FACTORS AFFECTING PRIMARY SECOND CYCLE TEACHERS' DISTANCE TRAINING PROGRAM IN OROMIA NATIONAL REGIONAL STATE

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL PLANNING AND MANAGEMENT

BY

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ACRONYMS

ESDP	Education Sector Development Program
MOE	Ministry of Education
OEB	Oromia Education Bureau
REB	Regional Education Bureau
SNNPR	Southern Nations, Nationalities and Peoples' Region
TESO	Teachers Education System Overhaul
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Abstract

The main objective of this study was to highlight factors affecting primary second cycle teachers' distance training program in Oromia National Regional State. To conduct the study, a descriptive survey was employed. Open and closed ended questionnaire, interview, document analysis and observation were used to collect necessary data. The samples of the study were chosen using systematic and availability sampling techniques. The research study involved five categories of sample population; distance trainees, tutors, center coordinators, relevant personnel from sample colleges providing distance training program and regional education bureau. Data analysis was made using statistical tools such as frequency count, percentage, grand mean, t-test and chi-square to identify whether there were agreements or differences in the views of the respondents.

The study findings indicated that respective colleges did the course material development, production and distribution. However, delay, shortage, and absence of certain modules in a series were common problems. Printed material was the only media employed in course material delivery. There disparity between trainees' expectation between the actual performances of the respective colleges was observed in some major issues of the research. That is, the provision of support-services such as guidance and counseling, face-to-face tutorial program, practical sessions, provision of resource materials were insufficient and inconsistent. There was no timely feedback on tutor-marked assignments and final examinations. According to this study, reasons for the delay of services were due to limited institutional capacity, over-centralization of major activities at the central level of each college and rely on one mode of delivery system. Moreover, the recruitment and selection of tutors was not open to all; necessary induction and training were not conducted.

The largest group of the trainees did not benefited from face-to-face tutorial programs mainly due to a long distance of tutorial centers from their respective work place and insufficient time given for the tutorial sessions.

The result obtained also indicated the main financial inputs were obtained from the tuition fees and other obligatory payments. The trainees claimed that the tuition fees did not consider their economic status as the largest number of them were married, had children and paid average salary of Birr 501 to 600. Besides, the support services provided by each college did not comply with the payments.

To sum up, the result obtained depicted that factors affecting the system are closely related to organization and coordination, a variety of media employed, provision of student support services, and financial inputs of the system.

Finally, based on the major findings and conclusions, recommendations were forwarded to tackle the problems understudy.

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

In recent years, there is a great demand for alternative approaches to any level and type of learning and training other than the highly developed conventional system of delivering education or training programs. There are a number of people who could not get access to the conventional education due to certain constraints. These constraints could be attributed to economic status, geographical isolation, socially disadvantaged and poor health condition whereby the trainees are unable to place themselves within the institutions' conventional environment of learning (Wedemeyer, in Keegan, 1996).

The possible means to respond to the need or demand of those who do not have access to the conventional delivery system is the alternative approach to learning which involves implementation of distance program. Distance learning program has been exercised for more than a century. It arose from the need to provide schooling to students in remote and sparsely populated area. To this effect, distance teaching was started in 1840 (Holmberg in Keegan, 1996).

According to Keegan (1996), distance education is "a term for the education of those who preferred not to attend schools, colleges, and universities of the world but study at their home, or sometimes their work place". Moreover, distance education is characterized by the separation of the teacher and learner in place and time, in contrast to the conventional education approach. Keegan also gave due attention to the wholesome comprehensive characteristics of distance education and stated that it is characterized by the quasi-permanent separation of teacher and learner throughout the length of the learning process. The influence of an educational organization both in the planning and preparation of learning materials as a provision of student

support services; the use of technical media, print, audio, video or computer to unite teacher and carry out the content of the course. Further, the provision of a two-way communication so that the student may benefit from or even initiate dialogue and the quasi-permanent absence of the learning group throughout the length of the learning process. That is, people are usually taught as individuals rather than in groups with the possibility of occasional meetings, either face-to-face or by electronic means, for both didactic and socialization purposes (Keegan, 1996).

Besides this conceptual definition and characteristics, many other basic inputs contribute to successful implementation of distance education. At its early stage, distance learning was dominated and characterized by the provision of printed materials that was distributed through post. Recently, however, because of the development of technologies and application of information technologies, distance education providers have been urged to use these technologies and variety of different media in the provision of their programs since the past two decades (Kanapper and Cropley, 1991).

Consequently, distance education at different levels of the teaching-learning strategies took deep roots as early as 1930. Moreover, after the Second World War, the methods of correspondence education were adopted to suit the particular educational needs and requirements. By 1960s, it was considered as viable alternative to supplement the conventional system of education and has further recognition. For instance, "The founding of the British Open University in 1969 marked the beginning of new era, in which degree offering distance teaching universities with full-fledged degree programs, sophisticated courses, new media and systematic approaches of evaluation cropped up in various parts of the world" (Manjulika and Reddy, 1999).

The provision of quality education requires dependable teachers' training program. For this reason, due attention has been given to teachers' training programs both at national and regional levels in Ethiopia. The attention is

mainly to improve the access and quality of the provision of primary education by up grading the first cycle primary teachers to diploma level. In practice, however, the country as well as the region has faced challenges to severe shortage of qualified teachers teaching in the second cycle primary grades (grades 5-8). For instance, according to the statistical data of 1997 E.C., only 53% of teachers teaching in the second cycle primary education had the necessary qualification at the national level and 43% at the Oromia region (MoE, 2004). Therefore, this prevailing condition urges the introduction and implementation of various modes of delivery of teacher training programs, which will gradually help minimize the situation and answer to the demand of the sector as well as the needs of those who want to be trained and up-graded. In support of this, Manjulika and Reddy (1999) stated that, there is a felt need of many countries and adult people with jobs who wanted the provision of distance education in many professions.

In addition, the purposes and aims of distance education is strengthened as a means to address basic education, secondary education, tertiary education, and vocational qualification and training including teachers' education (Perraton, 2004).

Experiences of many countries both developed and developing indicate that distance education program may reach large group and scattered beneficiaries. This may have profound impact on the production of educated and trained labor to carry out social and economic activities and meet national demand. More specifically, among the advantages of distance education, it makes professional development accessible to indigenous people located in the marginalized rural areas that do not have access to higher education. Here, the level and courses offered through distance education vary from country to country (Manjulika and Reddy, 1999).

Ethiopia has been exercising distance-learning delivery system in the form of correspondence education since 1967 (Tesfaye, 2002). Though it had a long

experience in the field, there is no significant development and found to be at an infant level. However, having extensive radio broadcasting network, and its potential use in supplementing the conventional classroom teaching was emphasized in the first education sector development program of the country. Distance learning program was also addressed as an alternative approach to give a second chance to the school dropouts and for those who did never have access (MoE: 1999).

Similarly, in the second and third phases of the Education Sector Development Programs, the implementation of distance education was emphasized as a step toward coverage of wide range of learners, particularly teachers and others who do not have an access to any formal education and training. To materialize the program, it was stated that various education and training programs would be developed and broadcasted (MoE: 2002; 2004).

Moreover, to meet the desired quality of education at different levels, due emphasis is given for continuous professional development of teachers through distance education and summer in-service programs which will up-grade large number of teachers in need of training at a relatively low cost (MoE, 2002; 2004).

1.2 Statement of the Problem

One of the major challenges facing Ethiopia recently is the basic need that arises from continued high social and individual demand for access to various levels of training programs. It is, therefore, time to discuss this problem from the point of view of the currently introduced primary second cycle teacher distance training program initiated by private colleges and implemented since the launching of the New Education and Training Policy in 1994.

Moreover, the need to shift from conventional training, which pre-supposes classroom-based instruction to distance mode of delivery seems to have some practical factors affecting the program. Some scholars argue that there are several factors to be thoroughly seen in distance learning in order to be successful. The providers' objectives should be able to comply with beneficiaries expectations. They pointed out that the practices of distance learning indicated many inputs that are demanded in order to materialize and minimize the claim that is raised against this program. The issues of the quantity and the quality of learning achieved; the status of the learning achieved and the recognition of the graduates of distance learning need due consideration in realizing distance learning program (Keegan, 1996).

Accordingly, the successful implementation of primary second cycle teachers' distance training program in the Ethiopian context in general and particularly, in Oromia, invites in-depth research, analysis and workable recommendations. This is because there is a paradigm shift of teacher training program in introducing active learning since 1996 E.C. This shift within the framework of Teachers Education System Overhaul (TESO) focuses on three components: the practicum, academic subject streams, and shared Professional Courses (MoE, 2003).

Therefore, the main objective of this study was to investigate the major factors affecting primary second cycle teachers' distance training program through an extensive review of related literature and empirical evidence and give basic comments that will enable the region and the respective colleges to come out of the problems that ultimately may help the efficient and effective program implementation.

Some of the specific objectives of the research include,

1. to identify to what extent the organization and coordination of distance education affects primary second cycle teachers' distance training program by private institutions,

2. to identify how primary second cycle teachers' distance training program is delivered and major educational media employed in the system;
3. to find out student support services provided and communication mechanisms employed, and
4. to investigate how financial inputs of the system affects primary second cycle teachers' distance training program in relation to organization and coordination, media employed for the course delivery, and provision of student support services in the system

To reach at the stated objectives, the following basic research questions were formulated,

1. To what extent was the organization and coordination of distance education effective in delivering primary second cycle teachers' distance training program?
2. What media were employed to deliver primary second cycle teachers' distance training program?
3. What sorts of support services were provided and what communication mechanisms were used to offer these services?
4. What was the source of funding the system and how did financial inputs affect primary second cycle teachers' distance training program?

1.3. Significance of the Study

Successful implementation of primary second cycle teachers' distance training program requires adequate preparation and well-informed participants. This is because distance Learning in general and teachers' distance training Program, in particular, is a current issue, which is characterized by the input of modern technologies and modular approach of training. Thus, the study aimed at identifying factors affecting primary second cycle teachers' distance training program to the level of discussion on the program.

