for a number of years has been utilized print, video and face-to-face tutorials as a means to delivered instruction to its learners. However, the mixture is not equal, as print constitutes the major part followed by radio and face to face.

2.3. Support services

According to distance, Education Standards for academic and student support services, guidelines for distance education credit program array and approval (GDECPAA, 2000:1-4) stated the following as standards for academic and student support services

- Curriculum and Instruction
- Evaluation and Assessment
- Library and Learning Resources
- Student Services
- Facilities and Finances

The quality of curriculum and instruction, evaluation and assessment, library and learning resources, student services and facilities and finances could affect the quality of the implementation of distance education. However, few studies are conducted in relation to distance education Program in Ethiopia. Besides, there are also some more studies conducted by private

individuals, NGO's and government agencies, such as MOE, but this study differ from others because it focuses mainly to implementation of student support services.

2.3.1. Student Support Services

According to (Tichapondwa and Daniel, undated: 71) the distance education learner begins with uncertainties on the new journey. DE learners need support because they have uncertainties about getting to their destination, and this support rendered through dialogue with others. The learner support section of a DE organization takes care of that. Learner support is inseparable from the management and course development functions already listed. The learner supporter should have clarity about ways in which management and course development influence his / her role. Student services played a major role in provision of distance education. Successful support services aid both students and faculty/institution.

Student support services are parts of the institution that are designed to help and assist students, and it includes orientation, recruitment, admissions, advisement, registration, technical support, tutoring, the writing center, telephone support, the library, access to the bookstore, financial aid counseling, and personal and career counseling (Rosalie and Gleicher, undated:5).

In addition, according to Western Cooperative for Educational Telecommunications (2000:5) the student support services addressed here include the most common student services provided for on-campus students as well as some additional services likely to be useful to those studying online or off-campus. There is no attempt to ensure that the Guide covers all services that might be available on campus. The following services covered in the Guide: information for prospective students, admissions, financial aid, and registration orientation services, academic advising, technical support, career services, library services, services for students with disabilities, personal counseling instructional support and tutoring, bookstore and services to promote a sense of community.

On the other hand, (Tichapondwa and Daniel undated: 72) stated the same but a little bit different from Western Cooperative for Educational Telecommunications. According to them in open and distance learning, the support can be subdivided into three categories.

- *Administrative support:* The support rendered by managers, course coordinators, tutors and non-subject specialists.
- *Tutorial support:* It divided in two parts, such as face-to-face support and tele-tuition.
- *Guidance and counseling support:* Refers to the provision of experiences, which help students understand themselves better.

However, according to The Commonwealth of Learning Asian Development Bank (1999:34-35), intellectual support or tuition and organizational and emotional support, or counseling supports are two kinds of support that distance educators should be offering to learners. In addition, a number of personnel who offer this support are part-time tutors, full-time academic staff, counselors and advisers, administrative staff, library staff, staff of collaborating institutions, other learners, and Friends and family.

The above services provided by the following ways. There are also varieties of ways of providing this support: face-to-face, at study centers, residential weekends, and summer schools, by telephone, by e-mail and computer conference, by fax and post, and by audio conference, audiocassette, and video conference.

Administrative support

Administrative support includes:

- the dispatch of complete course materials in a timely fashion;
- information of a variety of kinds:
 - ✓ how much fees are and when they are to be paid;
 - ✓ when the course begins and ends;
 - ✓ who the tutor is, and how to contact him or her;
 - ✓ who to contact when things go wrong;
 - ✓ who to contact for certain kinds of information and services; for example, library;

- ✓ when and where course tutorials take place;
- ✓ when and how assignments are to be submitted; and
- ✓ when and where examinations are scheduled;
- the dispatch of the right examination to the right location at the right time; and accurate and complete records keeping.

Counseling support

Counseling support includes:

- making sure distance study is the right choice;
- how to choose the right course;
- how to apply for a course;
- financial assistance and how to apply for it;
- coping successfully with unfamiliar technologies;
- how to write essays;
- how to prepare for examinations;
- strategies for overcoming 'exam anxiety'; and
- planning for a new career.

Again, technologies other than print used creatively to provide this support for example, audio and video cassettes, and telephone counseling.

Tutorial support

Tutorial support includes:

- tutor contact
- assignment dispatch and grading
- grading criteria and
- examinations

Peer support

Peer support includes:

- Learning materials can also point learners toward others in their communities and social networks who can help them, co-workers, friends, family members, and community members.
- Some institutions, for example, publish lists of learners and which courses they are taking, along with their telephone numbers, e-mail addresses, postal addresses, and so on. However, it is essential to obtain the permission of any individual before publishing this kind of information about them, since these data frequently protected by privacy legislation.
- Tutorials that involve other learners (for example, at study centers, by audio conference or computer conference) can be used as much for purposes of providing peer support as providing intellectual and other kinds of support from the tutor.
- Learning materials can even require learners to seek out other learners, to work as a team on a particular assignment, for example.
- Learners may also be required to find someone from their immediate social network to interview, for example, or to seek information from in some other way.

The above listed support services show that the quality of support services that are important for the implementation distance education. In developed countries, these types of support service practiced in their institutions effectively and efficiently. That is why, the implementation and the qualities of distance education different from that of developing counties.

2.3.2. Administration of Two Ways Communication

Assignments (it encourage learners for further reading), tutors, and face-to-face interaction are possible ways of interaction distance learner with their support services that have great importance in facilitating their studies. However, (Holburge cited in Fissaha 2006:20) believes that two-way communications generally have the following purpose:

- to support students motivation and interest by contact with an encouraging tutor and councilor;
- to support and facilitate student learning by having students apply the knowledge and skills acquired as well as the tutors comments ,explanations and suggestions.
- Assessing students’ progress in order to provide them with an instrument by means of which they can judge their educational situation.

Assessment and Evaluation of Distance Education

Assessment” and “evaluation” are often used synonymously, but they are different. Assessment refers to individuals, whereas evaluation refers to programs (though that rule does not apply in real life—individuals can be evaluated and programs can be assessed). Assessment refers to any of a variety of procedures used to obtain information. It includes numerous types of measures of knowledge, skills, and performance, usually in the service of learning. Assessment may have an evaluative component—a summative assessment, such as a final exam—that places a value or judgment on performance. Evaluation is a set of procedures for determining the value or overall worth of a program. It essentially examines impact or outcomes based on predefined criteria (Burns, 2011:157). Assessment energies instruction, distance programs may use standardized tests that measure out-of-date skills—focusing on declarative knowledge (facts) versus procedural, conceptual, and epistemological knowledge (application of skills, deep understanding, and methods of knowledge acquisition, respectively).

Successful distance education programs have overcome many of the above issues by using a range of formative and summative assessment as appropriate. They recognize that assessment is a process that is inextricably linked to teaching and learning (Heritage cited in Burns 2011:158).

There are several strategies for strengthening both formative and summative assessment of learners within any distance education model.

- Develop standards as determinants of success.
- Make formative assessment an explicit part of instruction

- Measure instructional performance, not simply knowledge.
- Measure teacher productivity.
- Take advantage of technology for assessment.
- Design a “flexible assessment” system.

Assessment generally used for the following purposes: choosing /sorting/-screening, certification, instruction and learning. On the other hand, Evaluation is often one of the weakest areas of any distance education program. Evaluations typically undertaken for one of four reasons:

- To judge the merit of a program, Examples include accreditation or licensing, accountability, audits, and summative evaluations.
- To improve the program, Examples include quality enhancement, understanding the process, continual improvement, and formative evaluations.
- To generate knowledge, Examples include policymaking, determining what works, or theory building.
- To generalize or predict future behaviors or outcomes in similar situations, this is used to scale up interventions (Burns, 2011:252).

Many distance education programs avoid these issues by simply failing to evaluate their distance learning or by doing so in the most perfunctory fashion. Many distance education programs, if funded by external aid agencies, may need to concern themselves only with monitoring and evaluation, which traditionally looks at inputs (Number of teachers trained) versus outcomes (number of teachers who implement a strategy) or impact (how learner achievement has changed as a result of teachers’ professional development).

According to (Burns, 2011:253) Program, evaluations generally characterized as either formative or summative. Formative evaluations are ongoing through the life span of a program and aimed at program improvement. Summative evaluations occur at the end of a program and judge its value or worth. Both formative and summative evaluations should be part of any distance education program. Summative evaluations often include either outcome evaluations or impact evaluations. Outcomes may be short-, medium-, or long-term results, whereas impact is generally considered a long-term effect.

Evaluating these implies an appraisal of their status in society, of the relevance, quality, quantity, and results of their teaching and their impact on education, training, and the labor-market (Ulrich, etal, 2008:125).

However, according to (Samatha, 2008:44) Evaluation of the system determines the degree to which program objectives met through the procedures used by the program. Therefore, evaluation in distance education seen in two directions: on one hand, learners evaluating the distribution of the programs and on the other hand evaluating learners for qualification, certification, etc. Distribution of the program includes instructional materials, course material dispatch, students and the supportive services, network of supportive services and interaction between students and the supportive services.

Course Materials Dispatch

Course material preparation and dispatch was not given due attention. As a result, there is delay and unfair distribution of materials to the learners.

In distributing learning materials, there might be different alternatives. (Holburge cited in Fissaha, 2006:19) then forward that there are three alternatives with their advantages and disadvantages that followed to distribute course materials.

The first one is to distribute all the necessary materials at the outset. Such distribution may not be fair as especially slow learners are discourage and frustrated seeing a loads of materials on their tables.

The other alternative is to send materials on dates decided on in advance. The third alternative is to distribute the material with a small number of units of each course she/he enrolled for and then to send her/him a new unit with each assignment that returned with correction and comments.

Finally, regarding to distribution of materials distance education institutions may follow any approach that suit the nature of their learners and the availability of appropriate infrastructure.

2.3.3. Roles of stakeholders in Support services

(Thompson and Strickland, cited in Wagner, Hassanein& Head, 2008:28) states in an organizational context, a stakeholder is a constituency of an organization. In the same sense, the stakeholders of distance education are those that affected by organization. (Keegan cited in Fisseha, 2006:21) states that in any teaching learning situation, it is generally agreed that there are four essential elements; a learner, a teacher, communication system and something to be thought.

Roles of Distance program institution/centers

The usefulness and strength practices of distance education, there are three potential modes used for organizing distance education (Rumble cited in Ejeta 2005:18). These are institution centered, students centered and society centered.

Roles of the Learners

According to (Isman, 2004:2) in terms of the roles of students and teachers, there are three types of interaction within the distance education. The terms of inter depended, distance and interaction should interplay each other's in the process. These three types of interaction labeled as learner-content interaction, learner-instructor interaction, and learner-learner interaction.

- Learner-content interaction
- Learner-instructor interaction
- Learner-learner interaction

The relevance research emphasized that distance education application for members' interactions reflect the effective ideas sharing according to face-to-face communication. These interactions can be done through the email and chatting if it is online. These three types of interactions play a key role in distance education system.

In addition to these (Keegan cited in Ejeta, 2005:20) states that the purpose for learners to join to distance education situation is to learn something that fits the type of knowledge found in the field and prepares them for various forms of professional certification.

Roles of the Tutor

The term 'tutor' normally used to describe the person who supports the distance education learner (Tichapondwa and Daniel, undated: 77). A tutor facilitates learning. To facilitate is to promote learning. Thus, the impression to develop of a tutor is that of somebody who:

- sensitizes learners about important areas of a given topic;
- directs the learners in alternative ways of understanding knowledge;
- encourages learners to ask relevant questions;
- helps them find answers from among themselves and from other sources;
- imparts knowledge when it is necessary;
- encourages learners to make demands for rather than wait to receive knowledge.

However, (Keegan cited in Ejeta, 2005:21) categorize permanent staff members of the university distance education tutors in to five types. From the experience of Open University, it is observable that due to most of the tutors are usually off campus employees, there are some central problems in managing tutorial activities.

Roles of the coordinator

(Lewis, 1981:55) has indicated roles of coordinators in the open learning scheme. A coordinator or organizer of distance education needed to provide whatever degree of structure helps tutor. The author has listed down examples of this action as: to find a room, to encourage pairs of tutor to meet, to prepare an agenda, to arrange for staff to be realized from other commitments, to act as secretary or chairman, and there were other prints he added.

Roles of the Instructor

(Beaudoin, 1990, 1-2) the teaching function is not becoming obsolete, but the role is being transformed dramatically. In addition to being adept at both content and process, faculty must recognize the role of instructional technology as a learning resource. The teacher is increasingly an intermediary between students and available resources. Teachers must know something about the potential of technology to facilitate learning and to enhance their own effectiveness. They must come to recognize how technological applications can create greater access to education by overcoming time and distance problems, and how it provides for diverse learning needs because it has the capacity to deliver material in many different formats.

The task of the distance instructor or mentor is much more than merely grading students' submitted material. Ideally, the instructional process involves:

- Diagnosing the student's readiness to learn;
- Monitoring student progress toward objectives sought;
- Recognizing and discovering a student's learning difficulties;
- Stimulating and challenging students to further efforts;
- Evaluating the quality of a student's learning and
- Assigning a grade to estimate learning outcomes

The Role of Technology in Distance Education

Technology has always had an intimate relationship with distance education because it mediates the separation between teacher and learner using print, radio, telephone, television, audio and video tapes and computers. This relationship, moreover is taking on a heightened importance because of technology's growing range and accessibility, lower costs greater ease of use, expanding pedagogical power and increasing political and social cachet (Sumner, 2000:271).

According to (Sumner 2000:272) distance education technologies that involve primarily one way communication such as course unit, video tapes, televisions, radio and those that involve primarily two ways communication such as telephone tutoring, video conferencing, e-

mail, computer conferencing. Two ways technologies not only allow for interactivity between teachers and learners, but also among distance students themselves (Bates cited in Sumner 2000:272).

On the other hand, just as new technologies have given rise to new distance learning applications and new distance learning environments, so have they given rise to new terms that basically refer to the same thing. Some of the more popular terms are e-learning, online learning, and web-based training (Holden and Westfall, 2010:2).

In addition, instructional media and technologies are important for the provision of distance education. According to (Reeves, 1998:3) stated the importance of media and technology in education. First, with respect to media, there are many issue of concern to students, parents, educator, government, and society. With respect to technology, people want to know whether various new technologies are more effective for teaching and learning than more traditional classroom approaches, whether some technologies are more motivating than others are, or at the very least weather, technologies can be used to increase access or reduce cost with in education. Another reason for the attention being paid to media and technology in education reflects commercial or corporate interest. Still another reason for the focus in media education stem from sharp disagreements about the value of media and technology in education (Reeves, 1998:3).

In short, ODL is about increasing educational access and increasing educational choice. These education systems typically use technology to mediate learning such as, printed workbooks, audio cassettes, radio, the web (C.O.L, 2005:11). According to C.O.L, There is no one method for providing Open and Distance Learning.