In the light of the above notion, it is quite convincing and credible to conduct systematic investigation on factors affecting primary second cycle teachers' distance training program in the Region, to identify the strengths and/or weaknesses characterizing the program. The significance of the study is, therefore, to benefit various groups in the system:

1. providing some feedback to the policy makers, planners, supervisors, and stakeholders on major issues, the findings of the study may make them alert of factors affecting the program that may help to take some corrective measures accordingly;
2. distance Learning is the concern of the education system in the country; besides, a number of private institutions have started the provision of distance education. For this reason, it is hoped that the findings of this study may provide some current data and additional information to the already existing data regarding the subject under study for designing, planning, implementing and supervising distance education programs;
3. It may also enrich the review of literature and encourage others to undertake further study in the field.

1.4 Delimitation of the Study

The issue of teachers' distance training program could be studied from different directions such as government intervention, policy formulation, accreditation, planning, administration, financing, utilization and its overall contribution to the social and economic development of the country (Rekkedal, 1994).

This study was, however, delimited to factors affecting teachers' distance training program in general and problems of organization and coordination; a variety of media employed in delivery system; provision of student support services and financial inputs in distance education of primary second cycle teachers' distance training program by private colleges in Oromia National

Regional State, in particular. It was delimited to the private colleges for there was no other government college offering distance program except supporting the continuing and/or summer program through distance education.

The study was conducted in Oromia National Regional State. The Region was purposely selected for it is suffering from the shortage of teachers meeting the standard and made efforts to overcome the existing problem by expanding colleges and increasing intake capacity of these colleges. Besides, it initiated private institutions to take part in training of teachers for the level through different delivery modes. As a result, considerable numbers of institutions have begun training of teachers for the level on campus and off-campus basis. Consequently, the findings obtained from this region could be representative of others as it is larger in both area as well as population and had reasonable number of private institutions conducting primary second cycle teachers' distance training program.

Teachers' Distance Training Program was chosen as the focus of the study because this recently introduced TESO program needs to be studied and its strengths and/or weaknesses should be identified to be responded appropriately.

Moreover, the study had a population of six colleges that have been already accredited to provide primary second cycle teachers' distance training program in the Region. These colleges were:

1. Africa Beza College
2. Dandi Boru University College
3. Moger College
4. Rift Valley University College
5. Saint Mary's University College
6. 2020 Open College

Finally, the rationale behind the delimitation of the study was to make the study manageable and within the resource capacity of the student researcher.

1.5 Limitation of the Study

This study was limited with the lack of cooperation and openness on part of the interviewees at significant places for various reasons. In addition, due to the shortage of time and financial resources, the research was limited to the sample areas only. Furthermore, the use of documentary materials was limited because of the absence of adequate relevant data related to the subject understudy.

1.6 Research Design

1.6.1 Research Methodology

A descriptive survey research method was designed for this study. This was because it enabled the researcher to reflect on the current factors affecting primary second cycle teachers' distance training program and is helpful to test the basic research questions. Moreover, the descriptive method is appropriate as it helps to obtain information about the strength(s) and/or weakness(es) of the current distance mode of delivering primary second cycle teachers' distance training program and enables to find out possible solutions through the analysis of variable relationships.

1.6.2 Sources of Data

The data for the study obtained from primary and secondary sources. Regarding the primary source, data were gathered from colleges conducting the program in the Region, trainees, tutors, tutorial coordinators, and Oromia Education Bureau through appropriate data-gathering instruments mainly research questionnaire and structured interview. For the secondary source of data, relevant documents that constitute regulations, guidelines, directives, plan for implementation of distance learning program, in general, and primary second cycle teachers' distance training program-related documents, in particular, were assessed.

The Oromia Education Bureau was selected because of its decisive and strategic position in issuing directives, regulations and guidelines; in giving accreditation; in conducting supervision and determining the types and levels of trainings. The colleges were selected because of their direct involvement in the implementation of the program while the trainees were chosen for the reason that they are mainly the target group of the program. Similarly, tutors and tutorial coordinators were selected as the source of data for their direct involvement in the program implementation at the grassroots level and share of ideas in indicating the problem areas of the subject under the study.

1.6.3 Sample Population and Sampling Techniques

According to the data obtained from Oromia Education Bureau, there were 8,380 trainees enrolled in primary second cycle teachers' distance training program in the Region by the aforementioned colleges in 1997 E.C.

Of these, Africa Beza College, Dandi Boru University College, Moger College, Rift Valley University College, Saint Mary's University College, and the 2020 Open College had 104, 150, 276, 150, 3500 and 4,200 trainees and 4, 4, 3, 5, 12, and 39 tutorial/coordination centers in the region respectively.

1.6.3.1 Sample Population

The sample of the study included three colleges (50%); 235 trainees, that is, 30 trainees from Rift Valley College, 93 from Saint Mary's University College and 112 from 2020 Open College (which made 2.6% for St. Mary's and 2020 Open Collegs) of total trainees of 1996 and 1997 E.C.; entry. The sample colleges were taken as sample population based on purposive sampling technique. Eight tutorial centers and coordinators (15%) were taken as a target population. Here, 8 tutorial centers and tutorial coordinators were included in sample population purposely; that is, 1 from Rift Valley University College, 2 from Saint Mary's University College and 5 from 2020

Open College. In addition, forty tutors (three stream subject tutors; one practicum tutor, and one professional and topical issues tutor from each sample tutorial center) were included in the sample population.

The study included four officials from Oromia Education Bureau; nine respondents from the three colleges; that is, three from each college, in the sample of the study based on purposive sampling technique.

The student researcher believed that the sample taken was reasonable because of the fact that factors affecting distance teacher training program delivered by these six colleges were practiced and occurred at every tutorial/coordination centers. For this reason, the selected tutorial centers and individual respondents would make the sample adequate and statistically acceptable to represent the rest of the tutorial centers and trainees.

1.6.3.2 Sampling Techniques

Eight tutorial centers were chosen at random from the available centers of the respective colleges. Respondents were selected based on purposive and stratified random sampling techniques.

Purposive sampling was used to secure reliable and detail information from Regional Bureau and the respective colleges. The use of purposive sampling has relative advantage to gather relevant and reliable data from those respondents who will provide sufficient information and share their experience to the study due to their position and involvement in implementing Primary second cycle teachers' distance training program.

Stratified random sampling technique was used to secure relevant and reliable data from trainees of each college and different streams of training. The trainees were stratified based on their stream of training. Then, simple random sampling technique was used to choose a proportional number of trainees from each college and each stream of training. Further, using

stratified random sampling technique has potential advantage of maintaining the inclusion of all streams of training.

1.6.4 Data Gathering Techniques

The study sought to gather data from both primary and secondary sources. The primary data were gathered by employing the research questionnaire. This was because, it was an appropriate data gathering technique to obtain information, opinions and attitudes from such larger population for the problem under study.

Accordingly, two sets of research questionnaires constituting both closed-ended and open-ended question items and two sets of interview guide questions were developed to obtain necessary data. The first set of questionnaire was prepared for trainees. The second, set of questionnaire was for tutors and center coordinators. Two sets of structured interview guide questions were developed for Regional Education Bureau and for respective sample colleges.

1.6.5 Methods of Data Analysis

After the questionnaires had been returned from respondents, the process of tallying, structuring, organizing and tabulation according to similarities of the issues were carried out. Information obtained through the open-ended question items, structured interviews and documents were considered in the data interpretations in accordance to the basic questions. Then, depending on the nature of the questions, different statistical tools such as frequency count, percentage, grand mean, t-test and a chi-square test were employed for data analysis to explore and describe differences and similarities between respondents of different groups.

Finally, conclusions were drawn from the major findings and feasible recommendations were forwarded on the identified problems.

1.7 Operational Definitions of Key Terms

Distance Education: is a learning system where the teaching behaviors are separate from the regular learning behaviors. The learner works alone or in a group; guided by the study material arranged by the instructor who, together with the tutors, is in a location apart from the students, who however have the opportunity to communicate with the tutor/tutors with the aid of one or more media. The media employed could be correspondence, telephone, television, and radio; Distance education may be combined with various forms of face-to-face meeting (Stewart and others, 1983).

Resource Centers: - centers organized with sufficient supportive reference materials such as books, audio-visual materials, conventional teaching aids to be used by trainees either borrowing or using at the center itself.

Support Services: - academic and administrative support services provided for trainees through coordinating or tutorial centers. It focuses on the provision of services such as counseling and guidance, face-to-face tutorial program, resource materials and general information (Garrison, 1989).

Trainee: a person undergoing teacher's on-the-job distance training Program.

Training: Activities, which aim at providing the skills, knowledge and attitudes, required for teaching/employment in a particular occupation, group of related occupations or for exercising a function in any field of economic activity (UNESCO, 1984)

Tutor: a member of the instructional staff who, through informal Conferences, instructs and examines students sometimes.

Tutor-marked Assignment: - Written assignments prepared for distance learners to be completed and submitted for correction and grading as one component of trainees' academic performance evaluation (Satyanaryana and Sesharatnam, 1992).

Tutor-related issues: - refer to issues related to the recruitment, selection and induction or training for tutors of the distance education system.

Tutorial Center: a center wherein the distance learners would periodically receive tutorial assistance from the tutors on the subject matter of the courses they are taking or collecting course materials.

1.8 Organization of the Study

This study is organized into four chapters. The first chapter deals with the problem and its approach, statement of the problem, delimitation, limitation and significance of the study, the research methodology and definitions of terms. The second chapter presents the review of related literature. The third chapter presents data presentation and analysis. The fourth chapter is meant for summary, conclusion and recommendations.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 An Overview of Distance Education

2.1.1 Basic Concepts

Many scholars and researchers have tried to define the concept of distance education. Distance education is a term used to refer all varieties of educational provision involving the acceptable distance between the providers and beneficiaries that is where there is the possibility of bringing the learner/trainee and the instructor within the environment of conventional classroom (Manjulika and Reddy, 1996). Manjulika and Reddy further explain the term as, "Distance learning transcends the barriers of time, space, sex, creed and community and religion." Willis (1993) shares the same concept with Manjulika and states that distance learning, at its most basic level, takes place when a teacher and students are separated by physical distance; and technology, that is, video, voice, data, print and others used to bridge the instructional gap. This implies that distance learning does not require physical presence of the learner or trainee in the same location with the instructor. Likewise, Perraton (1988) stated that distance learning is, "an educational process in which a significant proportion of teaching is conducted by someone removed in space and/or time from the learner." This characterizes distance learning as any other forms of conventional learning-teaching systems, but separates the teacher and the learner except for supplementary face-to-face contacts. For this reason, the distance learners are responsible for their own progress, that is, they must make their own arrangements on where, when and how to study and should work without direct supervision and be able to develop skills in self-pacing and even self-evaluation.

In this respect, the term distance learning has been given different names by different scholars and writers. Of these, the most considerable ones include (Manjulika, 1996): "Telematic Teaching" (found in Moor 1975),"Distance Study (in Delling, 1976), "Correspondence education" (in Sims, 1977),

"Distance Education" (in Holmberg, 1977). Moreover, Manjulika stated the term as region specific sometimes. For instance 'distance education and home study' are used in Europe and in a few places in Canada and USA; "independent study" is used in Australia, the Pacific Region and South East Asian countries and "extra-mural system" in New Zealand, etc.

In addition, scholars and researchers had given a variety of definitions of distance education. This showed that there is a day-to-day growing trend of having comprehensive and clear understanding of the concept. In spite of having common functional elements, the separation of the teacher and the learner is only to be connected by some sort of media and tend to emphasize one aspect of the system to neglect other features. Keegan (1996), for instance, gave a definition of distance education, as the absence or 'quasi permanent absence' of a peer group more than any other features. Further, Cantelon (in Nania, 1999) expanded the definition as "not merely meaning a geographic separation between learner and instructor, but also including cultural, emotional and pedagogical distance." Garrison and Shale (1987) come up with the following definition:

> Distance education implies that the majority of educational communications between (among) teachers and student(s) occur noncontiguous. It must involve two-way communication between (among) teacher and student(s) for the purpose of facilitating and supporting the educational process. It uses technology to mediate the necessary two-way communication.

This definition seemed to emphasis on distance education that is planned learning which requires special techniques of course design, special instructional techniques, special methods of communication through electronic and other technology, as well as special organizational and administrative arrangements (Liu and Ginther, 2006 and Romiszowski, 2006).

2.1.2 Development of Distance Education

First Generation (The Early Stage)

The beginning of distance learning traces back as early as 360 B.C. when Plato was considered as the first pioneer of distance learning according to Klass (2006). He stated that the first use of new technology to make course materials available to students came with the Plato's publication of Socrates' Dialogues.

The most traditional form of distance education had been functional since the mid of the 19th century, which was characterized by the provision of printed material through postal services to benefit home based students. The then cheap postal service was considered to be the best means to succeed in the provision of distance education, (Rumble, 1989). Manjulika and Reddy (1996) stated about the beginning of distance education that the early attempt was made by Swedish University city of Lund and in 1840 in the United Kingdom with the introduction of uniform penny postage service.

In the later half of 1880s, a number of initiations had been carried out on the provision of distance education based on correspondence education by different institutions in different countries. For instance, there were two movements in Britain called Chautauqua and British Lyceum, which laid bedrock for the university professors to take great initiation of distance learning across the nation (Rohfeld, 1990; Rossman, 1995). Similarly, as correspondence learning has become popular, Cambridge University decided and engaged in developing a formal university extension through the establishment of a non-school teaching program in 1873 (Rohfeld, 1990).

Hence, in the 19th century was a period when a number of public and private colleges began the provision of correspondence education mainly in Europe and United States of America. Universities and private schools were offering correspondence courses to elementary, secondary, higher education and vocationally oriented learners (Manjulika and Reddy, 1996). As a result,

distance education gained a certain degree of respectability in the public education sector.

Consequently, different levels of teaching-learning strategies took deep roots as early as 1930. Moreover, after the Second World War, the methods of correspondence education were adopted to suit the particular educational needs and requirements. By 1960s, it was considered as viable alternative to supplement the conventional system of education and gained further recognition. For instance, "The founding of the British Open University in 1969 marked the beginning of new era, in which degree offering distance teaching universities with full-fledged degree programs, sophisticated courses, new media and systematic approaches of evaluation cropped up in various parts of the world," (Manjulika and Reddy, 1999).

Second Generation

'Second generation' distance education is called multi-media distance teaching. It has been developed since the late 1960s, by integrating print with broadcast media, cassettes, and - to some degree - computers. Feedback processes are very similar to those of 'first generation' systems, but include telephone counseling and some face-to-face tutorials.

The main objectives of the first and second generation systems have been the production and distribution of teaching/learning material to the learners. Communication with the learners has been marginal, and communication amongst the learners has been more or less non-existent.

This could be explained somehow by the technologies available up to now: they are one-way or two-way communication technologies; more interactive technologies have not been available outside the laboratories.

Therefore, in one sense the technologies of first and second-generation distance education systems have had one extremely important advantage: they have been widely available, and it could have been expected that this accessibility would eliminate any bias in the social recruitment of learners. However, by giving very low priority to the process of communication, by making it one-way or very restricted two-way, the result has in fact been a strong social bias in first and second-generation distance education. It has mostly appealed to groups of educationally already privileged learners, and it has, to a certain extent, 'expelled' the educationally or socially weak learner (Taylor, 1992).

Third Generation

Apart from the more traditional technologies such as print, broadcast television and radio, the following new technologies provide opportunities for enhancing the quality of teaching: audiotapes, videotapes, computer-based learning packages, interactive video and multimedia (IMM), audio teleconferencing, audio-graphic communication systems, videoconferencing, and video on demand (VOD). Recently, the computer communications networks popularly referred to as the Internet has supplemented these technologies (Taylor, 1992),

Therefore, development in communication technologies has brought the third generation in distance education. It is based on the use of information technologies, including audio-teleconferencing, autographic communication systems, video conferencing and broadcast television/radio with attendant audio teleconferencing.

Fourth Generation (The Present Status)

Distance education, a structured learning in which the student and instructor are separated by time and place, is currently the fastest growing form of domestic and international education. The special form of education

was based on using nontraditional delivery systems is now becoming an important concept in mainstreaming education. The present development of technologies, stated by McIsaac and Gunawardena (1996), allow distance education programs to provide specialized courses to students in remote geographic areas with increasing interactivity between student and teacher. However, they continued saying that, the way of providing distance education differ from country to country based on their level of development in technologies and for this, they rely on technologies which are more cost-effective.

In supporting this idea, Usun (2003) said that distance education programs worldwide use a variety of technologies that included print materials, audio and video cassettes, audio and video teleconferencing, one-way and two-way television, computer-mediated communication (e.g., electronic mail, computer conferencing), and more recently, the Internet. Bates (1995) classified the technologies that delivered instruction to distance learners as two-way interactive or one-way non-interactive.

The tendency in the world about distance education is to pass from single-mode, which does not allow student-instructor interaction, to the multi-mode that has important interactions. One-way video conference and television programs are generally supported by telephone or fax in order to establish two-way communication between the student and the instructor.

Recently, the point that is reached in the subject of distance education is the interactive education, which is served through World Wide Web (WWW) or videoconference through the internet. Distance or 'Virtual' education which uses the possibilities of hyper media and hypertext gives the opportunity of reaching more students worldwide. The video conferencing through Internet may be much cheaper than the educational television programs (Usun, 2003).

The recent technological development in all fields paved the way for the present and future development of distance education. Of these technologies, for instance, the use of audio to distribute content over the internet is another viable alternative; audio conferencing is pedagogically learner-centered because it provides all learners with the opportunity to be active participants. It is an older technology that involves the broadcasting of video in real time simultaneously to many recipients (Wilson and Hord, 2000, in Usun, 2003).

The use of Internet technology as a distance education tool is important to replace the traditional classroom lecture and revolutionize distance education. In addition, it can be used as a supplement to traditional instructional methods. The delivery of educational materials over the internet is now almost commonplace in some of developed and developing countries to enhance the delivery of high quality and effective primary, secondary and higher education to their citizens.

Further, the present status of development in technologies enables distance education programs to produce significant cost savings by allowing teachers to optimize existing resources. For example, teachers can use Internet to gather information, and colleges can hold distance education in existing settings rather than constructing new buildings and classrooms. Distance education provides continuing education to practicing teachers in all settings. Multi-mode approaches, using distance and conventional methods, offer the most comprehensive teacher training. Distance education can address the shortcomings of conventional education (e.g., high costs, need for physical infrastructures, and full-time teachers). Conventional education can address the impersonality of distance education by providing practical training in actual schools and institutional summer schools. To complete teacher training programs or degrees, distance education offers pre-service and in-service teachers with both skills of training and an opportunity (Usun, 2003).

Taylor (1992) summarizes the developments of distance education as:

First Generation: - The Correspondence Model

- Print

Second Generation: - The Multi-media Model

- Print
- Audiotape
- Videotape
- Computer-based learning (eg. CML/CAL)
- Interactive video (disk and tape)

Third Generation: - The Tele learning Model

- Audio teleconferencing
- Videoconferencing
- Audio graphic Communication
- Broadcast TV/ Radio and Audio teleconferencing

Fourth Generation: - The Flexible Learning Model

- Interactive multimedia (IMM)
- Internet-based access to WWW resources
- Computer mediated communication

2.1.3 The Importance of Distance Education

The very basic characteristics of distance education that are depicted by Holmberg (1981) stated as follows,

- individual study without, or with a minimum, face-to-face interaction with tutors
- rational planning and carrying through study processes based on pre-

produced learning material and pre-planned facilities for non-contiguous interaction with a supporting organization (tutors, counselors, etc.)

- high-quality presentation through the reliance on texts by the best subject specialists and educators available
- teaching large groups of students with one and the same course allowing a kind of mass-communication and 'industrial' method

Hence, it makes distance study more attractive with high level of importance. It has great importance for those beneficiaries who have jobs, families and other social and geographical constraints which could be overcome by distance education. Further, Holmberg (1981) stated that distance education was created to give a chance for those who could not go to an ordinary school or university for many reasons of which financial, social, geographical or medical reason could be cited as instances.