2.4. Conceptual framework

The outcome variables (dependent variables) quality of the secondary level student support services. Thus, the potential independent variables are pre enrolment services, media utilization, quality of tutoring, library services, guidance and counseling services, administrative support, quality of assessment and feedback, exam and feedback. These factors affect the quality of student support services on both Alpha and Select distance education institutions, Addis Ababa.

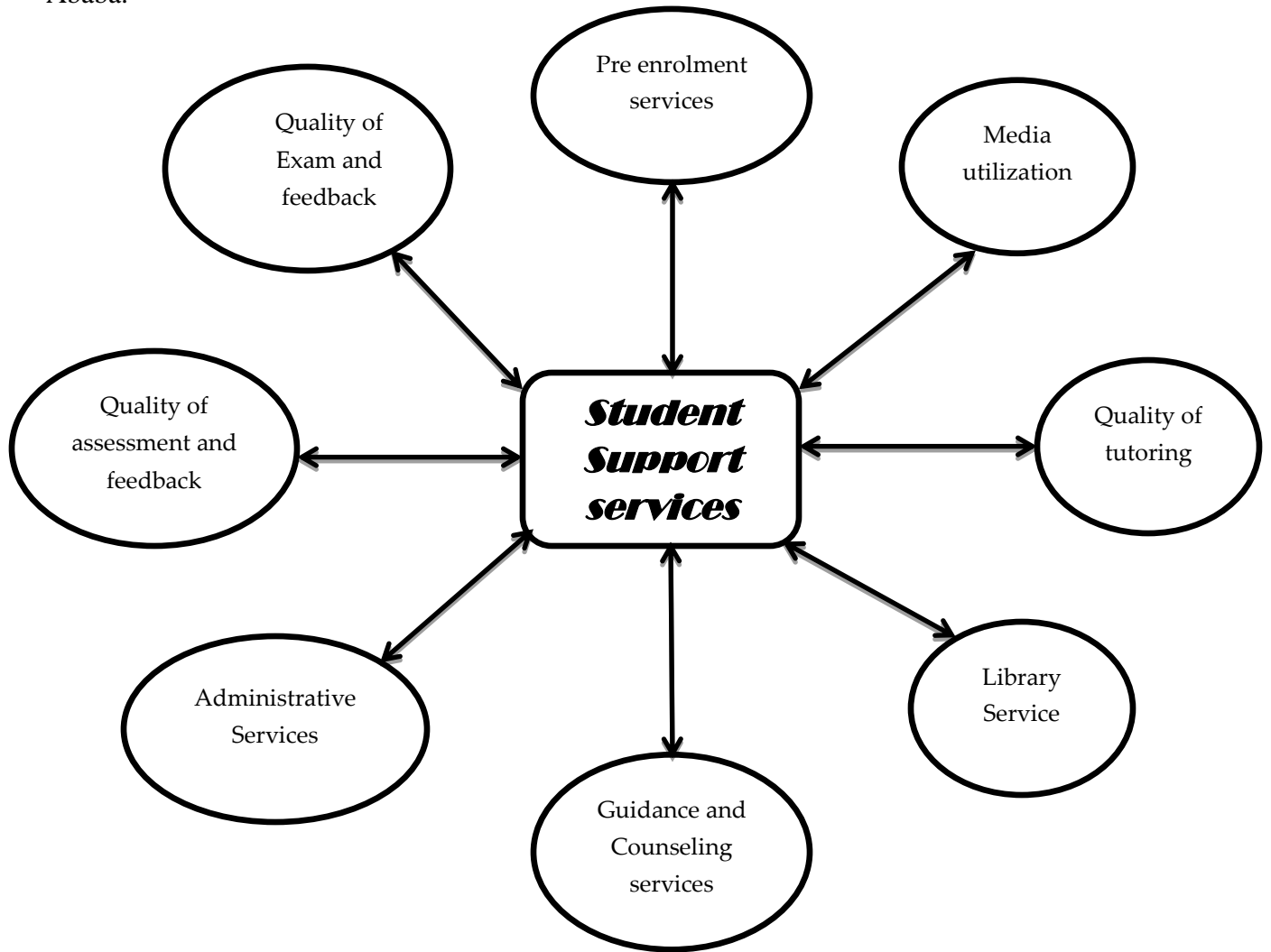


Figure 1: Conceptual framework

Source: Researcher`s own Conceptual Framework based on his Practices and Readings

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study presents research design and methodology. It contains data sources, sampling techniques, data gathering tools, procedures of data collection and methods of data analysis.

3.1. The Research Design

In this study a descriptive survey research design method was employed, because it was designed to collect systematic descriptions of existing phenomena in order to describe or explain what is going on; data were obtained direct questioning a sample of respondents. For this purpose mainly both quantitative and qualitative data were collected from representative samples. This helps to obtain different but complementary data on the same topic to have good understanding of the research problem. The two data were collected separately; however, the results come together at the interpretation stage. The intent is to draw valid conclusion about a research problem by comparing results, or validate, or corporate quantitative results with qualitative findings.

3.2. The study area

The target population of this study was the learners, administrators, tutors of Alpha and Select distance education institutions at Addis Ababa. These sample area was selected, because they offer distance education courses in different parts of the country, have large number of students and have a relatively longer (Alpha) experience and few (Select) experience in the fields. The researcher was limited to undertake the research at Addis Ababa distance education Center of selected institutions because of lack of time and geographical scope.

3.3. Data Source

For the purpose of the research, both primary and secondary sources were utilized. The sources of data in this study were two types. The first were the private institution administrators, coordinators, tutors and learners. The second were documents (Policies, regulations, guidelines, directives).

3.4. Population and Sampling Techniques

According to (Bagele and Julia, 2005: 83) Sampling technique is varying depending on whether the research is quantitative or qualitative. The population of this research was 3462 (administration staff, coordinators, learners (5-10) and tutors); out of these 1810 learners were students of grade 9-10. As the above-mentioned information indicated the sample of the study, population included 523 individual respondents as a sample population for the study of the problem under discussion.

According to Kothari (2004:59) there are different types of sample designs based on two factors the representation basis and the element selection technique. On the representation basis, the sample may be probability sampling or it may be non-probability sampling. Probability sampling is based on the concept of random selection, whereas non-probability sampling is 'non-random' sampling. various sampling techniques could be used depending on the type of research to be conducted. The two major types are probability sampling and non-probability sampling. Probability sampling is also known as 'random sampling' or 'chance sampling'. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample, while Non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Non-probability sampling is also known by different names such as deliberate sampling, purposive sampling and judgement sampling. In this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme.

The above mention elements were very important point that leaded the researcher towards selecting probability and non-probability sampling as the best technique of sampling for the title under discussion. The sampling technique for the study was probability sampling, particularly simple random sampling technique, because each item in the population has an equal chance of inclusion in the sample and non-probability sampling, particularly purposive (purposive sampling) technique, because of its low cost and convenience to this research title.

3.5. Data Collection Instruments and procedures

Researchers who use mixed methods employ a research design that uses both quantitative and qualitative data to answer a particular question or set of questions (Sharlene and Hesse, 2010:3). According to (Sharlene and Hesse, 2010) a mixed method is a rich field for the combination of data. In this study, multiple approaches, which combined both qualitative and quantitative methods, were adopted in a complementary manner. That means, the intended information for the present study was acquired through questionnaires, interviews, and observation checklist whereas, document analysis were used to compare with and enrich the data obtained through questionnaire.

3.5.1. Questionnaire

The researcher preferred questionnaire as the main data gathering instrument because it tends to be more reliable; because it is anonymous, it encourages greater honesty it is more economical in terms of time and money (Louis, etal, 2005:129). Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about current practice of student support services, questionnaire was set for students, in light of the literature reviewed. All of the questions in the questionnaire were written in Amharic, as the researcher believes that respondents could understand the questions, a direct translation of the questionnaires in English has been attached at the end of the paper (See Appendix I).

Questionnaire was structured with closed and open-ended type. Accordingly, most questions were consisted of items prepared five points in Likert's scale and the rest are open-ended items for respondents. The Likert's scale items value ranges from "strongly agree" (5) to strongly disagree "(1) of course, this must be reversed when the statement is negative. These types of scale were important for researcher because it helps to know respondent's feeling. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to student support services practice in the schools.

The questionnaire has two parts. The first part of the questionnaire deals with the personal background of staff members, tutors and students. Whereas the second part is directed to pre enrolments, face-to-face tutorial programs, media utilization, counseling, administrative support, library support, assessment and feedback, and exam and feedback etc.

Before developing the questionnaires, however, the relevant and related literature have been thoroughly examined, selected and revised. Finally, the questionnaires have been pre-tested on 30 randomly selected distance learners, and necessary modification has been made to improve the quality of the instrument to improve for the final study.

3.5.2. Interview

Interviews are a type of survey where questions are delivered in a face-to-face encounter by an interviewer. Interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic. It is initiated by the researcher and is focused on specific content (Abiy, etal, 2009:82-83). In addition to this interview is a form of self-report that is a relatively simple approach to data collection.

Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing (Geoffrey, etal, 2005:117).

To get further information, interview has been conducted with the administrators of distance education centers, tutors, and student support coordinator, (See Appendix II, III and IV) because, they are small in number and their position is important in describing the implementation of student support services in their distance education centers. The above participants know the strength or challenges, weakness and opportunities of each institution. Therefore, they can have detailed information about the status of the institutions student support services and factors that hinder or enhance the practice in their school. This helped the researcher to get more and significant information.

For this purpose, unstructured interview method was used to collect the necessary data from the respective interviewees. The process of interview was conducted in Amharic language and supported by Audio (tape recorders) in order to minimize losses of audio information.

3.5.3. Document Analysis

Various documents such as, thesis dissertations, internet sources, training guide lines, training manuals, modules, reports, strategic plans attendances, teaching aids and pamphlets were either consulted or collected, analyzed and used. The information collected from these reports was also used to confirm the data collected applying the questionnaire & interview methods. Hence, an attempt was made to crosscheck the data collected using different instruments in the analysis & discussion part of the study.

3.5.4. Observation

Observation is another useful approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior proper operationalization of the variable and adequate training should help ensure adequate validity and reliability. Videotaping and multiple raters used to confirm the accuracy of the observations (Geoffrey, and others, 2005:119).

Observation checklist was also employed to observe the overall environment of the distance education centers (See Appendix VI). To supplement those official statistical data and documents, personal observation was conducted to identify problems related to examination process, face-to-face tutorial program. Moreover, informal discussions concerning on operational problems had been made with distance learners, tutors and student support coordinator, editors, etc.

3.6. Pilot Study

Before the final question is ready and delivered to the respondent, the researcher conducted a pilot test in both distance education center, which was not included in the sampled distance education centers to check whether the questionnaire was appropriate for the collection

of the required data. Then, certain slight modifications were made in the wording and sequence of the question items based on the feedback obtained from the pilot test.

3.7. Methods of data Analysis

The data collected through different instruments have been analyzed both qualitatively and quantitatively. The data collected using questionnaire was analyzed quantitatively using descriptive statistics such as percentages, and frequency distribution.

The information collected using the questionnaire method from the respondents was first tabulated on tables and then the analysis and interpretation was made using the percentage. This was made because of the belief that the information collected could be more clearly analyzed without making unnecessary complications. Whereas qualitative information the data obtained using open-ended, items; interview and observation was analyzed using tools such as thematic analysis and content analysis to answer the research questions.

CHAPTER FOUR

4. PRESENTATIONS, ANALYSIS, AND INTERPRETATION OF THE STUDY

As it has been stated in the preceding chapters, the general objective of this study was factors affecting the implementation of learner support service at the selected secondary distance education institution in Addis Ababa. Different tools were used to gather the data: a questionnaire, interviews, and observation checklists. The analysis was done as follows: The quantitative data collected through; questionnaire were tabulated, and frequency counts and percentage were used for analysis; the qualitative data collected using interview, and observation were write out. Five hundred copies of the questionnaire consisting of close ended and open-ended items were distributed to the selected learners of the two distance education institutions (Alpha and Select). Of these, 297 (99%) and 197(98.5%) copies were properly filled and returned, three copies were not returned from each institutions respectively.

4.1. Background information of the Respondants

In order to provide clear image about the respondents involved in the study some major characteristics of them were presented.

Table 1. Characteristics of the Respondents

№	Item	Alpha Respondents		Select Respondents		Total	
		№	%	№	%	№	%
1.	Sex:						
	a. Male	156	52.5	129	65.5	270	54.6
	b. Female	141	47.5	68	34.5	224	45.4
	Total	297	100	197	100	494	100
2.	Age						
	a. 16-20	34	11.4	23	11.7	57	11.5
	b. 21-25	65	21.9	51	25.9	116	23.5
	c. 26-30	105	35.4	74	37.6	179	36.3
	d. 31-35	38	12.8	19	9.6	57	11.5
	e. 36-40	25	8.4	13	6.6	38	7.7
	f. 41-45	18	6.1	13	6.6	31	6.3
	g. 46-50	-	-	-	-	-	-
	h. above 50	12	4.0	4	2	16	3.2
	Total	297	100	197	100	494	100

Table 1 presents background characteristics of the participants of the study. As can be seen in table 1, 297 participants from Alpha and 197 from Select distance education center, 494 learners have participated in this study. However, 52.5% (156) and 65.5% (129) were male and 47.5% (141) and 34.5% (68) were female from Alpha and Select distance education institutions respectively. The total number of male participants was greater than that of females

Seven age groups were identified covering the whole life span. Of all the age groups relatively larger proportion of the distance learners; that is about 35.4 % of those from Alpha and 37.6% of those who learn in Select fell between the age group of 26-30, which is 36.3% of the total learners in these centers. On the contrary, only 3.2% of the participants were above 50 years old; which constitutes 12 and 4 participants from Alpha and Select distance education centers respectively.

From this, one can learn that the secondary level distance learners of the distance educational institutions in Addis Ababa are relatively young adults. Moreover, of this total number and were in the age range of years. The above show that not many female students participate in the distance education program. In this regard, the organization has to make efforts to encourage more female students to study in the distance education program.

4.2. Results of the data gathered through questionnaire (for learners) and interview (for administrators, coordinators, tutors).

4.2.1. Issues Related to Pre-enrollment Services

Table 2: Learner's response related to school location

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
1	How do you know your institution stretches distance education?						
	a. Mass Media	200	67.3	119	60.4	319	64.6
	b. Poster	30	10.1	57	28.9	87	17.6
	c. Brochures	15	5.1	4	2	19	3.8
	d. From students of the institution	42	14.1	12	6.1	54	10.9
	e. Others	10	3.4	5	2.5	15	3.1
Total		297	100	197	100	494	100
2.	Do you visit the institution before your registration?						
	a. Yes	27	9.1	14	7.1	41	8.3
	b. A little bit	65	21.9	35	17.8	100	20.2
	c. No	205	69	148	75.1	353	71.5
Total		297	100	197	100	494	100

Table 2 shows the responses of the learners on issues related to school location. As can be seen from the table, item number 1, 64.6%, 17.6%, 3.8%, 10.9% and 3.1% of the participants reported that they knew their institution stretches distance education through mass media, posters, and brochures, from students of the institution and from other sources respectively. In addition, more than half (67.3%) of the learners in Alpha and 60.4% of those from Select got the information from mass media. On the contrary, insignificant number 3.4% and 2% of the participants from Alpha and Select reported that they had gained information about the institutions through other sources and brochure respectively.