In support of this, Manjulika and Reddy (1999) stated that,

> the felt need in many countries to increase the offer of university education; a realization that adult people with jobs, family and social commitments constituted a large group of prospective part-time university students; a wish to serve both individual and society by offering study opportunities to adults, among them disadvantaged groups; the needs found in many professions for further training at an advanced level; and a belief in the feasibility of an economical use of educational resources by mediated teaching.

In addition, the purposes and aims of distance education were strengthened as a means to address basic education, secondary education, tertiary education and vocational qualification and training including teachers' education (Perraton, 2004).

Experiences from both developed and developing countries indicated that distance learning program may reach to a large group and scattered beneficiaries. This may have profound impact on the production of educated and trained labor. More specifically, some advantages of distance education are that, it makes professional development accessible to indigenous people located in the marginalized rural areas. That is, it enables what they want, where they want it, and when they want it.

2.1.4 Problems and Challenges Encountering Distance Education

The problems and challenges encountering distance education vary from country to country depending on the level of development. Most underdeveloped countries relatively face similar problems, especially sub-Saharan countries, faced problems and challenges related to finance, infrastructure, organization and coordination of the program, (Keegan, 2000).

The consequence of infrastructure development related to different modes of communication, particularly technological underdevelopment of the developing world is an obvious cause of failure in industrial fabrications for domestic educational media. In turn, the situation leads to high import dependency. It is not surprising, for example, that in many developing nations school materials such as laboratory equipment, chemicals, audio-visual materials and sometimes even paper are imported. The recent global economic recession is magnified in the economies of developing nations. As a result, education in developing countries suffers more than any other sector merely for the simple reason that it is a non-producing sector. When budgets are so tight and priorities are difficult to define, media materials have always become most vulnerable. In turn, that incapacitates proper functioning of the educational media systems in general and the teaching/learning process in particular. Moreover, in Africa where most distance education programs depend on postal services, it faced great problems to facilitate communication and to reach greatly dispersed students. This is because of

the less development of roads and transport infrastructure (Keegan, 2000).

The lack of well-organized structure and trained human resources is another concern. In addition, Calder (2000) stated that the issues related to a) the effects on curricula when presented through open and distance education, b) the effects of cultural diversity in determining good practice and c) the challenge of access and equity need to be met in order to achieve the potential advantage of distance education.

2.2 Distance Education in Ethiopia

Most African countries have shown a growing awareness on the need of introducing correspondence education in order to satisfy the educational needs in general and that of teacher training in particular. The correspondence education approach has been initiated by governments or public authorities in their effort to improve, in short time, the quality of the teaching profession in their countries. In 1969 alone about twenty-two African countries had adopted correspondence education. The main focus of teacher training was not generally used to train new teachers but was to upgrade and improve the qualification and competence of the existing teachers, who have had long professional experience but lack the minimum educational requirements for the profession, (Kabawasa, 1973; Tesfaye, 2002).

In searching for new ways of extending the facilities of education and response to the repeated demands of people working in various ministries, factories and military organizations, the Addis Ababa University and Ministry of Education, jointly planned to develop senior secondary correspondence courses in 1967. Accordingly, the correspondence study unit was organized under the supervision of the Extension Division of Addis Ababa University (Tesfaye, 2002). Hence, the early correspondence education was organized in Addis Ababa University which is structurally dual mode (Zenebe, 2004)

whereas institutions providing distance education in single-mode type in particular and distance in general are very few and found to be at a very beginning stage in development.

The first correspondence education in Ethiopia was initiated by a non-government organization, Agri-Service Ethiopia, in 1969. It was a pilot program focusing on non-formal education in Wolayita zone of South Nations and Nationalities People's Regional State (SNPPR). The target groups of this program were peasants and rural women, with the aim of enhancing the socio-economic development of the rural communities (Kabawasa, 1973).

The need to have other alternatives of educational opportunities other than the conventional one is becoming a world wide demand both in developed and developing countries. Similarly the pressing situation of the current educational problem of Ethiopia led to utilize and exploit this alternative approach through distance education for there are no enough institutions to give access to all school age children; to provide different in-service training programs which help to up-grade teachers and other personnel working in different economic and social sectors (Tesfaye, 2002).

With extensive radio broadcasting network, the potential to supplement the conventional classroom teaching was emphasized in the first education sector development program of the country. Distance learning program was also addressed as an alternative approach to give a second chance to the school dropouts and for those who had no access (MoE, 1999).

In addition, in the second and third phases of Educational Sector Development Programs, the implementation of distance education was emphasized as a step toward coverage of wide range of learners, particularly teachers and others who do not have access to any formal education and training. To materialize the program it was stated that various educational and training programs will be developed and broadcasted (MoE, 2002; 2004).

To meet the desired quality of education at different levels, due emphases is given for continuous professional development of teachers through distance education and summer in-service programs which will up-grade large number of teachers in need of training in relatively low unit cost (Kabawasa, 1973).

2.3 Factors Affecting Distance Education

Distance education has experienced dramatic growth internationally since the early 1980's. It has evolved from early correspondence education into a worldwide movement. The goals of distance education, as an alternative to traditional education, have been to offer degree granting programs, to battle illiteracy in developing countries, to provide training opportunities for economic growth, and to offer curriculum enrichment in non traditional educational settings. Varieties of technologies have been used in the delivery systems to facilitate this learning at a distance (McIsaac and Gunawarden, 1996). However, the goals of distance education could be affected by various internal and external factors of which media; communication, organization and coordination, financial inputs of the program are the most prevailing one.

2.3.1 Organization and Coordination of Distance Education

Organizational Modes of Distance Education

Organizational structure of distance education mainly focuses on three types or models of institutions conducting the program. Terms like single-mode institutions, dual-mode institutions and distance-education consortia are commonly used in most of literatures about distance education, (Rumble and Latchem, 2004). These terms are described as,

Single-mode institutions are institutions purposely established to provide either face-to-face education or distance education. In the case of distance education, open universities function in such mode.

Dual-mode institutions are institutions those which are designed and organized to provide both conventional and off-campus program. Most of such institutions; however, started conventional program and later they began teaching distance education. Public universities in many countries fall in this category (eg. AAU).

Consortia (Collaborators) are group of institutions coming together in educational, publishing, broadcasting and other related organizations and agree to offer distance education.

Managing Course Development

Of the main duties and responsibilities of educational institutions providing distance education, managing course development is the most significant which calls great attention.

Problems encountered with the course development of distance education are identical with those problems encountered in the development of learning material in general. In developing distance learning materials, it is of paramount importance to consider the target groups in general and their goals, social and educational back ground, incentives and motivation and be able to answer why they study at a distance in particular (Holmberg, 1981).

On top of this, the approach of developing distance course material depends on the type of institutional organization to provide distance education. That is, dual-mode institutions usually use materials especially crated by the academic staff for their internal students and made available with minimal modifications and additions to external students where as single-mode institutions are urged to plan material from the very start with the needs of the distance learners as the main concern (MacKenzie et al., 1975).

In the provision of distance education using the substantial amounts of new and especially designed materials for teaching and learning is the great effort,

which is expected from such institutions. A distance education course is somewhat different from a textbook with questions. It is normally based on a especially prepared course, which is a necessary means to address a number of learners. The course is divided into parts suitable as study units. The following are common experiences used in planning of distance courses (Holmberg, 1967). The components of a distance material are:

1. Lesson Number, Title + Introductory Remarks
2. Review Self-check Exercise to be done prior to studying the new instruction – intended as a "warm-up"
3. New Instruction
4. "Home Study Quiz" – self-check examination on the new instruction
5. Test Paper
6. Home Tutor – a sheet intended to encourage students to indicate their questions or problems

In giving emphasis on course material development, MacKenzie et al, (1975), stated that the course team adopts a system approach with the learner as the nucleus issue. The developers break down the learners' task into successive stages; identify the learning processes involved; consider the appropriateness of the teaching methods available at each stage; combine the methods to make an integrated whole; and provide for feedback, evaluation and assessment.

Managing Course Material Production and Distribution

Production

The completion of course development is followed by course material production, which is the integral part of the system. The designed course materials have to be produced in a suitable form for handling and distribution. It includes activities such as, printing course modules, producing audio-visual materials for radio and/or television broadcasting or duplicating video and audiocassettes for distribution (Sahilemariam, 2004).

Moreover, material production and distribution is one of the most important sub-systems of the distance education and an open learning System. The material production and distribution division is entrusted with the task of delivering instructional material to the students as integral constituent of student support services of the institution. It also undertakes activity of synchronization of production of materials, assignments, printing the required number of these materials, storing and inventory control of these materials and dispatching to individual students (course-wise and medium-wise). Rumble (1992) added to this saying the production of course material requires the system to establish the match between production capacity and demand and ensure that the academics meet the production schedule.

Distribution

Course materials and other learning-teaching materials for a distance learner are distributed in possibly three different ways according to Holmberg (1995). These include; sending complete course package at the beginning of the study; sending materials on predetermined dates, and lastly adapting the distribution of course materials to what is desirable from the points of view of motivation, support and the non-contiguous two-way communication. In principles, course material distribution gives focuses on the individual study pace of each student.

It is obvious that in order to be successful, each institution has to design its own system of distributing these course materials. The system, which is designed by the institution, can be in line with that of the country's infrastructure, which may dictate to reach their respective coordination centers or their respective beneficiaries. Here, the effort should be made in order to overcome the possible problems and be effective in their distribution. In distribution of course material, a distance learner may face a problem related to the lack of course materials, which is emphasized by Routledge and Kegan (1973) in some African countries and stated as,

lack of available textbooks is a frequently encountered problem in Africa, one which could be counter balanced by increased library facilities including the provision of mobile libraries, a heavier reliance on study groups to circulate material, and the development of educational tapes, slides and films. Inefficient mailing systems, an equally widespread impediment could possibly be overcome, as in Northern Nigeria, by the use of dispatch vans or, as in the Ivory Coast, by the dispatch of a number of lessons at one time.