In relation to this in the Item number 2, almost three fourth of the participants (71.5%) stated that they did not visit the institution before registration. The data for each institution showed that 69% of the respondents from Alpha and 75.1 of those from Select responded negatively when asked if they have visited the institution before registration.

Table 3: Learners responses related to Presence and type of pre-enrolment services

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
3.	Do you get pre-enrollment services from your institution?						
	a. Yes	197	66.3	178	90.4	375	75.9
	b. No	100	33.7	19	9.6	119	24.1
	Total	297	100	197	100	494	100
4.	If your answer to question 3 is Strongly agree, somewhat agree and agree. What type are they?						
	a. Information about course details	12	6.1	5	2.7	17	4.5
	b. Information about educational qualification	14	7.1	9	5	23	6.1
	c. Information about teaching and assessment methods	10	5	9	5	19	5
	d. Information about campus location	9	4.6	3	1.7	12	3.2
	e. Information about general description	88	44.7	113	62.4	201	53.2
	f. Information about course related fee	6	3	4	2.2	10	2.6
	g. Information about school rule and regulation	9	4.6	2	1.1	11	2.9
	h. Information about student welfare and counseling services	2	1	-	-	2	0.5
	i. Others	47	23.9	36	19.9	83	22
	Total	197	100	181	100	378	100
5	If your answer for question 3 is strongly agree, agree or somewhat agree, how do you get?						
	a. Telephone	108	54.8	140	77.3	248	65.6
	b. Leaflets/broachers	13	6.6	9	5	22	5.8
	c. Mass media	58	29.5	22	12.2	80	21.2
	d. Other	18	9.1	10	5.5	28	7.4
	Total	197	100	181	100	378	100
6	To what extent do you agree with the following statements? Pre enrollment services that you get from your institution are adequate.						
	a. Strongly disagree	11	5.6	2	1.1	13	3.4
	b. Disagree	21	10.7	12	6.6	33	8.7
	c. Ambivalent	47	23.9	23	12.7	70	18.5
	d. Agree	93	47.2	81	44.8	174	46
	e. Strongly agree	25	12.7	63	34.8	88	23.4
	Total	197	100	181	100	378	100

Table 3 shows the responses of the learners on issues related to pre-enrolment. As can be seen in the item number 3, three fourth (75.9%) of the participants believe that they have gained pre-enrollment services from their institutions and the rest believe on the contrary. When we see the two institutions separately, 66.3% from Alpha and 90.4% of those from Select believed they have gained pre-enrollment services from their institutions.

Of those who believed they have gained pre-enrollment services, in the item number 4 4.5%, 6.1%, 5%, 3.2%, 53.2%, 2.6%, 2.9%, 0.5% and 22% have gained information about course details, educational qualification, teaching and assessment methods, campus location, general description, course related fee, school rule and regulation, student welfare and counseling services and others respectively. 44.7% and 62.4% of the respondents from Alpha and Select have reported to gain information about general description respectively.

In addition, the same table in the item numbers five, the majority (65.6%) of the participants had gained information through telephone and the least (7.4%) used other means. The highest number of participant's Alpha (54.8%) and Select (77.3%) confirmed that they had gained information by means of telephone.

In item number 6, more than half of the participants (69.4%) responded that the degree of pre enrollment services they got from their institution was adequate. On the contrary, 12.1% of them do not think that the service they got was not adequate. When we consider the two distance education centers separately, 59.9% and 79.6% of those from Alpha and Select agreed on the adequacy of the service respectively.

The researcher also interviewed coordinators of each institution. The data obtained from the interview of the coordinators confirmed data obtained from students through questioner. The school coordinators forwarded the following:

we actively work on pre-enrolment services to make certain awareness about location, registration, educational fee etc. of course, our pre-enrollment services are not enough as such (April 4 and 30, 2014; Alpha and Select school respectively)

Finally, from the above findings, we can conclude that, the majority of the students had started their learning in the institution without any information about the distance (how far) and location (direction) of the institutions. There are problems related to pre-enrolment services. Pre-enrolment are an important consideration in the communication of students and their institutions. Communication is critical (C.O.L., 1999: 28) in distance education especially the first communication such as information about campus location, course related fee and school rule and regulation. Moreover, for some of the students, lack of a clear understanding of how to get the above information and get the necessary pre-enrolment services and means of communication was another drawback.

4.2.2. Issues Related to Convenience of Course Material Distribution.

Table 4: Learners responses related to Convenience of Course Material Distribution.

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
8	Which media does your institution utilize in the distance education program?						
	a. Print/modules	297	96.2	197	98	494	96.8
	b. Audio	5	1.6	2	1	7	1.4
	c. Video	1	0.3	2	1	3	0.6
	d. Audio-Video	5	1.6	-	-	5	1
	e. Others	1	0.3	-	-	1	0.2
	Total	309	100	201	100	510	100
9	If your answer to question 8 is Print/modules, where do you get the module?						
	a. Distance education center	277	93.3	187	94.9	464	93.9
	b. via tutors	14	4.7	7	3.6	21	4.3
	c. Via courier	5	1.7	1	0.5	6	1.2
	d. via mail box	-	-	-	-	-	-
	e. Online	1	0.3	1	0.5	2	0.4
	f. Others	-	-	1	0.5	1	0.2
	Total	297	100	197	100	494	100
10	If your answer to question 9 is “distance education center”, to what extent, do you agree the module distribution method is convenient to you.						
	a. Strongly inconvenient	11	3.7	4	2	15	3
	b. Inconvenient	139	46.8	104	52.8	243	49.2
	c. Ambivalent	30	10.1	10	5.1	40	8.1
	d. Convenient	77	25.9	55	27.9	132	26.7
	e. Strongly convenient	40	13.5	24	12.2	64	13
	Total	297	100	197	100	494	100
11	If your answer to question 10 is “Strongly inconvenient and inconvenient”, what problems did, you encounter.						
	a. Delay of modules	43	26.1	26	24.5	69	25.5
	b. Remoteness of distance education centers	22	13.3	46	43.4	68	25.1
	c. Bureaucracy in the center	39	23.7	23	21.8	62	22.9
	d. Shortage/incomplete of modules	55	33.3	8	7.5	63	23.2
	e. Required to pay additional fee	2	1.2	2	1.9	4	1.5
	f. Others	4	2.4	1	0.9	5	1.8
	Total	165	100	106	100	271	100

Table 4 shows the responses of the learners related to convenience of course material distribution. As can be seen from the table item 8, almost all (96.8%) respondents utilized printing modules. The response in each distance education center (Alpha, 96.2%; Select, 98%) also shows the same results. In addition to printing/modules, 1.4%, 0.6%, 1%, and 0.2% of the respondents reported employing audio, video, audio-video, and others respectively.

On the other hand, of those who utilized printing/modules 93.9% received from the distance education center. An insignificant number of the respondents, 4.3%, 1.2%, 0.4%, and 0.2% reported receiving via tutor, courts, online and through other means. None of the respondents used mailbox to receive printing/modules. The same pattern was reported in each distance education center.

Whereas, half of the respondents, 52.2% of the participants declared that the module distribution method was not convenient. The same proportion of respondents disagreed on the convenience of module distribution from both centers (Alpha, 50.5%; Select, 54.8%) separately. On the contrary, 39.7% believed that the distribution is convenient. On the other hand, 8.1% were undecided on the issue.

The respondents response to item number 11 indicated that the major reasons were delay of modules (25.5%), remoteness of distance education centers (25.1), bureaucracy in the center (22.9%) and shortage/incomplete of modules (23.2%). However, a significant difference was observed in the response about remoteness of distance education centers and shortage/incomplete of modules in Alpha (13.3%, 33.3%) and Select (43.4%, 7.5%) respectively.

The interview data obtained from coordinators of each institution. As one course production and distribution expert said,

Of course, many distance learners complained about the incomplete course materials every day. That is true, there are Problems related to course material distribution such as distribution of course materials without assignment, lost course materials, distribution of course materials arbitrarily, provision of outdated courses and distribution of incomplete course units. However, when we

compare to our module preparation with other distance education institutions our school module is perfect (April 4 2014; Alpha school).

On the contrary, the researcher observed that the module that is prepared by the institution is not up-to-date or not based on the new curriculum.

However, Select coordinator revealed the same issue about course material distribution.

The most serious problem in our school is the increasing cost of paper as well as the high cost of transporting texts over long distances because, our institution does not has its own vehicles to transport materials and also we do not have adequate number of printing machines. Quite many distances learners complained about the incomplete course materials every day (April 30, 2014; Select school).

From the above findings, we can conclude that there is a problem related to management of course distribution. According to respondents printed texts is the major way of providing support of distance learners. Hence, delays in sending texts to distance learners are a recurrent problem in a number of institutions'. Besides delays in the distribution of course material, identified that the increasing cost of paper and the scarcity of foreign currency needed to import it as well as the high cost of transporting texts over long distances have been the major problems affecting the provision of course materials to distance learners. An alternative approach that could be used for some programs is to reduce the number of texts produced by supplying copies to study centers for use by several students. However, in Ethiopian situation, students are widely dispersed and come together only occasionally, if at all. In such cases, the only option is to provide each student with the required course materials.

4.2.3. Issues Related to Administrative Support

Table 5 Issues Related to the Availability of Administrative Support

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
12	Do you get administrative support from your institution?						
	a. Yes	244	82.1	184	93.4	428	86.6
	b. No	53	17.9	13	6.6	66	13.4
	Total	297	100	197	100	494	100
13	If your answer to question 12 is “strongly agree, agree or somewhat agree”, what type are they?						
	a. Information on registration process	29	11.9	24	12.9	53	12.3
	b. Information on start and end of course	29	11.9	31	16.7	60	14
	c. Information on academic fee	146	59.8	105	56.5	251	58.4
	d. Information on institutional rules and regulations	21	8.6	13	6.9	34	7.9
	e. Information on rights and responsibilities of learners	13	5.3	9	4.8	22	5.1
	f. Other	6	2.5	4	2.2	10	2.3
	Total	244	100	186	100	430	100
14	When do you get the administrative support?						
	a. whenever you ask	116	47.5	73	39	189	43.9
	b. by the time of registration	79	32.4	67	36	146	33.9
	c. Half semester	34	13.9	33	17.7	67	15.6
	d. at the end of the year	1	0.4	1	0.5	2	0.5
	e. at the end of the course	10	4.1	11	5.9	21	4.9
	f. other	4	1.7	1	0.5	5	1.2
	Total	244	100	186	100	430	100
15	How do you get the administrative supports?						
	a. Phone	155	63.5	164	88.2	319	74.2
	b. leaflets/broachers	2	0.8	3	1.6	5	1.1
	c. Email	17	7	5	2.7	22	5.1
	d. mass media	27	11.1	9	4.8	36	8.4
	e. Other	43	17.6	5	2.7	48	11.2
	Total	244	100	186	100	430	100

Table 5 shows the responses of the learners issues related to the availability of administrative support. As can be seen from the table item 12, more than three fourth (86.6%) respondent had gained administrative support from their institution. The responses in each distance education center (Alpha, 82.1%; Select, 93.4%) also show the same result.

Of those who gained administrative support in the item number 13, 12.3%,14%, 58.4%, 7.9%, 5.1% and 2.3% have gained information about registration process, start and end of course or class, academic fee , institutional rules and regulations, rights and responsibilities of learners and other respectively.

In the item 14, of those who gained administrative support a significant number 43.9% and 33.9% of respondent have gained administrative support whenever they ask and by the time of registration respectively. The response in each distance education center (Alpha, 47.5%; Select, 39%) also shows the same result.

However, in the item number 15, the majority (74.2%) of the participants had gained administrative support through telephone and the least (1.1%) used leaflets/broachers. The highest number of respondent Alpha (63.5%) and Select 88.2% declared that they had gained information by means of telephone.

The researcher also interviewed the coordinators regarding to administrative support. One of the institution coordinator replied:

We do not have well-organized administrative support as well as responsible person who give administrative support to our customer. We try to give administrative support a little bit whenever and wherever they are. Most of the time our administrative support focuses on; announcement of the beginning of the classes, exam schedule and the required fee for their learning. Means of communication during administrative support is telephone (April 23, 2014; Alpha school).

On the other hand, one of the school staff replied:

We do not have any responsible person who gives administrative; any of our school staff members give these services whenever and wherever they are through telephone (April 30, 2014; Select school.)

In general, from the above findings, we can infer that there is a problem related to the availability and adequacy of administrative support in terms of the type, time, and means the get administrative support.

In order to learn effectively, learners need to have administrative support (C.O.L, 1999:12) and the effectiveness of the media and the time the administrative supports were given.

4.2.4. Issues Related to Tutorial face to face Contacts

Table 6: Learners response to availability, number, means, adequacy and convenient of face-to-face Contacts

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
16	Do you get face-to-face tutorial contacts?						
	a. Yes	283	95.3	196	99.5	479	97
	b. No	14	4.7	1	0.5	15	3
	Total	297	100	197	100	494	100
17	If your answer to question 16 is “Yes” how many tutorial contacts do you get for a subject in a semester?						
	a. One	217	76.7	60	30.5	277	57.7
	b. Two	55	19.4	121	61.4	176	36.7
	c. Three	10	3.5	9	4.6	19	4
	d. Four	1	0.4	4	2	5	1
	e. More than four	-	-	3	1.5	3	0.6
	Total	283	100	197	100	480	100
18	Based on question 16, how do you get information about tutorial contact?						
	a. Institutions notice board	103	36.4	71	36	174	36.3
	b. Mass media	165	58.3	6	3	171	35.6
	c. Personal message from the institution	6	2.1	118	60	124	25.8
	d. Other	9	3.2	2	1	11	2.3
	Total	283	100	197	100	480	100
19	To what extent do you agree with the following statements? Tutorial contacts that you get from your institution are adequate.						
	a. Strongly inadequate	25	8.8	3	1.5	28	5.8
	b. Inadequate	171	60.4	70	35.5	241	50.2
	c. Ambivalent	35	12.4	29	14.7	64	13.3
	d. Adequate	39	13.8	78	39.6	117	24.4
	e. Strongly adequate	13	4.6	17	8.6	30	6.3
	Total	283	100	197	100	480	100
20	To what extent do you agree with the following statements? Is the time during which tutorials conducted convenient to you?						
	a. Strongly inconvenient	67	23.7	45	22.8	112	23.3
	b. Inconvenient	74	26.1	23	11.7	97	20.2
	c. Ambivalent	16	5.7	4	2	20	4.2
	d. Convenient	99	35	101	51.3	200	41.7
	e. Strongly convenient	27	9.5	24	12.2	51	10.6
	Total	283	100	197	100	480	100
21	If your answer to question 20 is “Strongly inconvenient and inconvenient”, what problem did you encounter?						
	a. Tutorial schedule conflict with your work	82	58.2	45	68.2	127	61.4
	b. Tutorial schedule conflict with your family responsibilities	18	12.8	9	13.7	27	13
	c. time waste	3	2.1	5	7.6	8	3.9
	d. Inapplicable	18	12.8	2	3	20	9.7
	e. lack of importance	-	-	-	-	-	-
	f. lack of accuracy	8	5.7	2	3	10	4.8
	g. lack of information	5	3.5	1	1.5	6	2.9
	h. Other	7	4.9	2	3	9	4.3
	Total	141	100	66	100	207	100

Table 6 shows the responses of the learners issues related to tutorial face-to-face contacts. As can be seen from the table, most respondents (97%) agreed that they have face-to-face tutorial

service; the rest reported in the contrary. In relation to this in item number 17, participants from Alpha reported that 76.7%, 19.4%, 3.5%, 0.5%, and 0%; and 30.5%, 61.4%, 4.6%, 2% & 1.5% of those from Select have got one, two, three, four and more than four tutorial contacts had get for a sub sect in a semester respectively.

However, the respondents' response to the means of information about the tutorial contact (Item number 18) indicated that 36.4%, 58.3%, 2.1%, and 3.2% of those from Alpha; and 36%, 3%, 60% and 1% of those from Select have reported getting the information from institution notice board, mass media, personal message and others respectively. The highest frequency of respondents reported mass media and personal message as a means of getting information in Alpha and Select respectively.

As can be seen from the table in item number 19, more than half (56%) of the respondents disagreed on the adequacy of the tutorial service, 13.3% were undecided and the rest agreed. 69.2% (Alpha) and 37% (Select) believed that the tutorial service was inadequate; and 18.4% (Alpha) and 48.2% (Select) believed it was adequate.

In addition, the same table in item number 20, 43.5% of the respondents said that the time during which tutorials conducted was not convenient for them. The response in each distance education center recorded the same result Alpha (49.8%) and Select (34.5%) respectively. On the other hand more than half (53.2%) of respondents respond the time during which tutorial conducted was convenient for them. The response in each distance education center recorded difference result regarding on convenience of time Alpha (44.5%) and Select(63.5%).4.2% of respondents were undecided on the issue.

On the other hand, in the item number 21, of those who disagree about the time convenient on tutorial conduct 61.4%,13%,3.9%,9.7%,4.8%,2.9% and 4.3% encounter the following, Tutorial schedule conflict with your work, tutorial schedule conflict with your family responsibilities, time waste, inapplicable, lack of accuracy, lack of information, and other reasons respectively. Zero percentage recorded on the lack of importance.

The interview with coordinator also revealed that related to tutorial face-to-face contacts. Regarding this, he said,

We have effective face-to-face tutorial contact. In our view, effective face-to-face tutorial programs are usually considered as valuable tools for successful implementation of distance education programs. Because of this, our institution mainly focused for face-to-face tutorial (April 23, 2014; Alpha school).

Another interview was conducted with Select coordinator related to face-to-face program. He responded as follows:

We have three tutorial programs in each grade level and once in a semester (April 30, 2014; Select school).

The interview with coordinator also revealed that related to tutorial face-to-face contacts. Regarding this, he said,

We have two faces-to- face tutorial programs in a semester for each grade levels and we distributed annual calendar that contains all programs of our school in addition to this we use another methods such as mass media, institution notice board. Therefore, the learners simply get the correct information about their teaching learning process (registration, beginning and end of the course and others). On the other hand, our students conduct their tutors at its own centers and a rented school (April 23, 2014; Alpha school)

However, the researcher conducted interview from tutors of Alpha distance education center. The entire tutors suggest the same issue related to tutorial session. The summarized response of the tutors reads as follows:

The number of tutorial contact to one subject is clearly stated on the academic calendar that distributed during registration. However, the number and the duration of the tutorial contact are not adequate. It is difficult to teach three or four chapter within one and half hour. In principle, the tutorial time is 2 hours but practical most of the time, we teach one or one half hour because of different reasons (April 16, 2014; Alpha school).

Another interview was conducted with Select coordinator related to face-to-face program. He responded as follows:

We have three faces-to-face tutorial programs in each grade levels (9-10) in a semester. The time in which face-to-face tutorial service carried out is convenient for our students and the duration also. We do not have private tutorial centers that conducts tutorial program. Therefore, we use rented school (April 30, 2014; Select school).

In my observation, the number of tutorial contacts was two and the duration maximum one hour, because of different reasons.

However, the researcher conducted interview from tutors of Select distance education center. The entire tutors suggest the same issue related to tutorial session. The summarized response of the tutors reads as follows:

The number and the duration of the tutorial contact are not adequate. It is difficult to teach three or four chapter within one and half-hour (April 22, 2014; Select school).

The study conducted in by Eric (2005:25) revealed that academic tutoring is one way that at-risk students can obtain assistance to improve their academic functioning. Eric have shown that tutoring programs improve academic success by helping students with actual class assignments and teaching various strategies that students can generalize to other academic problems.

In order to keep up the quality of distance education face-to-face tutorial contact is seen as a key part of many distance-learning courses (C, O, L, 1999:8). From the above findings, one can deduce distance education centers could not serve distance students successfully. The implementation of face-to-face programs is not adequate in terms of the number of tutorial contact, and duration of tutorial session, on the other hand the time and tutorial centers by itself are also inconvenient.

Table 7: Learners response to convinancy and duration of Tutorial program

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
22	Where does your institution conduct tutorials?						
	a. At its own center	279	98.6	4	2	283	59
	b. In a rented school/college	4	1.4	193	98	197	41
	c. At a rented hall	-	-	-	-	-	-
	d. Others	-	-	-	-	-	-
	Total	283	100	197	100	480	100
23	To what extent do you agree with the following statements? A tutorial center is Convenient to you.						
	a. Strongly disagree	102	36	111	56.3	213	44.4
	b. Disagree	42	14.9	34	17.3	76	15.8
	c. Ambivalent	19	6.7	4	2	23	4.8
	d. Agree	99	35	37	18.8	136	28.3
	e. Strongly agree	21	7.4	11	5.6	32	6.7
	Total	283	100	197	100	480	100
24	If your answer to question 23 is “stronglydisagree and disagree”, what problems did you encounter?						
	a. lack of adequate transportation	107	69	33	22.3	140	46.2
	b. Tutorial rooms are crowded	9	5.8	22	14.9	31	10.2
	c. Rooms have no adequate light and ventilation	27	17.4	85	57.4	112	37
	d. Desks are broken and incomplete	1	0.65	2	1.4	3	1
	e. Sound pollution	-	-	3	2	3	1
	f. Other	11	7.1	3	2	14	4.6
	Total	155	100	148	100	303	100
25	How long will a tutorial session for a subject last?						
	a. 40 minutes	154	54.4	16	8.1	170	35.4
	b. 50 minutes	65	23	15	7.6	80	16.7
	c. 1 hour	40	14.1	101	51.3	141	29.4
	d. 1:30	18	6.4	62	31.5	80	16.7
	e. more than 1:30	6	2.1	3	1.5	9	1.9
	Total	283	100	197	100	480	100
26	To what extent do you agree with the following statements? The duration of tutorial sessions is adequate.						
	a. Strongly disagree	86	30.4	49	24.9	135	28.1
	b. Disagree	129	45.6	41	20.8	170	35.4
	c. Ambivalent	18	6.4	4	2	22	4.6
	d. Agree	36	12.7	89	45.2	125	26.1
	e. Strongly agree	14	4.9	14	7.1	28	5.8
	Total	283	100	197	100	480	100
27	Have you ever missed tutorial sessions?						
	a. Yes	260	91.9	168	85.3	428	89.2
	b. No	23	8.1	29	14.7	52	10.8
	Total	283	100	197	100	480	100
28	If your answer to question 27 is “Yes”, what is the reason?						
	a. Variability or inconsistency of schedules	57	22.8	82	49.7	139	33.5
	b. Lack of teachers’ methodology	7	2.8	20	12.1	27	6.5
	c. Absenteeism on the part of tutor’s	91	36.4	13	7.9	104	25.1
	d. Personal problems	58	23.2	37	22.4	95	22.9
	e. Remoteness of tutorial center	15	6	5	3	20	4.8
	f. Lack of knowledge on the part of tutors	2	0.8	-	-	2	0.5
	g. Other	20	8	8	4.8	28	6.7
	Total	250	100	165	100	415	100

Table 7 shows the responses of the learners issues related to tutorial face-to-face contacts. As can be seen from the table in item number twenty-two, almost all (98.6%) of the respondents of

Alpha respond that their institution conduct tutorials at its own center. In contrary 98% of select respondents declared that, they conduct tutorial session in a rented school. In both institutions 0% recorded regarding on at a rented hall and others.

In addition, the same table in the item number twenty-three, of those who said tutorial session conducted at on its own center and a rented school/ college, more than half (60.2%) of the participant declared that tutorial center was not convenient. The same result recorded Alpha (50%) and Select (73.6%) on convenience of tutorial centers. In addition, 35% of respondents declared that tutorial centers were convenient. 4.8% respondents were undecided on the issue.

On the other hand, in the item number 24, of those who said disagree 46.2%, 10.2%, 1%, 1% and 4.6% said encounter problems lack of adequate transportation, tutorial rooms are crowded, rooms have no adequate light and ventilation, desks are broken and incomplete, sound pollution and other respectively. Zero percentage Alpha recorded on sound pollution.

As can be seen in the number item 25, 35.4%, 16.7%, 29.4% 16.4% and 1.9% respondents reported fourteen minute, fifteen minute, one hour, 1:30 and more than 1:30 the duration of tutorial session for a subject last respectively. However, a significant difference were observed on the response about duration of tutorial session, the majority of respondents in Alpha (54.4%) and Select (80%) respond on fourteen minute and 1:30 respectively.

However, the respondents respond to item number 26, 63.5% said that the duration of tutorial sessions was not adequate. On contrary, 31.9% respondents declared that the duration of tutorial sessions was adequate. 4.6percentage of respondent were undecided on the issue.

The respondants respond to item number 27 the majority (89.2%) of respondents missed tutorial session. The same result recorded Alpha (91.9%) and Select (85.3%) on missing of tutorial sessions.

On the other hand, in item number 28, 35.5%, 6.5%, 25.1%, 22.9%, 4.8%, 0.5% and 6.7% of respondents declared reasons on missing their tutorial sessions: variability or inconsistency of schedules, lack of teachers' methodology, absenteeism on the part of tutor's, personal problems,

remoteness of tutorial center, lack of knowledge on the part of tutors and other respectively. However, 0% (Select) recorded lack of knowledge on the part of tutors.

Tesfaye (2002:89) confirmed that face to face is an effective means of treating some aspects of most courses. The above results do not go in line with the finding of Tesfaye, so, we can conclude that there is a problem regarding to the adequacy of tutorial contact and duration of tutorial session, besides these there is lack of inconveniency of time and tutorial centers in the two selected institutions.

The interview with coordinator also revealed that related to tutorial face-to-face contacts. Regarding this, he said,

When we compare to our institution with other institution the location relatively at the center of the country so it is convenient for transportation of course now a days the transportation is not adequate because of building of railway. However, we have adequate tutor who give tutorial services. Almost all tutors are graduated in degree level (for secondary school students) and experienced in addition we give training for them about how to handle distance learners. The time in which face-to- face tutorial service carried out is convenient for our students and the duration also. But, the implementation of our face to face tutorial services affected by different factors regarding to tutors and student participation” (April 23, 2014; Alpha school)

On the other hand, the researcher conducted interview from teachers of Alpha distance education center. The summarized response of the teachers reads as follows:

We don't have any skill development training about how to teach distance learners, as you know teaching learning process of distance education totally different from that of regular, so, we try to minimize three or four chapter within one or one half hour for one subject. On the other hand, the numbers of student that attend the tutorial class decrease day to day because of different factors. By the way, there are factors that affect the

interest of the learners such as; method of teaching of the tutor, school announcement methods and the tutorial time also. Of course, most of the time distance learners are labors so the tutorial session should be highly interesting for the learners because they choose the tutorial than their means of income. In addition to these, the module by itself is not, convenient for the teachers because the module was not up to date (currently the module not based on the new curriculum this is also another challenges for the teachers besides the fee (April 16, 2014; Alpha school).

Another interview was conducted with Select coordinator related to face-to-face program. He responded as follows:

We have well educated and experienced tutors. On the opposite, the participation of the learners is not satisfactory. I think, in my opinion the reasons is lack of sufficient time because the students are workers (April 30, 2014; Select school).

On the other hand, the researcher conducted interview from tutors of Alpha distance education center. The summarized response of the teachers reads as follows:

Frankly speaking, there was no any training, workshop and seminars giving by the school how to teach distance learners related to face to face tutorial program. Nevertheless, we have well organized and up to date module. On the other hand, we appreciate the interest of the learners of those who attend face-to-face tutorial session. By the way, the number of learners who attend the tutorial session as such satisfactory because of different reasons may be the main reasons are remoteness of tutorial ,inconvenience of tutorial program, Variability or inconsistency of schedules and absenteeism on the part of tutor's (April 22, 2014; Select school).

To this end, the above results indicated that totally there are most series problems regarding to the implementation of face-to-face tutorial contacts in selected institutions. The causes of the problems are institution, tutors as well as learners. (Routledge and Kegan cited in

Tesfaye,2002:41) stated that staff training is most successful if it is reinforced by refresher courses, workshops, periodic seminars, and experience share with other distance institutions- local and abroad and regular tutors of the areas covered by the institution. Based on the assumption that the better technical skills staff has members, the better they will perform on the job. Therefore, the tutors of the selected institutions need training, workshop and seminars in order to improve their skill.