2.3.2 A Variety of Media in Distance Education

Distance education heavily relies on technologies for delivery. There are a number of considerations in making the choice of media in the provision of the distance education. The basic issues include, question of access and practicalities, costs and educational purpose, (Perrton, 2003). Print materials, broadcast radio and television, computer conferencing, electronic mail, interactive video, satellite telecommunications and multimedia computer technology can all be used to promote student-teacher interaction and provide necessary feedback to the learner at a distance (McIsaac and Gunawarden, 1996). Here, what really matters is the quality of the instructional message, rather than any inherent characteristics of the instructional medium and the message. Of these media, according to Holmberg (1981), print word is the most important medium, which is typical of conventional correspondence study as well as highly sophisticate multi-media presentations like the courses of open universities. He stressed that other distance education media, such as radio, television audio and video-tapes, film strips, are usually supplements which are initiated for the introduction of special purposes or special points which help to bring learning motivation, to illustrate abstract concepts and the like (Holmberg, 1981; Rekkedal, 1994).

The media chosen should be able to distribute the material to the best interest of the institution and the learner as well as allowing enough room for

interaction. Perraton continued arguing that for the blended media usage having a better effect partly on the multiplicity of the media is likely to be more interesting for the learner. However, there is no guarantee that if one does not reach the other does. Whereas there may be educational advantages in using one medium rather than another (audio tapes have an advantage over print in teaching the pronunciation of a language). In addition, it provides the evaluation of the weakness and strength of the media employed to establish the preconditions for their use (Perraton, 2003).

The Printed Material

Until the advent of telecommunications technologies, distance educators were hard pressed to provide for two-way real time interaction, or time-delayed interaction between students and the instructor or among peers. In the correspondence model of distance education, which emphasized learner independence, the main instructional medium was print and it was usually delivered using the postal service. Interaction between the student and the instructor usually took the form of correspondence of self-assessment exercises that the student completed and sent to the instructor for feedback. Formal group work or collaborative learning was very rare in distance education even though attempts have been made to facilitate group activities at local study centers. In addition, traditionally, distance education courses were designed with a heavy emphasis on learner independence and were usually self-contained (McIsaac and Gunawarden 1996).

In addition, Holmberg (1981) gave emphasis on printed word as the most important and effective medium for distance education. He stated that printed word is more or less regularly supplemented by illustrations, diagrams, blueprints and sketches, occasionally for three-dimensional viewing, or branched. These characteristics of printed material allows individualization of information, functions a wide range of study environments and easily accessible for revision and advocates for self-contained study.

Moreover, MacKenzie et .al (1975), sated that the use of printed material in the provision of distance education, allows students to go at their own pace and pause over their difficulties. It has the chance of leaving them with a continuous record for revision. It can involve set of problems and exercises including multiple-choice questionnaires for tutor-marked or computer-marking which enable the students to undertake in their own time. The printed materials can even readily incorporate the techniques of programmed learning.

Technologies in Distance Education

Technology issues include new and changing developments in technology that could have a direct effect on educational organization. With technology remaining a focal point of distance education, distance education institutions must remain focused on student needs and place them before technology. Utilizing different types of technologies can make a difference in enrollment. Technology chosen carefully can actually reduce costs and make a course user friendly. Through the appropriate use of technology, distance education institutions are able to succeed in achieving their organizational objectives and be able to be competitive in the market. Further, the growth and development of distance education depending on the development of educational technologies is emphasized by Garrison in Simon and Macmillan (1996) as,

> Distance education is inexorably linked to the technology of delivery. It can be seen as a set of instructional methods based largely on mediated communication capable of extending the influence of the educator beyond the formal institutional setting for the purposes of benefiting the learner through appropriate guidance and support. Without technology, a future for distance education does not exist.

In addition, the use of technologies in distance education mainly lies on three basic elements as stated by Perraton and Moses (2004). These are;

- to widen access to education
- to raise its quality and
- to reform it.

All of them are aimed at bringing qualitative changes necessary for the system.

According to these writers, the following points need to be given due emphasis in order to utilize technologies in distance education. These are,

- availability and convenience of the selected technologies,
- local and national constraints in using these technologies typically, which may be associated with geographical, regulatory or economic issues,
- curriculum, which needs to be based on series of research findings in order to produce significant differences in educational effects,
- costs, which need great consideration for calculation.

Finally, they concluded that,

- if questions related to the above four elements are well answered, they should lead to a wise choice between technologies. Tough thinking is better than following fashion in choosing technologies
- there is a need to know much more about the actual benefits of technology use in developing country situations and the actual costs achieved and, lastly
- the questions of education come first for large sums have been wasted, of government and international agency funding, through ill-considered investments in technologies.

Similarly, Garrison in Simon and Macmillan (1996), gave due emphases that each technology must be scrutinized for its effect on the achievement of the learner for its costs and for the environmental conditions necessary for its implementation.

2.3.3 Student Support Services in Distance Education

Communication between distance education institutions and distance learners is a vital element of the system. Communication in distance education is done through the process of student support services. Student support services could be in different forms and include all the tutoring whether it is face-to-face, by correspondence, telephone or electronically; counseling; organizing resource centers in the near by area; interactive teaching through radio and other activities (Lockwood, 1995). Of these means of communications, counseling helps to clarify self-understanding and/or environmental alternatives so that the behavior modifications or decisions are made based on greater cognitive and affective understanding (Holmberg, 1995). On top of this, distance learner counseling is mostly provided through correspondence, on the telephone and where possible face-to-face interaction could be used. Further, Holmberg (1981) cited an example as a very simple frequently used form of what may be referred to, as counseling that has proved to be great importance in sending encouraging letters to students who have not submitted papers for a period or have otherwise deviated from their plan of study.

Moreover, distance learners are considered as adults who have job, social responsibilities and often a family. For this reason, various circumstances may influence their study. Thus, this condition necessitates the need for pre-registration counseling and post-registration counseling to tackle the problems they may face (Holmberg, 1995).

Pre-registration Counseling: - This is a sort of counseling providing full information about the requirements for the career in question, which include practical experience in the field, age and if possible chances of employment after the completion of the desired course. This pre-registration counseling enables the learner in order to choose the course that best suits their standard of knowledge and skills as well (Holmberg, 1967). In addition,

Manjulika and Reddy (1999), stated that pre-registration counseling is important to motivate distance learners to complete the program they are registering and helps to prevent probable dropouts, which in turn helps to prevent wastage of resources. Even conducting induction program for the new entrants is necessary in order to clear up future expectation from both sides, that is, what the institutions expect from the learners and what support services the distance learners will be getting from the institutions.

Post-registration Counseling: - The post-registration counseling refers to the continuous communication to be made between the learner and the institution using different mechanisms. Here, most distance learners are in great need of moral support from their institutions. The institutions are expected to counsel their learners even by writing individual letters to encourage their learning and to give moral support as well. Distance learners by their very nature are in need of advice concerning further studies, professional requirements and other matters more or less closely connected with their studies (Holmberg, 1967).

Distance Support Face-to-face Tutorial Program

Distance support face-to-face tutorial program is facilitating group interaction in the most familiar format of face-to-face meetings. Certain objectives in distance education programs can only be met by meeting face-to-face. Institutions providing distance education at a distance brings students on campus during the summer or on programmed schedules to participate in science laboratory experiments or computer laboratory practical activities. The main objective of face-to-face communication is to fulfill course objectives that require the careful demonstration, observation, practice and feedback of life threatening procedures such as a surgical procedure, or skill developments such as in computer. In a face-to-face setting, accepted practices are only modified slightly to accommodate electronic media (McIsaac and Gunawarden 1996).

2.3.4 Financial Inputs of Distance Education

Most education and training is funded from one or more of five sources; from government funds; from the learners themselves or their families, either through the payment of fees; from community support; from the private and non-government sector; or from funding agencies and donors, (Perraton, 2004). Similarly, Rumble (1992) and UNESCO (2002) strengthened the funding of distance education could be either of these sources.

In the provision of distance education, development of teaching materials; cost for reproducing and distributing teaching materials; costs for provision of students support services and arrangements for supervision; need for training and capacity building; costs for face-to-face meetings and the utilization of different media all require funding (Perraton, 2004).

In addition, Holmberg (1981) stated that variable costs, which are incurred by course development and production, tutoring, counseling, distribution, study, center arrangements or residential courses all these affect the cost effectiveness of distance education.

To this regard, the revenue budget of private educational institutions greatly depend on the forecast of students to be enrolled and there by the number of course materials to be sold to these students. For this reason, institution's revenue is affected by the extent of student enrollment, dropouts and the number of courses that students take at any time. Hence, in costing distance education, the scaling down of the future impacts of these two factors on the patterns of expenditure, adequate and careful forecasting should be made in advance (Rumble, 1992).

Thus, where students are required to cover the costs of the above elements, there is somewhat a pressure on them. Here, the poorest students will not be able to afford the best courses or to finance their development (Perraton, 2004). For this reason, their need of learning could be negatively affected.

CHAPTER 3: DATA PRESENTATION AND ANALYSIS

This chapter dealt with data presentation and analysis of the findings of the research. It comprises two main parts. The first part referred to the characteristics of the sample population of the study. It focused on presenting the study population in terms of sex, age, marital status, number of children, service year, monthly salary, stream of study and trainees' distance from tutorial centers. The second part deals with the analysis of the findings of the study.

Questionnaire and structured interview were used as the main data collection instruments in this study. Questionnaires were distributed to 235 trainees, 40 tutors and 8 center coordinators. Two semi-structured interview questions were developed for interviewing relevant staff members from the sample college, university colleges and the relevant personnel from the Regional Education Bureau. Of these study population, 200 trainees (85% of the sample), 38 tutors (95% of the sample), and 8 center coordinators (100% of the sample) completed and returned the questionnaires. The interviews were conducted with nine relevant personnel of the sample colleges and four relevant personnel from the Regional Education Bureau.

Here, the reflections and opinions of the four groups of respondents of the following major variables were organized and analyzed,

1. Organization and coordination of the system
2. A variety of media employed in the system
3. Provision of Student support services in the system, and
4. Financial inputs of the system

3.1 Characteristics of the Study Population

The characteristics of the study population in terms of sex, age, marital status, number of children, service year, monthly income, stream of study and distance from the tutorial centers were examined based on the data

obtained on the personal status section of the questionnaire. These are presented in tables 1 and 2 below.

Table 1. Characteristics of Respondents by Sex, Age, Marital Status, Number of Children, and Monthly Salary

Variables	Groups of Respondents			
	Trainees (N= 200)		Tutors and coordinators (N=46)	
	f	%	f	%
1. Sex				
A. Male	108	54	46	100
B. Female	92	46	--	--
Total	200	100	46	100
2. Age				
A. 20 and below	--	--	--	--
B. 21-30	80	40	13	28.3
C. 31-40	83	41.5	18	39.1
D. 41 and above	37	18.5	15	32.6
Total	200	100	46	100
3. **Marital Status**				
A. Married	151	75.5	43	93.5
B. Single	46	23.0	2	4.3
C. Divorced	3	1.5	1	2.2
Total	200	100	46	100
4. **No. of Children**				
A. No children	39	19.5	--	--
B. 1-3	55	27.5	--	--
C. 4-6	87	43.5	--	--
D. 7 and above	19	9.5	--	--
Total	200	100	--	--
5. **Monthly Salary**				
A. 500 and below	8	4.0	--	--
B. 501-600	66	33.0	--	--
C. 601-700	27	13.5	--	--
D. 701-800	38	19.0	--	--
E. 801 and above	61	30.5	--	--
Total	200	100	--	--

As can be seen (item 1), 54 percent of the trainees, and 100 percent of the tutors and coordinators were males and 46 percent of the trainees were females. From this, it can be deduced that the participation of female trainees in this self-sponsored distance program is nearly proportional and promising for both male and female had equal access and opportunities. On the contrary, there was no representation of females as tutors or center

coordinators. All respondents in these positions were males. In this regard, the respective colleges providing the program need to make some targeted affirmative efforts to encourage and attract female as tutors and/or coordinators.

In terms of age, (item 2), 41.5 percent of the trainees, and 39.1 percent of the tutors and coordinators were found to fall under the same age category which is 31-40 years. This indicated that the majority of trainees enrolled in the program were adults. The second largest age group of the trainees was 21-30 years, which accounted for 40 percent. Whereas the second largest age group for tutors and coordinators was 41 years and above which was 32.6 percent.

In terms of marital status, (item 3), 75.5 percent of the trainees, and 93.4 percent of the tutors and coordinators were married. Here, it indicated that more than three-fourths of the trainees and almost all the tutors and center coordinators had family responsibility and other social commitments.

In terms of family size, (item 4), 43.5 percent and 27.5 percent of the trainees had 4-6 and 1-3 children respectively. Knowing the family size or number of children of the trainees helps to understand under what condition they were participating in training and possible factors, which may affect their study.

The findings of this study show that, the study of distance learners in terms of age, marital status and family size, are the basic characteristic of distance learners (as depicted by Jenkins in Perraton 2004), something that affects their performance. The distance students may be young or old yet expected to be more mature than their counterparts were in regular learning systems. Thus, due to these basic characteristics, their achievement and completion of the study could be affected.

In terms of monthly salary' (item 5); 33 percent and 30.5 percent of the trainees earn Birr 501 - 600 and above Birr 801 respectively. This helps to

grasp the economic conditions under which they are continuing their study and managing their livelihood.

The findings related to the personal characteristics of the respondents; especially of the trainees, gave an insight into the general feature of students in the distance learning. Further, it helped to comprehend the need, purpose, potential success, attrition rate, curriculum adoption, the learning circumstances and environment in planning the provision of distance program (Jenkins in Perraton, 2004).

Table 2. Respondents by Qualification, Service Year, Field of Study, and Distance from the Tutorial Center

Variables	Groups of Respondents					
	Trainees (N= 200)		Tutors (N=38)		coordinators (N=8)	
	f	%	f	%	f	%
1. Academic qualification						
A. BA/BSc./Bed.	--	--	36	94.7	6	75
B. MA/MSc/Med.	--	--	--	--	--	--
C. Phd.	--	--	--	--	--	--
D. Diploma	--	--	2	5.3	2	25
E. Other	--	--	--	--	--	--
Total			38	100	8	100
2. Stream of Study						
A. Languages	65	32.5	--	--	--	--
B. Social Studies	60	30.0	--	--	--	--
C. Natural Sciences	35	17.5	--	--	--	--
D. Mathematics	40	20.0	--	--	--	--
Total	200	100	--	--	--	--
3. Service Year						
A. 5 and below	43	21.5	6	15.8	--	--
B. 6-10	49	24.5	3	7.9	--	--
C. 11-15	23	11.5	6	15.8	1	12.5
D. 16-20	19	9.5	10	26.3	1	12.5
E. 21 and above	66	33.0	13	34.0	6	75.0
Total	200	100	38	100	8	100
4. Distance from Tutorial Center						
A. 10 km and below	13	6.5	38	100	8	100
B. 11-20 km	29	14.5	--	--	--	--
C. 21-30 km	56	28.0	--	--	--	--
D. 31 km and above	102	51.0	--	--	--	--
Total	200	100.0	38	100	8	100

Open and distance learning by its very nature makes different demands on students and staff. Most open distance learning institutions assume a new

division of labor with different understanding of the roles of different positions to be performed in these institutions. For the success of the institution and customer satisfaction, center coordinators and tutors play great role in the system and therefore they should be qualified and experienced in the area (Panda, in Perraton 2004).

As indicated, (item 1), 94.7 percent of the tutors and 75 percent of the coordinators have academic qualification of first degree. This showed that the great majority of professionals were employed to give tutoring and coordinating the program.

In terms of stream of study, (item 2), of the trainees' 32.5 percent, 30, percent, 20 percent and 17.5 percent are majoring languages, Social Studies, Mathematics and Natural Sciences respectively; the variation of studying in different streams is within a very narrow range of 17.5% to 32.5%.

In terms of service years, (item 3), 33 percent of the trainees, 34 of the tutors and 75 percent of the coordinators have service years of 21 years and above. This shows that the great majority of the trainees did not get access to such training and had strong deriving motive for training on their own expenses. On the other hand, 34 percent of the tutors and coordinators had 21 years and more services. This condition can be taken as a potential advantage of having tutors and coordinators with possibly good cumulated experiences to facilitate and appropriately serve the system.

Regarding distance of tutorial centers from the work place of the trainees (item 4), 51 percent of the trainees were found at a farther distance which was 31 km and above. This can be taken as possible hindrance of not attending the face-to-face tutorial program and even its pressure in collecting resource materials and submitting the tutor-marked assignments. On the other hand, hundred percent of the tutors and coordinators were found in the near by of tutorial centers within the proximity.

3.2 Analysis of the Findings of the Study

3.2.1 Organization and Coordination of the System

Educational organization is increasingly recognized as vital instrument in addressing and attaining the fulfillment of educational objectives. The organization and coordination of open and distance learning is more complicated than any other conventional mode of delivery. The development of open and distance learning has brought a new division of labor in to the field. Separate functions such as recruiting and selecting learners and staffs; developing, producing and distributing course materials; tutoring and supporting students in different programs are some of the major organizational and coordination activities (Perraton, 2004).

To facilitate such major activities there are three possible organizational models of open and distance learning; single mode, dual mode and consortia /cooperation (Rumble and Latchem, in Perraton 2004).

The findings of the study indicated that those sample colleges currently providing teachers' distance training program had dual mode of organizational structure. They conducted both on-campus and off-campus primary second cycle teachers' training program. The presence of tutorial centers were approved and activities which were decentralized to these tutorial centers identified.

Accordingly, the main duties of the respective tutorial centers of the respective colleges include,

- popularizing the college and its objectives
- recruiting and selecting of trainees
- dispatching course materials for the respective trainees
- recruiting and selecting tutors for face-to-face tutorial programs
- coordinating and organizing the tutorial and examination programs
- collecting tutor-marked assignments from the trainees and sending to the main office for correction and feedback and

- acting as a liaising between the trainees and the main office

Accordingly, the findings of this study partially correspond to what is indicated by Manjulika and Reddy (1999) as study center is established to offer students communication channels to supplement contents of the course in the form of print material mailed to them and enable them to interact with academic counselors and fellow students.

Recruitment and selection of trainees and tutors were considered elements of organization and coordination of distance education and the data are presented and analyzed in the tables below.

Recruitment and Selection of Trainees

The major purpose of distance education is to provide access to those who, for one reason or the other, could not take advantage of the facilities provided by the formal system at any level (Manjulika and Reddy, 1999). Thus, the process of recruitment and selection of trainees should take into account the central aim of distance education. In line with this, the following table depicted what procedures and criteria were employed to access all potential and marginalized trainees.

Concerning the recruitment and selection of the trainees, (item 1 of table 3 below), both groups responded the reason why the trainees' chose private owned distance education program orderly as follows;

- Almost all of the trainees, that is, 95.5 percent, and 100 percent of the tutors and coordinators responded that the trainees joined the distance education program for there was no government owned institution providing distance education program.
- Secondly, 92.5 percent of the trainees and 77.1 percent of the tutors and coordinators responded that the great majority of the trainees joined the distance education program for they did not get the chance of joining government sponsored summer continuing education program.

- Thirdly, 88.5 percent of the trainees and 84.8 percent of the tutors and coordinators responded that the great majority of the trainees joined the distance education program for there was no institution providing extension program in the near by.

Table 3. Responses on Trainees' Recruitment and Selection

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. The main reason for joining distance training program								
A. Unable to get chance of government sponsored summer continuing program	185	92.5	15	7.5	27	58.7	8	17.4
B. No government institution giving distance program of the level	191	95.5	9	4.5	45	97.8	--	--
C. No any institution giving extension program in the near by	177	88.5	23	11.5	39	84.8	7	15.2
D have less cumulative point in first cycle training	18	9.0	162	81.0	28	60.9	13	28.3
E. have less service year to compete for government sponsored summer continuing education program	34	17.0	166	83.0	19	41.3	23	50.0
2. Did you/they get over all information about distance education?	183	91.5	17	8.5	37	80.4	8	17.4
3. If your response to question No. 2 is "Yes", how did you/they get this information?								
A. News Paper	16	8.0	184	92.0	21	45.7	19	41.3
B. Radio	176	88.0	24	12.0	38	82.6	6	13.0
C. Television	34	17.0	166	83.0	21	45.7	18	39.1
D. Brochures	117	58.5	83	41.5	41	89.1	4	8.7
4. Was the admission criteria open to all applicants?	200	100	--	--	46	100	--	--

NB: - In items 1 and 3, there were multiple responses

In terms of access of information about distance education program, (item 2), 91.5 percent of the trainees and 80.4 percent of the tutors and coordinators

responded that they had access to it. They got the information (item 3) through radio, which is 88.5 percent for the trainees and 86.4 percent for the tutors and coordinators. It was responded by hundred percent of both groups that the recruitment criteria was equally open for all applicants provided that they had completed primary first cycle teacher training program with minimum cumulative grade point of 2.00, and can afford tuition fees for the program.