4.2.5. Issue related to the Availability and Convince of Library

Table 8: Learners Response to the Availability and Convince of Library

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
29	Do you get library or reference service from your institution?						
	a. Yes	98	33	9	4.6	107	21.7
	b. No	199	67	188	95.4	387	78.3
	Total	297	100	197	100	494	100
30	If your answer for question 29 is “Yes”, how many times do you use library services?						
	a. All days	11	11.2	3	33.4	14	13.1
	b. More than One day within a week	15	15.3	2	22.2	17	15.9
	c. One day within a week	12	12.3	1	11.1	13	12.1
	d. One day within three weeks	18	18.4	1	11.1	19	17.8
	e. Accidentally	41	41.8	2	22.2	43	40.2
	f. Other	1	1	-	-	1	0.9
	Total	98	100	9	100	107	100
31	If your answer for question 29 is “Yes”, when does the library gives service?						
	a. All days	39	39.7	1	11.1	40	37.4
	b. Weekends	16	16.3	7	77.8	23	21.5
	c. Working days	21	21.4	-	-	21	19.6
	d. During face-to-face tutorial contacts	10	10.2	-	-	10	9.3
	e. During examination	12	12.4	1	11.1	13	12.2
	Total	98	100	9	100	107	100
32	To what extent do you agree with the following statements? The opening time of library is convenient.						
	a. Strongly agree	5	5.1	4	44.5	9	9.2
	b. Agree	6	6.1	3	33.3	9	9.2
	c. Somewhat agree	24	24.5	1	11.1	25	25.5
	d. Disagree	54	55.1	1	11.1	55	51.4
	e. Strongly disagree	9	9.2	-	-	9	8.4
	Total	98	100	9	100	107	100
33	If your answer to question 29 is “No”, do you encounter problem in your learning.						
	a. Yes	126	63.3	152	80.9	278	71.8
	b. No	73	36.7	36	19.1	109	28.2
	Total	199	100	188	100	387	100
34	If your answer to question 33 is “No”, what is the reason?						
	a. You can use other libraries at your nearby	16	21.9	17	47.2	33	30.3
	b. The modules are enough by themselves	38	52.1	15	41.7	53	48.6
	c. No need of libraries	13	17.8	4	11.1	17	15.6
	d. Other	6	8.2	-	-	6	5.5
	Total	73	100	36	100	109	100

Table 8 shows the responses of the learners issues related to the Availability and Convince of Library Services. As indicated in item number 29, more than three fourth (78.3%) of participant respond that they did not get library services from their institutions. Besides these, the response in each distance education center recorded Alpha (67%) and Select (95.4%) about library services. On the contrary, 21.7% participant declared that they get library and reference services from their institutions.

As indicated in the table 8, item number 30, 13.1%, 15.9%, 12.1%, 17.8%, 40.2% and 0.9% had library / reference services in all days, more than one day within a week, one day a week, one day within three weeks, accidentally and other time in a week respectively.

The same table, item number 31, of those who got library/ reference services, 37.4%, 21.5%, 19.6%, 9.3% and 12.2% participants used library/ reference services in all days, weekends, working days, during face-to-face tutorial contacts, during examination respectively. Zero percentage recorded in Select on working days and during face-to-face tutorial contacts.

In relation to this in item number 32, 59.8% of respondent respond that the opening time of library was not in convenient. The rest agreed with the convenient of the opening time of library services.

On the other hand, in the item number 33, of those who disagree about the opening time of library services, 71.8% of participant said that encounter problems on their learning because of library/ reference services. The remaining said that they did not encounter the problems.

In addition, as can be seen on the item number 34, 30.3%, 48.6%, 15.6% and 5.5% of respondent declared that the reasons they did not encounter were they use other libraries at nearby; the modules are enough by themselves, no need of libraries, and others.

Generally, it is safe to say that the results of the study showed that institutions encountered problem such as shortage of adequate library services and provision of mobile libraries.

In my observation, Alpha distance education center have well-organized library, the opening time also convenient, but the participation of learners is not satisfactory.

In addition, the school coordinator revealed the following relating to library services:

In our institution, we have well-organized library in terms of books, audio, audio visual materials, adequate tables and chairs as well as adequate light and ventilation. The opening time also convenient but the participation of the learners is not adequate. Most of the time, our students are labor so they do not have sufficient time to use our library.

Some students have time and interest to use library during tutorial and time exam (April 23, 2014; Alpha school).

On the other hand, the entire coordinator suggests the following issue related to library services:

Frankly speaking, in our case we do not have library because of financial problem. For the coming this is also our assignment and our ambition to open our library (April 30, 2014; Select school).

(Distance Education Standards for Academic and Student Support Services; Guidelines for Distance Education Credit Program Array and Approval, 2000:3).suggest that the following about library services.

The institution ensures that students have access to and can effectively use appropriate library resources. This includes but is not limited to:

- a. Authentication process for validation and identification;*
- b. Interlibrary loan and document delivery service;*
- c. Access to electronic resources in the Libraries collection;*
- d. Electronic reference services, direct reference service via email and telephone;*
- e. World Wide Web Distance Education Home Page with direct linkage to library services, self help modules, and appropriate electronic request forms and*
- f. Facilitating instruction to enhance student's information-seeking skills*

Based on the above results we can conclude that the availability and adequacy of library services in Alpha institution is convenient, while the opposite is true in the case of Select.

4.2.6. Issue Related to guidance and counseling Services

Table 9: Learners response to the Availability of guidance and counseling Services.

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
35	Do you get guidance and counseling services at your institution?						
	a. Yes	144	48.5	135	68.5	279	56.5
	b. No	153	51.5	62	31.5	215	43.5
	Total	297	100	197	100	494	100
36	What type of guidance and counseling services get at your institution?						
	a. Counseling on your personal problems	6	4.2	8	6	14	5
	b. Advise on library services	2	1.4	6	4.4	8	2.9
	c. Advise on how to prepare for exam	23	15.9	40	29.6	63	22.5
	d. Advice on use of time	6	4.2	13	9.6	19	6.8
	e. Advise on how to study	51	35.4	56	41.5	107	38.4
	f. Advice on uses of different books	7	4.8	2	1.5	9	3.2
	g. career and further study	34	23.6	5	3.7	39	14
	h. Advice on how you get feedback	4	2.8	-	-	4	1.4
	i. Advice on how you get information	4	2.8	2	1.5	6	2.2
	j. Advice on how you communicate with your tutor	2	1.4	1	0.7	3	1.1
	k. Other	5	3.5	2	1.5	7	2.5
	Total	144	100	135	100	279	100
37	When do you get the above guidance and counseling service?						
	a. whenever you ask	104	72.2	70	51.9	174	62.3
	b. during face-to-face tutorial contact	38	26.4	61	45.2	99	35.5
	c. physical contact	2	1.4	3	2.2	5	1.8
	d. Other	-	-	1	0.7	1	0.4
	Total	144	100	135	100	279	100
38	If your answer to question 37 is “whenever you ask”, how do you get?						
	a. Phone	17	11.8	23	17	40	14.3
	b. Email	5	3.5	3	2.2	8	2.9
	c. Mail/post	6	4.1	2	1.5	8	2.9
	d. Physically	105	72.9	106	78.5	211	75.6
	e. Institutions notice board	9	6.3	1	0.8	10	3.6
	f. Other	2	1.4	-	-	2	0.7
	Total	144	100	135	100	279	100
39	To what extent do you agree with the following statements? The guidance and counseling service of your institution adequate.						
	a. Strongly disagree	37	25.7	19	14.1	56	20
	b. Disagree	37	25.7	27	20	64	22.9
	c. Somewhat agree	37	25.7	12	8.9	49	17.6
	d. Agree	26	18.1	52	38.5	78	28
	e. Strongly agree	7	4.8	25	18.5	32	11.5
	Total	144	100	135	100	279	100

Table 9 shows the responses of the learners issues related to the availability of guidance and counseling services. As can be seen from the table item number 35, 43.5% of respondent reported that they have not get guidance and counseling services at their institutions. However,

56.5% of respondent reported on the opposite (yes). In each institutions Alpha (41%) and Select (42.1%) of respondent reported strongly disagree and agree respectively.

As can be see in the item number thirty six, 5%, 2.9%, 22.5%, 6.8%, 38.4%, 3.2%, 14%, 1.4%, 2.2%, 1.1% and 2.5% have got guidance and counseling services regarding on; counseling on personal problems, library services, preparation to exam, use of time, way of study, uses of different books, career and further study, how you get feedback, means of getting information, means communicate with tutor and other respectively.

In the item number 37, 62.3%, 35.5%, 1.8% and 0.4% got guidance and counseling services by the time of whenever they ask, during face-to-face tutorial contact, physical contact and other respectively

In addition, of those who got guidance and counseling service whenever they ask; 14.3%, 2.9%,2.9%, 75.6%,3.6%, and 0.7% participant reported through Phone, email, Mail/post, Physically, institutions notice board, and other menses respectively.

As can be seen item number 39, 42.9% of respondents reported disagree on the adequacy of guidance and counseling services. On the contrary, more than half of the participant was declared on the adequacy of guidance and counseling services. In each institution, Alpha (57.1%) and Select (65.9%) respondents reported disagree and agree respectively.

The researcher also interviewed one of the administrative staff,

Honestly speaking we do not have guidance and counseling person who giving guidance and counseling services in any regional branches. However, we use branch coordinators as guidance and counseling experts. In the main campus, we have one professional who gives this service (April 23, 2014; Alpha school).

On the same issue, the researcher also interviewed one of the administrative staff of the institution. He said the following:

Totally we do not have guidance and counseling office and professional any of our school staff serve as counselor (April 30, 2014; Select school).

Finally, the above findings indicate that, in the case of Alpha to some extent there is the implementation of guidance and counseling services, but it needs improvement, while in the case of Select the facility of guidance and counseling services are totally absent.

4.2.7. Issue Related to Assignment and Feedback

Table 10: Response to number, significant and account to final grade of assignment

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
40	How many tutor-marked assignments are given in a semester for one subject?						
	a. One	228	76.8	73	37.1	301	61
	b. Two	55	18.5	114	57.9	169	34.2
	c. Three	10	3.4	6	3	16	3.2
	d. Four	3	1.0	-	-	3	0.6
	e. More than four	1	0.3	4	2	5	1
	Total	297	100	197	100	494	100
41	The number of tutor-marked assignments for one subject is sufficient.						
	a. Yes	126	42.4	137	69.5	263	53.2
	b. No	171	57.6	60	30.5	231	46.8
	Total	297	100	197	100	494	100
42	To what extent, do you agree assignments are significant to your learning?						
	a. Strongly agree	101	34	41	20.8	142	28.7
	b. Agree	185	62.3	141	71.6	326	66
	c. Somewhat agree	11	3.7	7	3.6	18	3.6
	d. Disagree	-	-	6	3	6	1.2
	e. Strongly disagree	-	-	2	1	2	0.40
	Total	297	100	197	100	494	100
43	If your answer to question 42 is “strongly agree, agree or somewhat agree”, what is your reason?						
	a. Motivate to you study	48	16.2	34	17.3	82	16.6
	b. Prepare you for final exam	213	71.7	150	76.1	363	73.5
	c. It is a source of knowledge	22	7.4	8	4.1	30	6.1
	d. To achieve the aim of the institution	4	1.3	3	1.5	7	1.4
	e. Other	10	3.4	2	1	12	2.4
	Total	297	100	197	100	494	100
44	While you are working assignments, do you find the answers easily from the modules?						
	a. Yes	284	95.6	185	94	469	94.9
	b. No	13	4.4	12	6	25	5.1
	Total	297	100	197	100	494	100
45	If your answer to question 44 is “No”, how do you attempt them?						
	a. You contact your tutor’s	1	7.7	1	8.3	2	8
	b. You search in a library	3	23.1	2	16.7	5	20
	c. You ask other to help	1	7.7	8	66.7	9	36
	d. You done by guessing	8	61.5	1	8.3	9	36
	e. Other	-	-	-	-	-	-
	Total	13	100	12	100	25	100
46	Do you get adequate information on when and how to submit your assignments?						
	a. Yes	273	91.9	188	95.4	461	93.3
	b. No	24	8.1	9	4.6	33	6.7
	Total	297	100	197	100	494	100
47	Do you get your assignments evaluated back?						
	a. Yes	99	33.3	82	41.6	181	36.6
	b. No	198	66.7	115	58.4	313	63.4
	Total	297	100	197	100	494	100
48	If your answer to question 47 is “Yes”, do they reach you before exam?						
	a. Yes	58	58.6	51	62.2	109	60.2
	b. No	41	41.4	31	37.8	72	39.8
	Total	99	100	82	100	181	100

Table 10 shows the responses of the learners issues related to number, significance and account to final grade of assignment. As indicated in the Table 10, item number 40, 61% and 34.2% percent of respondents reported that one and two tutor marked assignment were given in a semester for one subject respectively. In each institution Alpha (76.8%, 18.5%) and Select (37.1%, 57.9%) participants recorded one and two tutor assignment were given in a semester for one subject respectively.

As can be seen in item number 41, more than half Alpha (57.6%) and Select (30.5%) of participant declared that the number of tutor-marked assignment for one subject was insufficient respectively. while, (42.4%) Alpha and (69.5%) Select respondents declared that sufficient.

The same table, in item number forty two, almost all (98.3%) of respondent said that assignments were significant to their learning. The rest insignificant (1.7%) of respondents recorded that assignment was not significant to their learning.

As indicated in item number 43, of those who agree about the significant of assignments, 16.6%, 73.5%, 6.1%, 1.4%, and 2.4% participants respond that motivate to you study, Prepare you for final exam, it is a source of knowledge, to achieve the aim of the institution and other reasons respectively.

As can be seen in item number forty four, almost all (94.9%) of respondents respond that they have got the answer easily from the module the rest (5.1%) of respondents declared on the opposite (disagree). In each institution, the same proportion recorded Alpha (95.6%) and Select (94%) have got the answer easily respectively.

However, as indicated in the item number 45, 8%, 20%, 36%, and 36% of participants said that they have got the answer by contact their tutor, search in a library, ask other to help, and done by guessing respectively. In both institutions, 0% of participants was not recorded other means.

The same table in the item number 46, 93.3% of respondents have adequate information on when and how to submit their assignment. On the contrary, 6.7% of respondent do not have adequate information on when and how to submit their assignment. In each institution, Alpha (91.9%) and Select (95.4%) recorded the same proportion.

In addition, in item number forty seven, more than half (63.4%) of respondent declared, their assignment was not evaluated back. On the contrast, 36.6% of respondent said that have got their assignment evaluated back.

On the other hand, in item number 48, 58.6% (Alpha) and 62.2% (Select) of respondent have got their assignment before exam respectively.

According to (C.O.L.1999:4-5) indicated that tutor-marked assignments provide a common means of conducting formative assessment of learners in distance learning programs. However, assignments can be a powerful tool in helping distance learners to succeed in their studies, and serve a number of purposes.

Some of these are the following:

Measuring learning against objectives, checking that material has been understood and covered, providing reinforcement of success, providing learner the opportunity to apply new learning, developing a personal tutor–learner link, facilitating learner’s learning by making him or her an active learner, providing feedback to the learner on his or her performance and identifying learners’ strong and weak points. Besides these providing opportunities for remedial help, providing opportunity for individual study, providing an incentive mechanism for progressive improvement, helping tutor–marker to plan for face-to-face sessions, provides opportunity to demonstrate new learning and helping learners prepare for exams. However, providing a basis for regular dialogue between learner and tutor, providing deadlines and set intermediate learning objectives, maintaining and developing learners’ commitment, guiding learners’ study of the course materials, alerting the tutor to any problems the learner is having, and alerting course writers to units learners found difficult and where extra help is needed.

Based on the above findings and information we conclude that tutorial marked assignments are crucial for learners at a distance. Therefore, there is a problem regarding on the number. Tutor-marked assignments giving by the selected institutions are not adequate. Besides these, we conclude that, students agree with significant of assignments. In addition, when they did their

assignments they can get answer easily from the module and they have full information about when and how to submit their assignments. However, the tutor marked assignments was not evaluated back and not correctly commented in the contrary their assignment result account to the final grade without necessary comment.

Table 11: Response to comment and account to final grade of assignment

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
49	If your answer to question 47 is “Yes”, are they correctly commented?						
	a. Yes	55	55.6	54	65.9	109	60.2
	b. No	44	44.4	28	34.1	72	39.8
	Total	99	100	82	100	181	100
50	If your answer to question 47 is “No”, what is your reason?						
	a. The paper does not contain the correct comment	117	59.1	56	48.7	173	55.3
	b. The mark that are corrected by the examiner is not adequate	4	2	12	10.4	16	5.1
	c. The tutors do not give more emphasis for assignment	68	34.3	38	33.1	106	33.9
	d. Unknown	9	4.6	9	7.8	18	5.7
	e. Other	-	-	-	-	-	-
	Total	198	100	115	100	313	100
51	If your answer to question 50 is “The paper does not contain the correct comment”, do you worry the paper does not contain the correct comment?						
	a. Yes	92	78.6	31	55.4	123	71.1
	b. No	25	21.4	25	44.6	50	28.9
	Total	117	100	56	100	173	100
52	If your answer for the above question 51 is “No” what is your reason?						
	a. No change on result weather the assignment is evaluated or not	1	4	14	56	15	30
	b. I get the result weather the assignment is evaluated or not	21	84	10	40	31	62
	c. unworried because my concern is on certificate	3	12	1	4	4	8
	d. I don't know the reason	-	-	-	-	-	-
	e. Others	-	-	-	-	-	-
	Total	25	100	25	100	50	100
53	If your answer to question 47 is “No”, how do you know the correct answer?						
	a. Duplicate assignment paper and you ask other to help	11	5.6	10	8.8	21	6.7
	b. Duplicate assignment paper and you search in a library	153	77.3	97	85.8	250	80.4
	c. By asking former students of the institution	24	12.1	3	2.7	27	8.7
	d. Other	10	5	3	2.7	13	4.2
	Total	198	100	113	100	311	100
54	Do your assignments result account to your final grade?						
	a. Yes	287	96.6	197	100	484	98
	b. No	10	3.4	-	-	10	2
	Total	297	100	197	100	494	100
55	If your answer to question 54 is “Yes”, how much do they account to your final grade?						
	a. 5 %	2	0.7	2	1	4	0.8
	b. 15%	23	8.1	6	3	29	6.1
	c. 20%	11	3.8	22	11.2	33	6.8
	d. 25%	160	55.7	59	30	219	45.2
	e. 30%	91	31.7	108	54.8	199	41.1
	f. More than 30%	-	-	-	-	-	-
	Total	287	100	197	100	484	100

Table 11 shows the responses of the learner's issues related to comments and account to final grade of assignment. As can be seen in item number 49, 60.2% of respondent respond that their assignment were correctly commented.

The same table in the item number 50, of those who disagree about assignment paper does not evaluated back; 55.3%, 5.1%,33.9% and ,5.7% of respondent said that; the paper does not contain the correct comment, the mark that are corrected by the examiner is not adequate, the tutors do not give more emphasis for assignment and unknown respectively. In both institutions, 0% results were recorded other reasons.

However, in item number 51, 71.1% of participants worry about the paper does not contain the correct comment. The rest (28.9%) unworried.

In relation, in the item number 52, of those who said unworried; 30%, 62%, and 8% participants declared No change on result weather the assignment is evaluated or not, I get the result weather the assignment is evaluated or not, and unworried because my concern is on certificate respectively. In each institution, 0% results were recorded on I do not know the reason and others respectively.

However, in the item number 53, of those who said disagree, 6.7%, 80.4%,8.7%, and 4.2% know the correct answer by duplicating; assignment paper and you ask other to help, Duplicate assignment paper and you search in a library, By asking former students of the institution, and other means respectively.

In addition, in the item number 54, almost all (98%) of respondent said that their assignment result account to their final grade. The same result recorded in each institution.

The same table in item number 55, 45.2% and 41.1% of respondent declared that their assignment account to their final grade 25% and 30% respectively.

From the above result, we can conclude that the learners can get the mark without the completion of their assignment.

In addition, the school coordinator revealed the following relating to Assignment and Feedback:

As indicated on the academic calendar we have three tutors marked assignment in three semesters (one for one term/ semester). In my opinion these tutor marked assignments are adequate. On the other hand, we clearly stated submission date of assignments on academic calendar, correctly evaluated and commented (April 16, 2014; Alpha school).

Similarly, one of the school exam committee said:

We have three tutor marked assignment total in each grade level, in our belief these marked assignment are sufficient for each grade level. In relation to this these tutor marked assignment were corrected, commented and evaluated correctly and returned the students before exam after valuation (April 30, 2014; Select school).

According to (C.O.L., 1999:6) revealed that for tutor-marked assignments to help the learner, one of the most important factors is the quality of the feedback comments the tutor provides. The learner will gain very little from merely receiving a grade or a short, automatic, and discouraging comment such as 'You must work harder!'

Low submission frequency and lacked valuable comments for the wrong and right responses should not be expected to lead to greater achievements. This was an indication that distance education tutors were not doing enough to guide and motivate the distance students.

In relation to this,

(Edstrom and others 1970) cited in Tesfaye (2002:85) stated that the teacher (tutor) should show the student what major mistakes have been made in the assignments answer and how they can be avoided. While correcting the assignment, not all mistakes showing that the student has failed to comprehend or has forgotten principles or facts of any importance must be left by the tutor.

Generally, from the above findings, we can conclude that there is a problem related to assignment and feedback. Students have encountered major obstacle while studying through distance education. The distance students are dissatisfied in the overall activities, frequency and speed of the feedback system provided by the distance education.

4.2.8. Issue Related to Exam and Feedback

Table 12: Learners Response to Exam schedule, convenience of exam and Feedback

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
56	When do you sit for exams?						
	a. By the institutions fixed calendar	262	88.2	143	72.6	405	82
	b. Whenever you are ready for exams	33	11.1	45	22.8	78	15.8
	c. At the end of the course	2	0.7	7	3.6	9	1.8
	d. Other	-	-	2	1	2	0.4
	Total	297	100	197	100	494	100
57	Is time Calendar fixed by institutions is convenient for you?						
	a. Yes	186	71	126	88.1	312	77
	b. No	76	29	17	11.9	93	23
	Total	262	100	143	100	405	100
58	If your answer to question 57 is “No”, what is the reason?						
	a. Exam schedule conflicts with your work	49	64.5	9	52.9	58	62.4
	b. Exam schedule conflicts with your family responsibility	14	18.4	5	29.4	19	20.4
	c. Exam schedule conflicts with your registration	10	13.2	2	11.8	12	12.9
	d. Other	3	3.9	1	5.9	4	4.3
	Total	76	100	17	100	93	100
59	Do you agree the entire exams administered properly during exam?						
	a. Strongly agree	23	7.7	13	6.6	36	7.3
	b. Agree	92	31	110	55.8	202	40.9
	c. Somewhat agree	36	12.1	19	9.6	55	11.1
	d. Disagree	29	9.8	4	2	33	6.7
	e. Strongly disagree	117	39.4	51	25.9	168	34
	Total	297	100	197	100	494	100
60	If your answer to question 59 is “disagree or strongly disagree”, what problems did you observe?						
	a. Loose security of exams	23	15.8	8	14.5	31	15.5
	b. Laziness of invigilators	36	24.8	39	71	75	37.5
	c. Loose security of answer sheets	75	51.7	6	10.9	81	40.5
	d. Unfair mark distribution	3	2.1	2	3.6	5	2.5
	e. Smallness of exam Room	2	1.4	-	-	2	1
	f. Unlimited time	2	1.4	-	-	2	1
	g. Other	4	2.8	-	-	4	2
	Total	145	100	55	100	200	100

Table 12 shows the responses of the learners issues related to Exam and Feedback. As indicated in the Table 12 item number 56, more than three fourth (82%) of respondents said that they sit for exams by the institution fixed calendar. 15.8%, 1.8% and 0.4% of respondent declared that; whenever we were ready for exams, at the end of the course and other respectively.

The same table in the item number 57, 77% of participants respond that the time calendars fixed by the institution were convenient for them. The rest (23%) of respondent declared that inconvenient.

On the other hand, of those who said inconvenient, 62.4%, 20.4% 12.9% and 4.3% of respondents declared their reasons Exam schedule conflicts with your work, with your family responsibility, with your registration and others reasons respectively.

However, the same table item number 59, 59.3% of respondents respond that the entire exam administered properly during exam. On the contrary, 40.7% of respondent declared that on the opposite. In each institutions Alpha (50.8%) and Select (72%) participants recorded the same proportion respectively.

As can be seen in item number 60, of those who said disagree for exam administration, 15.5%, 37.5%, 40.5%, 2.5%, 1%, 1% and 2% indicate that, loose security of exams, laziness of invigilators, loose security of answer sheets, unfair mark distribution, smallness of exam Room, unlimited time and other reasons respectively.

From the above findings, we deduce that, the exam schedule is convenient for the learners of both institutions. In addition, the entire exam administered properly.

Table 13: Learners response to time of getting exam paper, comment and re-exam.

№	Item	Alpha Respondent		Select Respondent		Total	
		№	%	№	%	№	%
61	Do you get your exam papers evaluated back?						
	a. Yes	64	21.5	37	19	101	20.4
	b. No	233	78.5	160	81	393	79.6
	Total	297	100	197	100	494	100
62	Within what time do you get your exam papers evaluated back?						
	a. After15 days	9	14.1	6	16.2	15	14.9
	b. After 1 month	19	29.6	10	27	29	28.7
	c. After 2 month	24	37.5	20	54.1	44	43.5
	d. Other	12	18.8	1	2.7	13	12.9
	Total	64	100	37	100	101	100
63	If your answer to question 61 is “Yes”, are your exams papers properly comment and evaluated?						
	a. Yes	47	73.4	25	67.6	72	71.3
	b. No	17	26.6	12	32.4	29	28.7
	Total	64	100	37	100	101	100
64	If your answer to question 61 is “No” What is the reason?						
	a. The paper does not contain the correct comment	74	31.7	51	31.8	125	31.8
	b. The mark that are corrected by the examiner is not adequate	6	2.6	58	36.3	64	16.3
	c. The institution do not give more emphasis for exams	144	61.8	47	29.4	191	48.6
	d. Unknown	9	3.9	4	2.5	13	3.3
	e. Other	-	-	-	-	-	-
	Total	233	100	160	100	393	100
65	If your answer to question 61 is “No” do you agree for the accuracy of the exams results?						
	a. Strongly disagree	48	20.6	7	4.4	55	14
	b. Disagree	168	72.1	139	86.9	307	78.1
	c. Somewhat agree	14	6	9	5.6	23	5.9
	d. Agree	2	0.9	4	2.5	6	1.5
	e. Strongly agree	1	0.4	1	0.6	2	0.5
	Total	233	100	160	100	393	100
66	Does your institution provide you with a chance for re - exam?						
	a. Yes	276	92.9	193	98	469	94.9
	b. No	21	7.1	4	2	25	5.1
	Total	297	100	197	100	494	100

Table 13 shows the responses of the learners to time of getting exam paper, comment and re-exam. As can be seen in item number sixty-one, more than three fourth (79.6%) of respondents declared that the exam paper does not return after evaluation. The same proportion recorded in each institution.

The same table in item number 62, of those who said the exam paper returned back, 14.9%, 28.7%, 43.5%, and 12.9% participant reported the time they have got exam papers after evaluation were After15 days, 1 month, 2 month, and other respectively.

In relation, in the item number 63, 71.3% of participants agree on the exam papers were properly commented and evaluated. The same proportion Alpha (73.4%) and Select (72%) result recorded.

On the other hand, of those who disagree on commented and evaluated exam paper, 31.8%, 16.3%, 48.6%, and 3.3% recorded the following reasons: the paper does not contain the correct comment, the mark that are corrected by the examiner is not adequate, the institution do not give more emphasis for exams and unknown respectively.

However, in item number 65, almost all (92.1%) of participants reported disagree on the accuracy of the exam results. The rest (7.9%) participant declared on the contrary (agree).

Finally, 94.9% of respondents agree on a chance provided by the institution for re-exam by asking additional fee. About 5.1% of respondents declared on the opposite (disagree). The same proportion recorded in both institutions.

The researcher interviewed one of the school exam experts, who said:

The school examination office actively works on ensuring the sustainability of distance education regarding on examination. Our students sit for exam by our institution fixed calendar that distributed during registration. In some cases, we try to change our exam time so, the student sit for exam whenever they are ready for exams. In relation to this, the exam time is convenient for our learners. However, during exam there is no chance to loose security of exam. Just like tutorial marked assignment, we returned the exam paper by giving the exact correction and comments. In addition to this, we provide re exam for the learners who loose exam by different factors (April 23, 2014; Alpha school).

Similarly, one of the exam department staff said that:

Our school have exam calendar that distributed during registration, on calendar, we stated any of our exam, assignment submission date and tutorial session. On the other hand, our school exam schedule is

convenient to some extent for the learners. However, we returned exam paper immediately after examination, and provided re- exam for the students with additional fee (April 30, 2014; Select school).

From the above outcomes, we can conclude that there is a problem concerning to the implementation of exam and feedback. However like assignments the entire exam paper does not returned in both institutions and the institution, provide re exam. As indicated clearly Students of both institutions dissatisfied by administration, evaluation, accuracy of exam result and provision of re- exam.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible suggested recommendations.

5.1 Summary

The purpose of this research study was to assess the implementation of learner support services the case of Select and Alpha university college distance education centers at the head office. To this end, a descriptive survey method was employed. This method is believed to be appropriate for generating adequate amount of data from a relatively large number of respondents (Yalew, 2004:21). The source of data for the research include distance education institutions learners, tutors, coordinators and school administrators. The researcher selected two distance education centers, tutors, coordinators and school administrators were selected by using probability sampling (simple random sampling) and non probability sampling (purposive sampling) technique. Data gathering tools were questionnaires, interview, document analysis and observation. The instruments were first pilot tested on few selected learners so that they could be reliable and valid. Data from tutors and learners was collected during the time when tutorial cases and examination were given to overcome the difficulty to find them. Data from coordinators and administrations were collected by appointment. The information collected from the sources organized and analyzed using words expressions. Thus, some modifications were made on them later. The basic research questions were:

1. What learner support systems do the two institutions provide to their learners?
2. To what extent the two institutions implement student support services.
3. Are the students having awareness about student supportive services?
4. To what extent the student support services of the institutions convenient to their learners.

The data analysis resulted in the following major findings:

1. As shown in this study, the secondary level distance students were almost all are adults. Out of these, 52.5% (Alpha) and 65.5% (Select) are male, 47.5% (Alpha) and 34.5%

(Select) are female, and 35.4% (Alpha) and 37.6% (Select) were between the ages of 26 and 30 respectively.