Recruitment, Selection and Induction of Tutors

In distance education, irrespective of technological advances facilitating delivery of educational and training programs, responsibility for instructional quality and control, the improvement of learning and the aggregate effectiveness of the program still rest on a team of people who will make it happen (Panda, in Perraton 2004). In this respect, the recruitment and selection of potential and competent tutors have paramount important place in realizing the objectives of the program and in contributing to the success of the trainees. The recruitment and selection of potential tutors is made expecting that they will be engaged in; discussing course content, providing feedback on progress, grading of assignments, helping student plan work, motivating student, answering administrative questions, teaching face-to-face tutorial programs, keeping student records, intervening on behalf of student with the administration, evaluating course effectiveness (Moore and Kearsley 1999).

Following this, tables 4 and 5 below, provide the data on how the recruitment, selection, induction and training of the tutors were conducted.

Table 4. Responses on Tutors' Recruitment and Selection

Variables	Groups of Respondents							
	Tutors (N= 38)				coordinators (N=8)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Recruitment and selection of tutors was open for all potential and experienced ones	16	42.1	22	57.9	2	25.0	6	75.0
2. The selection of tutors was within your agreement or required criteria	12	31.6	26	68.4	3	37.5	5	62.5
3. Subject matter expertise were given due attention in the selection process	29	76.3	9	23.7	8	100.0	--	--

As it is shown, (item 1), the recruitment and selection of the tutors was claimed not to be open for all potential and experienced ones. About 58 percent of the tutors and 75 percent of the center coordinators responded that the recruitment and selection was not open for all potential and experienced individuals. This indicated that only targeted individuals were contacted and knew about the opportunity of working as a tutor or short-listed based on relevant criteria set by each college.

In item 2, the respondents were inquired whether the selection was within their agreement or required criteria. To this response, 68.4 percent of the tutors and 62.5 percent of the coordinators claimed that it was not within the agreement of the tutors or required criteria. This may show that the criteria employed for the recruitment and selection of the tutors was nominal and the recruitment and selection was done on the will and wish of the respective colleges.

The respondents were also asked, (item 3), whether the subject matter expertise were given due attention in the selection process. Seventy-six percent of the tutors and hundred percent of the coordinators confirmed that the subject matter expertise were given due attention and all the selected tutors were based on their field of study.

Table 5. Issues Related to Tutors' Induction and Training

Variables	Groups of Respondents							
	Tutors (N= 38)				coordinators (N=8)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Tutors got induction or training before starting tutoring	13	34.2	25	65.8	3	37.5	5	62.5
2. The induction or training helped the tutors								
A. acquire human skills required for dealing with distance learners	11	28.9	2	5.3	2	25.0	--	--
B. understand their role as a tutor	6	15.8	5	13.2	3	37.5	--	--
C. to get skill and knowledge of standard assessments	8	21.1	3	7.9	3	37.5	--	--
D. conduction correspondence tuition effectively	6	15.8	5	13.2	3	37.5	--	--
E. to learn the concept, governing principles, procedures and requirements of distance education	8	21.1	3	7.9	3	37.5	--	--
3. Tutors have formalized attachments to experienced tutors	11	28.9	27	71.1	--	--	3	37.5

As presented in table 5, the groups were asked questions pertinent to the induction and training of the tutors. In this regard, (item 1), 65.8 of the tutors and 62.5 percent of the coordinators stated that the tutors were not given any training before starting tutoring. On the other hand, 34.2 percent of the tutors and 37.5 percent of the coordinators confirmed that the indication and training was given.

Those respondents who confirmed the presence of induction and training were also asked to indicate the advantages that tutors got from the program in item 2 of the same table. To this, they confirmed that, as a result of the induction and training the tutors acquired skills required for dealing with

distance learners; and knowledge of standardized assessments. In addition, they learnt the concept, governing principles, procedures and requirements of distance education; understood their role as tutors; and conducting correspondence tuition effectively as orderly indicated by 28.9 percent; 21.1 percent;, 21.1 percent; 15.8 percent, and 15.8 percent of the tutors respectively..

The respondents were asked (item 3) whether there were formalized attachments of newly recruited and selected tutors to the experienced tutors. In response to this, 28.9 percent of the tutors and 37.5 percent of the coordinators indicated that there was no such structured attachment between the tutors.

Moreover, in the open-ended opinion, most of the tutors claimed that the employment patterns were on contracts and in most cases on hourly contracts only for conducting tutorials or piecework rates to mark assignments

Managing Course Development

The preparation of course materials for a distance learner is one of the significant and challenging tasks to be performed. It needs involvements of subject expertise, education technologists and media experts. This group will be involved in designing, preparing and developing course materials, which are suitable for the appropriate and selected media. Further, the course materials should be learner-centered and self-instructional (Manjulika and Reddy, 1999). In this relation, the following table shows responses given toward the quality of course materials developed.

Table 6. Quality of Developed Course Materials

No	Variables		Groups of Respondents		Grand Mean (N= 246)	df	t-value	p< .05
			Trainees (N= 200)	Tutors and Coordinators (N= 46)				
1	academic quality & appropriateness of the course material for the level	Mean	4.07	4.02	4.07	244	0.37	
		SD	0.89	0.86				
2	pedagogical quality & appropriateness of the course material for the level	Mean	3.96	4.15	4.00	244	-2.30	
		SD	0.46	0.69				
3	integration of course materials with other materials developed for the course	Mean	4.37	4.02	4.30	244	3.44	
		SD	0.55	0.86				
4	inclusion of enough self-assessment exercises	Mean	3.84	3.28	3.74	244	3.92	
		SD	0.76	1.24				
5	adequacy of assignments for submission (Tutor marked assignments)	Mean	3.68	3.96	3.73	244	-1.82	
		SD	0.89	1.07				
6	The course materials are generally self-instructive and sufficient; motivate self-learning	Mean	3.74	3.65	3.72	244	0.39	
		SD	1.30	1.16				

N= 246; mean 1-2.48 'Disagree', mean 2.49 – 3.48 'partially agree'; mean 3.49-5 'Agree'

Based on item 1of table 6, both groups of the respondents, with the mean of 4.07 and 4.02 for trainees, and tutors and coordinators respectively, agreed that the course materials developed for the program had an academic quality and appropriate for the level of the training.

However, a t-test was computed to see if there was significant difference in the perception of the quality of developed course material between the two groups of respondents. The result of t-test, which was 0.37, was found to be greater than the probability value of 0.05 with df. 244, which was 0.71. Therefore, this indicated that there was statistically significant difference

between the respondent groups on perceiving academic quality of the course material developed and being used.

In item 2, the respondents were asked about the pedagogical quality of the material developed. Here, the calculated mean 3.96 for the trainees, and 4.15 for the tutors and coordinators indicated their agreement on pedagogical quality of the course materials, which were assumed appropriate to the level of the trainees.

In item 3, the respondents were asked about the integration of the developed course material with other materials developed for the program. In this regard, the calculated mean 4.37 and 4.02 for the trainees and tutors and coordinators respectively indicated agreement of both groups on the appropriate integration of the course materials with other related materials for the program.

In item 4, the respondents were asked the inclusion of sufficient and self-assessment exercise which motivates independent self-learning and sharpens the critical thinking of the learners. To this response, the mean of the trainees, 3.84, showed their agreement whereas that of the tutors and coordinators, which was 3.28, indicated that their partial agreement in response to the issue under discussion. On the other hand, the Grand mean of the two groups, which is 3.74, tended to indicate agreement of both groups of respondents on the inclusion of self-assessment exercises.

In item 5, the respondents were asked the inclusion of appropriate and adequate tutor-marked assignment for submission. The calculated mean of the two groups, 3.68 and 3.96, for the trainees and tutors and coordinators respectively depicted agreement of the respondents that presence and inclusion of adequate number of tutor-marked assignments for submission.

A t-test of significance was computed to see if there was significant difference in the perception of the two groups of respondents regarding the inclusion of

based on in-house production. Only few printings were out sourced. Each of them stressed that they were using the latest computer technologies, particularly digital printers, desktop publishing and laser technologies. This helped them to produce the quantity they want based on their print needs and schedule and minimize printing costs.

Course Material Distribution

Most institutions providing distance education heavily depend on the postal system for the delivery of course materials, (Manjulika and Reddy, 1999). However, the finding of this study depicted that the course materials were directly delivered from the center for distribution to the respective tutorial or coordinating centers using their own vehicles or public transport.

The table below shows, how the trainees collected course materials and some basic problems associated to it.

Table 7. Mechanisms Employed in Course Material Distribution

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. methods used course material distribution to the trainees								
A. mailed through post	--	--	200	100	--	--	46	100
B. collect from respective tutorial centre ahead of tutorial schedule	143	71.5	57	28.5	--	--	46	100
C. collect from respective tutorial center during the tutorial session	81	40.5	119	59.5	46	100	--	--
2. Do the printed modules reach you on time?	67	33.5	133	66.5	11	23.9	35	76.1
3. Problems related to the distribution of course materials								
A. General shortage of modules	112	56.0	88	44	13	28.3	33	71.7
B. Complete absence of modules on certain courses	69	34.5	131	65.5	4	8.7	42	91.3
C. unavailability of consecutive modules on certain courses	133	66.5	67	33.5	34	73.9	12	26.1

** On issues 1A-C and 3A-C, there were multiple responses*

As it can be seen (item 1) about 71.5 percent of the trainees and 100 percent of the tutors and coordinators asserted that the printed course materials were collected ahead of the tutorial time from the respective tutorial center of each college.