2. The majority of the respondents indicated that the centers were not capable enough to utilize pre-enrolment services and means of communication. Moreover, the findings showed that pre-enrolment services were carried on an individual basis not the department level and school level.
3. The findings of the study confirmed that the Problems identified by distance students which are related to course material distribution include: inconveniency of distribution of course materials incomplete distribution of course materials, Delay of modules, and lost course materials
4. Administrative support plays a key role in the delivery of distance education program. The study revealed that the majority of the respondents had gained administrative support from their institution, majority of the respondents gained information on academic fee whenever they ask by telephone.
5. In regarding to attending face-to-face tutorial programs, 13.3 percent found to have been actively participating and more than three fourth (86.7) percentage have missed the programs. Some of the reasons as respondents stated were variability or inconsistency of schedule, absenteeism on the part of tutors, lack of adequacy on the duration of tutorial sessions, remoteness of tutorial centers, personal and family problem, lack of adequate transportation, and lack of convenience of tutorial time.
6. Library plays their roles with their skill and knowledge. The study indicated that the majority of learners have not get library services in the case of Alpha, because the opening time was not convenient for them. However, almost all students of select they did not get library services, because the institution does not have its own library.
7. Distance learning by nature the one that is mostly done independently. In doing so learners may face problems. Thus, they need close follow up or guidance and counseling assistant from their coordinators or others respective persons. In this study, significant number of learners response indicate that there were no availability of guidance and counseling services at the center and there were no sufficient guidance and counseling services.

8. With regard to assignments, the study revealed that 57.6% and 46.7% Of respondents discomfort on the sufficient of tutor marked assignment in the case of Alpha and Select respectively. However almost all participants agreed on the significant of assignment on their learning because they motivated to the study, prepare them for final exam and it is a source of knowledge. However, more than half of respondents revealed that their assignments were not evaluated back. According to this study, delays in informing examination results and low turnaround time of assignments have been major problems.
9. It was found out that the majority of the learners revealed that they sit for exam by the institution fixed calendar. About 77% of respondent agreed with the convenience of institution fixed calendars. Some of the respondents were also unhappy with the institution fixed calendars. However, most of the learners disagree about the entire exam administration because they did face the following problems such as loose security of exams, Laziness of invigilators, loose security of answer sheets and others. In this study more than three fourth of the learners unhappy on the unreciprocated of the exam paper, the paper does not contain the correct comment and does not provided with a chance for re- exam.

5.2. Conclusions

Based on the findings, the following conclusions were made.

- This research finding showed that the necessary preparations should be made before starting teaching learning process at a distance. Short term training, such as; workshops, seminars and symposium play crucial roles in introducing and familiarizing working teachers with new innovations. Staff development and training has an essential contribution in running this distance education programs as effectively as possible. Therefore, these institutions needs to give due concern to training tutors and staff members during and after the program.
- As the study reveals, the largest group of distance students were not beneficiaries of tutorial programs and, the impact of lack of contact with the distance students on the students' academic performance and administrative issues cannot be underestimated.

- The administrative support system embraces the admission procedures, the registration process, accessing information from records, distribution of course materials, submission of assignments for marking, and arrangement of face-to face tutorials. The results of the study, shows that of administrative student support services were negative, almost all of the students were dissatisfied and disagreed that adequate and timely administrative support was provided.
- The data revealed that almost half of the respondents made use of guidance and counseling services. Some of them indicating reasons such as: don't know who is responsible for this service; not aware of such a service; service is poor, rather want to drop out; staff do not have time to attend to us; and staff do not have answers to our questions making use of guidance and counseling services.
- Library services were one of the most effective and useful student support services. However, a few students also responded that library services were used effectively, because different books and audio materials were available. On the contrary, most of the learners were not used library because the opening time was inconvenient for them. In addition, concern was raised by some students that they did not know how to use the library.
- Adequate provision of physical facilities and instructional materials facilitates the teaching and learning process. However, some facilities like library, reading and reference books were not adequately found and this could influence the provision of quality of distance education.

5.3. Recommendations

The focuses of the study is concerned with the implementation of student support services in the two institutions. However, effective implementation of student support services in distance education can occur within the interactions of activities take place before and during distance education process. With this consideration, the following points have been recommended for effective implementation of the distance program.

- ☞ Staff development and training has an essential contribution in running this distance education programs as effectively as possible. Therefore these institutions need to give due concern to training tutors and learners, before, during and after the program.
- ☞ Assignments are one of the mechanisms that are employed to keep contact with the learners and / or to check and evaluate their learning. Still assignments help to find out that they are learning.
- ☞ To improve the existing low level of implementing student support services in the institutions, the concerned body, for example regional educational bureau and other have good overall support and execute follow-ups and monitoring for / in the institution.
- ☞ Course materials are there for distance learners to study by themselves without guidance of a teacher. The study finds out that the implementation was affected much by problems of distribution of modules (delay in arrival of modules). Therefore, modules must be ready for distribution with sufficient number of copies.
- ☞ As the tutorial class teaching observation identified, the tutoring was very similar with regular class teaching. However, distance face-to-face tutorial program is conducted mainly to discuss the hard ship problems of distance students. Thus, it is important for coordinators to prepare guidelines for tutors in order to maintain standard tutoring activities.
- ☞ Due to lack of training for tutors, the qualities of services tutors provided to their learners in their studies were not efficient. Therefore, tutors should get training or at least orientation on how to treat distance students, so that tutors can provide effective services. The training has good continued to new tutors who replace/ substitute those who depart due to different cases.
- ☞ Unsatisfactory payment of tutors services have been detected as one factors for not able to run effective implementation of the distance program. Therefore, tutors have good if given fair tuition and their payment should be conducted on time.

- ☞ Feedback helps distance learners be encouraged and correct their mistakes by the help of the feedbacks they obtain from their tutors. Thus, giving feedback must not be seen as optional and must be treated seriously

- ☞ As a result, if all comments and criticism arose in the discussion section take in to consideration and remedial is given, the program has much more contribution to learners on the job. Therefore, the program must be continued for other learners who did not have such a chance to improve their skill and profession.

References

- AACSB International. (2007). *Quality Issues in Distance Learning*. The Association to Advance Colligate School of Business.
- Abiy, Zegeye, Alemayehu, Worku, Daniel, Tefera, Melese, Getu, and Yilma, Sileshi (2009). *Introduction to Research Methods: Preparatory Module for Addis Ababa university graduate Programs*. Graduate studies and research office. Addis Ababa.
- AECT. (2001). *Hand book of research: The Association for Educational Communications and Technology*, 1800 North Stone Lake Drive, Suite 2 Bloomington, IN 47404
- Ali Riza ERDEM. (2007). Strategic planning at the State's Education Institutions Serving "Open and Distance Education", Which Are Of Nonprofit Concern: *Turkish Online Journal of Distance Education- TOJDE* January 2007ISSN 1302-6488, Volume: 8 Numbers: 1 Article: 14
- Bagele, C., and Julia, P. (2005). *Research Methods for Adult Educators in Africa: African perspectives on adult learning*. Printed by CTP book printers, Cape NB889128175.
- BEAUDOIN M. (1990). The Instructor's Changing Role in Distance Education. *The American Journal of Distance Education*, 4(2).
- Befekadu Zeleke. (2006). *Report of the Technical assistance on alternative basic Education*. A Report Submitted to the Development Cooperation Office of the Embassy of Italy. Addis Ababa.
- Cherinet Aytenfesu. (2008). *Utilization of instructional media in distance education: The case of two distance institutions* (Unpublished master theses). Addis Ababa University, Faculty of Education, Addis Ababa.
- Claudio Zaki Dib. (1987). Formal, non-formal and informal education: Concepts/applicability. University of São Paulo, Brazil. "Cooperative Networks in Physics Education - Conference Proceedings 173", American Institute of Physics, New York, 1988, pgs.300-315.
- C.O.L. (1999). *Learner Support in Open and Distance Learning: Training toolkit*: Vancouver, British, Columbia 0980 Manila Canada V6H 3X8 Philippines.

- _____. (2000). *An Introduction to Open and Distance Learning*:
<http://www.col.org/ODLIntro/introODL.htm> Accessed 03/02/10
- _____. (2005). *Creating Learning Materials For Open and Distance Learning: A hand Book for Authors and Instructional Designers*. Commonwealth of learning Telephone: 604 775 8200, 1055 west Hastings, Suite 1200. Vancouver, Canada.
- C.R.Kothari. (2004). *Research methodology Methods and techniques*. (Second edition). New age international limited publishers, Ansari, Daryaganj, New Delhi.
- Digumarti Baskala RaO. (2007). *Distance Education in Different countries* .A.P.H Publishing Corporation. ANSARI Road, Raeya. Gani New Delhi.
- Dechassa Merga. (2010). *Factors Affecting the Performance of Alternative Basic Education Facilitators in Arsi Negele Woreda of West Arsi Zone Of Oromia*: (Unpublished Master's Thesis). Addis Ababa University, Faculty of Education, Addis Ababa.
- Ejeta Negera. (2005). *A study on the effectiveness of the implementation of second Cycle Distance education Diploma program: specific to English Course* (Unpublished Master's Thesis). Addis Ababa University, Faculty of Education, Addis Ababa.
- Eric, L. Penalber. (2005). *The effectiveness of student support services at a research Extensive University in the South*: Unpublished Doctoral Dissertation. Faculty of the Louisiana State University and Agricultural and Mechanical College.
- EURYDICE. (2011). *Adults in Formal Education: Policies and Practice in Europe*. Education, Audiovisual and Culture Executive Agency. P9 Eurydice. Avenue du Bourget 1 (BOU2).B-1140 Brussels.
- Farhad Saba. (2011, November–December). *Distance Education in the United States: Past, Present, Future Educational Technology*, 11-18.
- Fissha Eskeziaw. (2006). *Teacher Education through distance program: The practice of two selected private higher education institution* (Unpublished Masters Theses). Addis Ababa University Faculty of Education, Addis Ababa.

- Floyd, D.L., and Powell, D.C. (2004). *New Roles for Student Support Services in Distance Learning*. New directions for community colleges, no. 128, Wiley Periodicals, Inc
- Geoffrey, M., DeMatteo, D., and Festinger, D. (2005). *Essential of research Design and Methodology*: John Wiley and Sons, Inc, Hoboken, New Jersey.
- Guidelines for distance education credit program Array and approval. (2000). *Standards for academic and student support Services in distance education credit courses, degree And certificate programs*, Executive summary. Agenda Item III.
- Harvey Smith. (2007). ‘Formal’ versus ‘non-formal’ basic education: prioritizing alternative approaches in fragile states. *Oxford International Conference on Education and Development. Thematic Section: ‘Growing’ education in difficult environments*.
- Aytekin Isman. (2004). Roles of the Students and Teachers in Distance Education: *Turkish Online Journal of Distance Education-TOJDE* October 2004 ISSN 1302-6488 Volume: 5 Numbers: 4, pp, 1-10.
- Jennifer Sumner. (2000). serving the System: *a critical history of distance education Open Learning*, Vol. 15, No. 3, and 2000. University of Guelph, Canada. E- mail: jsumner@uoguelph.ca.
- J. Holden and P. J.-L.Westfall. (2010). *An Instructional Media Selection Guide for Distance Learning- Implication For blended learning featuring an introduction to virtual worlds*: Second Edition. Printed in the United States of America; USDLA United States Distance Learning Association.
- K.Sujatha .(2002). *Distance Education at Secondary Level in India*: The natural open School UNESCO: International Institute for educational planning: Composition and Printing: IIEP publications. Work document.
- Karanja, W. (1997).*Non-formal and Distance Education in Ethiopia*. Lessons and Experiences. Economic and Social Policy Division Working Papers Series ESPD/WPS/97/5.
- Lewis, R. (1981). *How to tutor in an open- learning scheme group study Revision*. Great Britain council for educational Technology.

- Louis C., Lawrence M. and Keith M (2005) *Research Methods in Education: Fifth Edition*: London, New York.
- Mary Burns (2011). *Distance Education for Teacher Training Modes, Models, and Methods*. Education Development Center, Inc. Washington, DC.
- Medeja, B., Matjaz, D., and Ivan, G. (2001). *Introduction to Organization of Distance Education*. Faculty of Electrical Engineering and Computer Science University of Maribor.
- Ministry of Education. (1994). *Federal Democratic Republic of Ethiopia, Education and training policy*: Addis Ababa, Ethiopia.
- Parimal, K. and Manoj, S. (undated). *Student Support Services (SSSs) in Open & Distance Learning (ODL) Institutions for Achieving Education for All (EFA)*.
- Rosalie, J. and R.Gleicher (Undated). *Qualitative insights into faculty use of student support services with online students at risk: Implications for student retention*, D.S.W. Borough of Manhattan Community College City University of New York (C.U.N.Y.).
- Salih Usun. (2004). Learner Support Services in Distance Education System. A Case Study Of Turkey. *Turkish Online Journal of Distance Education-TOJDE* October 2004 ISSN 1302-6488 Volume 5 Numbers: 4, pp, 1-13. E-mail: salih1963@mynet.com.tr
- Samatha Sudarshanam. (2008). *Design and Implementation of a Distance Learning System: A Project submitted to the graduate faculty of the University of Colorado at Colorado Springs in partial fulfillment of the Master of Science degree* (Unpublished Master's Thesis). University of Colorado. Department of Computer Science.
- Sharlene, N., and Hesse, B. (2010). *Mixed Methods Research: Merging Theory with Practice*. A Division of Guilford Publications, Inc. 72 Spring Street, New York, London NY 10012.
- Susanna, T and Paulo, M. (undated). *E-learning, Online Learning, Web-based Learning, or Distance Learning: Unveiling the Ambiguity in Current Terminology*, Inki Tiki Corporation, Island of Kauai, Hawaii, and InkiTiki.com.

Susanna@InkiTiki.com and Paulo@InkiTiki.com.

- Tesfaye Ejigu. (2002). Organizational and Managerial Factors Affecting the Secondary Level Distance education in Ethiopia. Unpublished Master Theses. Addis Ababa University, Faculty of Education, Addis Ababa.
- Thomas, C. Reeves (1998). *The Impact of Media and Technology in Schools: A Research Report* prepared for The Bertelsmann Foundation. The University of Georgia.
- Tichapondwa, M. and Daniel, R.(Undated). *Introducing Distance Education: Virtual University for the small states of the commonwealth.*
- Ulrich, B., Friedrich, W., Detlef, G., Anke, H., Thomas, H., Barbara, M., Wolf-D., and Olaf, Z. (2008). *The Evolution, Principles and Practices of Distance Education: Carl von Ossietzky University of Oldenburg, Center for Lifelong Learning (C3L): BIS-Verlag der Carl von Ossietzky Universität Oldenburg Postfach 2541 26015 Oldenburg, Volume 11, pp, 1-172. E-mail: bisverlag@uni-oldenburg.de.*
- UNESCO .(2002a). *Information and Communication Technologies in Distance Education: Specialized Training Course, UNESCO Institute for Information Technologies in Education ISBN.*
- _____. (2002b). *Open and Distance Learning: Trend, policy and strategy* Consideration division of higher Education: Printed in France.
E-mail: m.patru@unesco.org
- UNICEF. (2000). *Defining Quality in Education: A paper presented by UNICEF at the meeting of The International Working Group on Education: Florence, Italy: June 2000 Working Paper Series Education Section Program Division United Nations Children's Fund New York, NY, USA.*
- Wagner, N., Hassan, K., & Head, M. (2008). *Who is responsible for E-Learning Success In Higher Education? A Stakeholders' Analysis.* Educational Technology & Society, 11 (3), 26-36.
- Western cooperative for educational telecommunications. (2005). From <http://www.mnonline.project.mnsul.edu/vertical/sites/> Accessed 12/14/13.
- ያለው እንዳውቀው። (2006 ዓ.ም) የምርምር መሰረታዊ መርሆዎችና አተገባበር፡ አዲስ አበባ፡ ኢትዮጵያ።

- B/ Information about educational qualification
 C/ Information about teaching and assessment methods
 D/Information about campus location
 E/Information about general description
 F/Information about course related fee
 G/Information about school rule and regulation
 H/Information about student welfare and counseling services
 I/Others (specify) _____
5. If your answer for question 3 is “Yes”, how do you get?
 A/ Print/modules C/ Mass media
 B/ Leaflets/broachers D/ Other (specify) _____
6. To what extent, do you agree the pre enrollment services that you get from your institution are adequate?
 A/ strongly agree B/ agree C/ Ambivalent D/ disagree E/ strongly disagree
7. If your answer for question 3 is disagree, write your reasons

II. Question related to course material distribution

8. Which media does your institution utilize in the support services?
 A/ Print/modules B/ Audio C/ Video D/ Audio-Video E/ Others _____
9. If your answer to question 8 is Print/modules, where do you get the module?
 A/ Distance education center B/ via tutors
 C/ Via courier D/ via mail box E/ Online F/ others
10. If your answer to question 9 is “distance education center”, to what extent, do you agree the module distribution method is convenient to you?
 A/ strongly agree B/ agree C/ Ambivalent D/ disagree E/ strongly disagree
11. If your answer to question 10 is “sostrongly disagree or disagree” what problems do you encounter?
 A/ Delay of modules D/ Shortage/incomplete of modules
 B/ Remoteness of distance education centers E/ Required to pay additional fee
 C/ Bureaucracy in the center F/ Others (specify) _____

III. Questions related to the Availability and Adequacy of Administrative Support

12. Do you get administrative support from your institution?

A/ Yes

B/ No

13. If your answer to question 12 is “Yes”, what type are they?

A/ Information on registration process C/ Information on academic fee

B/ Information on start and end of course D/ Information on institutional rules and regulations

E/Information on rights and responsibilities of learners

F/ Other (specify) _____

14. When do you get the administrative support?

A/ whenever you ask

B/ by the time of registration

C/ Half semester

D/ at the end of the year

E/ at the end of the course

F/ other (specify) _____

15. How do you get the administrative supports?

A/ Phone

B/ leaflets/broachers

C/ Email

D/ mass media

E/ Other (specify) _____

IV. Questions Related to Tutorial sessions

16. Do you get face-to-face tutorial contacts?

A/ Yes

B/ No

17. If your answer to question 16 is “Yes” how many tutorial contacts do you get for a subject in a semester?

A/ One

B/ Two

C/ Three

D/ Four

E/ More than four

18. Based on question 16 is “Yes”, how do you get the information?

A/ Institutions notice board B/ Personal message from the institution

C/ Mass media D/ other (specify) _____

19. To what extent do you agree with the following statement? Tutorial contacts that you get from your institution are adequate.

A/ strongly adequate

B/ Adequate

C/ Ambivalent

D/ Inadequat

E/ strongly inadequate

20. To what extent do you agree with the following statement? Is the time during which tutorials conducted convenient to you?

A/ strongly convenient

B/ Convenient

C/ Ambivalent

V. Questions related to the Availability and Convince of Library/Reference Service.

29. Do you get library or reference service from your institution?

A/ Yes

B/ No

30. If your answer for question 29 is “Yes”, how many times do you use library services?

A/ All days

C/ One day within a week

B/ more than One day within a week

D/ One day within three weeks

E/ accidentally

F/ Other (specify) _____

31. If your answer for question 29 is “Yes”, when does the library gives service?

A/ All days

B/ Weekends

C/ Working days

D/ during face-to-face tutorial contacts

E/ during examination

32. To what extent do you agree with the following statement? The opening time is convenient.

A/ strongly agree

B/ agree

C/ somewhat agree

D/ Disagree

E/ strongly disagree

33. If your answer for question 29 is “No”, did you encounter problem in your learning?

A/ Yes

B/ No

34. If your answer for question 33 is “No”, what is the reason?

A/ you can use other libraries at your nearby

B/ the modules are enough by themselves

C/ No need of libraries

D/ Other (specify) _____

VI. Questions related to the Availability and Adequacy of guidance and counseling Services

35. Do you get guidance and counseling services at your institution?

A/ Yes

B/ No

36. What type of guidance and counseling services you get at your institution?

A/ Counseling on your personal problems

F/ Advice on uses of different books

B /Advise on library services

G/ career and further study

C/ Advise on how to prepare for exam

H/ Advice on how you get feedback

D/ Advice on use of time

I/ Advice on how you get information

E/ Advise on how to study

J / Advice on how you communicate with your tutor

K/ Other (specify) _____

46. Do you get adequate information on when and how to submit your assignments?
 A/ Yes B/ No
47. Do you get your assignments evaluated back?
 A/ Yes B/ No
48. If your answer for question 47 is “Yes”, do they reach you before exam?
 A/ Yes B/ No
49. If your answer to question 48 is “Yes”, are they correctly commented?
 A/ Yes B/ No
50. If your answer for question 47 is, “No”, what is your reason?
 A/ The paper does not contain the correct comment
 B/ The mark that are corrected by the examiner is not adequate
 C/ The tutors do not give more emphasis for assignment
 D/ Unknown
 E/ Other (specify) _____
51. If your answer for question 50 is “The paper does not contain the correct comment”, do you worry the paper does not contain the correct comment?
 A/ Yes B/ No
52. If your answer for question 51 is “No” what is your reason?
 A/ No change on result weather the assignment is evaluated or not
 B/ I get the result weather the assignment is evaluated or not
 C/ unworried because my concern is on certificate
 D/ I do not know the reason
 E/ Other (specify) _____
53. If your answer for question 47 is “No”, how do you know the correct answer?
 A/ Duplicate assignment paper and you ask other to help
 B/ Duplicate assignment paper and you search in a library
 C/ By asking former students of the institution
 D/ Other (specify) _____
54. Do your assignments result account to your final grade?
 A/ Yes B/ No

55. If your answer for question 54 is “Yes”, how much do they account to your final grade?
A/ 5 % B/ 15% C/ 20% D/ 25% E/ 30% F/More than 30%

VIII. Questions related to Exam and Feedback

56. When do you sit for exams?
A/ by the institutions fixed calendar B/ whenever you are ready for exams
C/ at the end of the course D/ Other (specify) _____
57. Is the time calander fixed by the institution is convenient for you?
A/ Yes B/ No
58. If your answer for question 57 is “No”, what is the reason?
A/ Exam schedule conflicts with your work
B/ Exam schedule conflicts with your family responsibility
C/ Exam schedule conflicts with your registration
D/ other (specify) _____
59. To what extent do you agree with the following statement? The entire exams administered properly during exam.
A/ strongly agree B/ agree C/ somewhat agree
D/ Disagree E/ strongly disagree
60. If your answer for question 59 is “disagree or strongly disagree”, what problems did you observe?
A/ Loose security of exams C/ Loose security of answer sheets
B/ Laziness of invigilators D/ Unfair mark distribution
E/ Other (specify) _____
61. Do you get your exam papers evaluated back?
A/ Yes B/ No
62. With in what time do you get your exam papers evaluated back?
A/ After15 days B/ After 1 month C/ After 2 months
D/ Other (specify) _____
63. If your answer to question 61 is “Yes”, are your exams papers properly comment and evaluated?
A/ Yes B/ No

64. If your answer to question 61 is “No” what is the reason?

A/ The paper does not contain the correct comment

B/ The mark that are corrected by the examiner is not adequate

C/ The institution do not give more emphasis for exams

D/ Unknown

E/ Other (specify) _____

65. If your answer to question 61 is “No” do you agree for the accuracy of the exams results?

A/ strongly agree

B/ agree

C/ somewhat agree

D/ Disagree

E/ strongly disagree

66. Does your institution provide you with a chance for re -exam?

A/ Yes

B/ No

67. If your answer for 66 is “No” what is the reason? Explain

Thank you very much!

Appendix II
Addis Ababa Univeristy College of Education and Behavioral Studies
Department of Curriculum and Teacher's Proffessional
Development Studies
Interview guide for administrators

The main purpose of the study is to gather information on the implimentation of student support services of the secondary level distance education. Thus, as an administrator for overall: design, production and dissemination of the programs, the information you provide me is much vital to the study. Therefor,

1. How do you describe the role of student support services for general secondary school distance education program?
2. Would you please brief me what types of student support services used for the provision of secondary level distance education in your center?
3. Do you think that all student support services that are providing in your center are convenient to your learners?
4. How do you evaluate your institutions status concerning the accessibility of student support services?
5. What are the major factors you think that could affect the quality of student support services?
6. What would you like to suggest improving the status of quality of student support services?
7. Finally, would you list down responsible parties for monitoring the quality of student support services?

Thank you very much!

Appendix III

Addis Ababa Univeristy College of Education and Behavioral Studies

Department of Curriculum and Teacher's Proffessional

Development Studies

Guiding questions for interviewing study center coordinators

Objectives

The main purpose of the study is to gather information on the appropriateness of the design, effectiveness of the implementation, and efficiency of student support services. Thus, it is hoped that you as a source of information on over all implementation activities of the program, the data you provide me is much vital for the study. Therefore,

1. As a coordinator, would you tell me your roles and responsibilities in implementing Distance education programs
 - a. What does the role-relationship among various parties for example, your college, your office the learners and others look like?
 - b. To what extent do you think are the program effectively run?(excellent, very good, good inadequate)
2. List out the major supportive services available in your center or institutions?
 - A. To what extent do you think are the program effectively run
 - B. Can you mention some of the main factors that hindered student support services in your institutions?
3. What strategies do you prefer to dispatch learning materials?
 - a. How effective are these strategies?
 - b. What problem did you face?
4. What way do you normally like to contact your learners, for example (telephone, letters, notice board, etc)
5. Would you please explain me the situation of the face-to-face tutorial program? (Ejeta:2005)
 - a. Was it smoothly run? Or there were problems?
 - b. What problem did you face (see)?

- c. Were there courses that were not given that day? If so,
 - d. What measure did your office take then?
6. Think of the situation when final exams were given
- a. Was it smoothly run?or
 - b. How strong/careful were the invigilators while they were supervising examinations?
 - c. Were all the cources schedule given?
 - d. What other problems did you observe?
7. Assignment
- a. Do all students in your centers submit their assignment in the time scheduled?
 - b. Were there learners who were late? If so what measure did you take?
8. Were there assignments checked (corrected) and brought back immediately?
- a. What about the learners, do they collect the checked assignment as soon as possible?
 - b. What other problems did you observe with regard to assignment
 - c. How do you evaluate the overall system of delivery of the program?
 - d. What strong point can you mention? Which area needs improvement?
9. Do you attempt to share experience or learn from other similar institution?

Thank you very much!

Appendix IV

Addis Ababa Univeristy College of Education and Behavioral Studies

Department of Curriculum and Teacher's Proffessional

Development Studies

Interview guide for Tutors

Objectives

The main purpose of the interview is to gather information on the appropriateness of the design, effectiveness of the implementation, and quality of tutoring on the general secondary level of distance education. Thus, as a tutor of the institution, hoped that the success of the study depends mainly on the information you provide me.

Therefore,

1. What are the criteria set by this institution to recruit as a tutor?
2. How often do you give face-to-face tutorial classes? Moreover, were you made clear with your roles and responsibilities?
3. Have you ever taken trainings, workshops, seminars, etc. on as to how you are going to lead face to face tutorial sessions effectively? Please justify.(Cherinet:2008)
4. Did you face any other problem while you were giving face-to-face tutorial classes? Would you explain?
5. What is your contact with your students, other than face-to-face tutorial classes? How often do you see them?
6. As a tutor of the institution, how do you describe the role of different instructional media in your subject tutoring? (Cherinet: 2008).
7. Do you get any technical assistant from administrative of the institution?
8. How do you evaluate the overall delivery of the program? What strong points do you see and what areas need improvement?
9. In general, would you like to add any comment, suggestions, or recommendations in how to improve the tuition process of such distance programs?

Thank you very much!

Appendix V

Addis Ababa Univeristy College of Education and Behavioral Studies
Department of Curriculum and Teacher's Proffessional
Development Studies

1. Enrollment Trends

Years	Enrollments					
	Alpha			Select		
2004	M	F	T	M	F	T
2005						
2006						

2. Information about manpower distribution

a. Coordinators

Centers	Number of Coordinators			Remark
	M	F	T	
Alpha				
Select				

b. Tutors

Centers	Number of Tutors			Educational level	Remark
	M	F	T		
Alpha					
Select					

c. Other staff

Centers	Number of Staff			Educational level	Remark
	M	F	T		
Alpha					
Select					

3. Information about program of institutions

a. Academic Calander for Term Registration

Centers	1 st Term	2 nd Term	3 rd Term
Alpha			
Select			

b. Academic Calander for Worksheet Submission

Centers	1 st Term	2 nd Term	3 rd Term
Alpha			
Select			

c. Academic Calander for Face to Face Tutorial Program

Centers	1 st Term	2 nd Term	3 rd Term
Alpha			
Select			

d. Academic Calander for Final Examination

Centers	1 st Term	2 nd Term	3 rd Term
Alpha			
Select			

Appendix VI
Addis Ababa Univeristy College of Education and Behavioral Studies
Department of Curriculum and Teacher's Proffessional
Development Studies

Face to face tutorial session's observation checklist

1. Institution _____
2. Subject observed _____
3. Grade level and term _____
4. Total no of students Registered _____
5. Number of attendant _____
6. Duration _____
7. Date _____

no	Things to be observed	Low	Medium	High	V. high
1	Punctuality and time management of tutors				
	Tutors readiness (motivation)				
	Tutors facilitation role in the tutorial sessions				
	Tutors knowledge of the subject matter				
	Use of various teaching/tutoring methods	Lecture			
		Discussion			
		Eliciting			
		Q and A			
		Role playing			
		Others			
2	Learners punctuality				
	Learners readiness				
	Learners participation in the teaching learning process				
	Learners involvement in asking, answering, doing, etc.				
3	Availability of necessary facilities in the tutorial classroom				
	Class room suitability				
4	Different media forms (audio, audio visual, and computing) utilization in the tutorial session				