In item 2, the respondents were inquired whether these course materials reached them on time or not. To this, 66.5 percent of the trainees and 76.1 percent of the tutors and coordinators responded that the course materials did not reach on time. This finding confirms to be similar to major problems of most open universities in other countries, which is the delay in dispatch of the course materials in the delivery of distance education as a case in India indicated by Manjulika and Reddy (1999).

The respondents were also asked to identify major problems, which can be associated with the distribution of course materials. To this response, 66.5 percent of the trainees and 73.9 percent of the tutors and coordinators responded that there was unavailability of consecutive modules in the series on certain course, which made the course to be incomplete.

The respondents were asked if any additional media was employed in the course materials distribution and indicate the possible problems that could be associated to it. Unfortunately, no any other media was employed and there was no response from both groups.

3.2.2 A Variety of Media Employed in the System

Distance education as a structured learning is characterized by the separation of instructors and students in time and place. Different modern technologies are being used to bridge the gap of this separation. Developments in technology allow distance education programs to provide specialized courses to students in remote geographic area with increasing interactivity between student and teacher. Nevertheless, the ways in which distance education is implemented differ markedly from country to country

(McIsaac and Gunawardenda, 1996).

In this regard, the following tables were used to pin point the major media employed in delivering the course materials and the quality of these media respectively.

Table 8. Media Employed in Course Material Distribution

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
Media employed in the distribution of course materials								
A. Printed course modules	200	100	--	--	46	100	--	--
B. audio and video cassettes	--	--	200	100	--	--	46	100
C. Radio	--	--	200	100	--	--	46	100
D. Television	--	--	200	100	--	--	46	100
E. modern technologies such as teleconferencing	--	--	200	100	--	--	46	100

In this table, all the respondents were asked media employed in course material distribution

As can be seen from the table above, both groups of the respondents responded that the only media employed in distribution of courses was printed materials. Here, they responded that no any other media was used to supplement the printed material. This result helped to infer that most distance learning programs either rely on technologies, which is already in place or are being considered for their cost-effectives. Such programs are particularly beneficial for many people who are not financially, physically or geographically accessible to any other modern technologies (McIsaac and Gunawardenda, 1996). Even though, employing audio and video cassettes, and radio can be accessible and cost-effective for most of the trainees, they were not employed to be used by the respective colleges. Thus, the trainees depended only on printed course materials, which may have some impact on their skill and knowledge in their field of study.

Table 9. Quality and Suitability of Media Employed

No	Variables		Groups of Respondents		Grand Mean (N= 246)	df	t-value	p< .05
			Trainees (N= 200)	Tutors and Coordinators (N= 46)				
1	The quality of media used (print, audio-video) is to the standards	Mean	3.97	4.26	4.02	244	-3.06	
		SD	0.58	0.61				
2	The media in use are very much suitable and appropriate for the distribution of the course	Mean	2.53	3.13	2.64	244	-3.33	
		SD	1.06	1.31				
3	The media in use are very much attractive and stimulate distance learning	Mean	3.19	3.78	3.30	244	-2.91	
		SD	1.26	1.23				

N= 246; mean 1-2.48 'Disagree', mean 2.49 – 3.48 'partially agree'; mean 3.49-5 'Agree'

As can be seen, (item 1), both groups of the respondents agreed that the quality of the media used was to the standards with the mean of 3.97 and 4.26 for trainees, and tutors and coordinators respectively.

Respondents of the study were inquired (item 2) to indicate their confirmation on the suitability and appropriateness of the media employed in course material distribution. In this response, the grand mean of the two groups, which is 2.64, indicated their partial agreement on the issue. Moreover, the mean of the two groups, which is 2.53 for the trainees, and 3.13 for the tutors and coordinators, were found to be under the same category indicating partial agreement.

A t-test of significance was computed to see if there was significant difference in the perception of the two groups of respondents regarding the suitability and appropriateness of media employed. The computed t-test result, which was -3.33, was found to be less than the probability value 0.05 with df 244, which is 0.01. Therefore, there was no statistically significant difference

between the respondent groups concerning the issue under discussion.

Under item 3, both groups of the respondents were asked to indicate the quality of media employed in attracting and stimulating self-learning. In response to this, both groups of the respondents partially agreed with the Grand mean of 3.30. In addition, the trainees mean which was 3.19 emphasized their partial agreement, on the contrary, the tutors and coordinators mean, which was 3.78, indicated their agreement concerning the issue under discussion.

Therefore, media selected for course delivery, its suitability and quality needs to be revisited by each college.

3.2.3 Student Support Services of the System

Careful systems for provision of student support services have been considered as one of the most important elements of distance education system. Emphasis should be given to the institution's continuity of concern for the quality of support services. Rekkedal (1994) indicated that the completion rates and success of open universities claimed to be traced on the provision of the quality support services for their trainees. In this respect, institutions providing distance education are expected to provide both academic and administrative support to the learners through their structure especially at the tutorial center. Student support services provided are presented and discussed accordingly.

Guidance and Counseling Services

In improving the quality of distance education, which is particularly based on self-instructional materials, guidance and counseling is becoming more and more clear that distance learners need human supports at some stage during their academic pursuits (Manjulika and Reddy, 1999). This helps learners to adopt themselves to the new approach of learning which is quite different from that of conventional one.

In justifying the provision of guidance and counseling services of the system, both groups of the respondents were asked to indicate types of guidance and counseling services provided for the trainees. Four major questions were presented and their responses were organized in table 10 below.

Table 10. Presence and Types of Guidance and Counseling Services

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Provision of guidance and counseling services	135	68.2	63	31.8	43	93.5	3	6.5
2. Types of services provided;								
A. Pre-registration B. counseling	89	44.5	13	6.5	37	80.4	9	19.6
B. Subject/stream related orientation	67	33.5	9	4.5	28	60.9	16	34.8
C. counseling on personal issues related to the distance learning	15	7.5	76	38.0	19	41.3	27	58.7
B. advice on career and further study	27	13.5	39	19.5	8	17.4	26	56.5
E. Counseling on how to prepare oneself for the success in distance learning & exam	22	11.0	79	39.5	21	45.7	10	21.7
3. Methods or media employed to deliver these services								
A. Correspondence (writing a sort of letter)	16	8.0	184	92.0	10	21.7	36	78.3
B. Telephone	21	10.5	179	89.0	9	19.6	37	80.4
C. Face-to-face during the tutorial program or by appointment	181	90.5	19	95.5	42	91.3	4	8.7
4. Types of assistance given is	200	100	--	95.5	46	100	--	--
A. Face-to-face tutorial program								
B. correction and exchange of tutor-marked assignments with comments	123	61.5	77	38.5	45	97.8	1	2.2
C. Scheduled practical activities at the center	9	4.5	191		2	4.3	44	95.7

** In items 2A-E and 4A-C, there were multiple responses*

Of the questions forwarded, the first item was aimed to identify whether there was provision of guidance and counseling services. About 68.2 of the trainees

and 93.5 of the tutors and the coordinators agreed that there was the provision of the service.

Those who agreed up on the provision of the guidance and counseling services were asked the types of services provided. Then, 44.5 percent of the trainees and 80.4 percent of the tutors and coordinators responded that the guidance and counseling services provided was pre-registration counseling, which focuses on various aspects of distance education.

In item 3, the respondents were asked to indicate the media employed in the provision of guidance and counseling services. About 90.5 percent of the trainees and 91.3 percent of the tutors and coordinators confirmed that the media or mechanism employed for the provision of guidance and counseling was mainly face-to-face which was conducted during the tutorial program or by personal appointments.

In item 4, the types of assistances given were inquired to be forwarded. Hundred percent of both groups of respondents, (item 4A), confirmed that the basic assistance provided by the respective institutions was face-to-face tutorial program. Besides this, (item 4B), 61.5 percent of the trainees and 97.8 percent of the tutors and coordinators verified that the provision of correction and exchange of tutor marked assignments with comments.

Distance Support Face-to-Face Tutorial Program

Distance support face-to-face tutorial program is one of the characteristics of distance education program. The distance learners are expected to participate in the face-to-face tutorial program at their respective tutorial centers on tutorial schedule prepared by their institutions. The distance learners are supposed to interact with the provided self-instructional materials before coming to the tutorial session. Moreover, they are expected to react more effectively through the facilitation of tutors during the session (Manjulika and Reddy, 1999).

Based on this, the responses forwarded by both groups of the respondents that are related to the issues of face-to-face tutorial program are presented in tables 11, 12 and 13 below.

Table 11. Issues Related to Face-to-Face Tutorial Service

Variables	Groups of Respondents			
	Trainees (N= 200)		Tutors and coordinators (N=46)	
	f	%	f	%
1. The institution provides effective face-to-face tutorial program				
A. Yes	81	40.5	17	37.0
B. No	117	58.5	29	63.0
2. Face-to-face tutorial program is given for all courses that are given per semester				
A. Yes	63	31.5	8	17.0
B. No	128	64.0	36	78.3
3. Face-to-face tutorial program given per semester				
A. one	189	94.5	46	100
B. two	10	5.0		
C. three	--	--	--	--
D. four and above	--	--	--	--
4. Sessions assigned for each course on the tutorial program				
A. one	63	31.5	2	4.3
B. two	136	68.0	44	95.7
C. three	--	--	--	--
D. four and above	--	--	--	--
5. trainees' attendance of each tutorial program				
A. Regularly	40	20.0	5	10.9
B. Sometimes	57	28.5	27	30.4
C. Rarely	94	47.0	27	58.7
D. Not at all	9	4.5		

In item 1 of this table, the respondents were asked whether their respective institutions provided effective face-to-face tutorial program. To this response, 58.5 percent of the trainees and 63 percent of the tutors and coordinators confirmed that the institutions did not provide effective face-to-face tutorial program. Similarly, (item 2), 64 percent of the trainees and 78 percent of the tutors and coordinators claimed that there was no provision of face-to-face

tutorial program for all courses given per semester. In item 3, 94.5 percent of the trainees and 100 percent of the tutors and coordinators agreed that there was only one tutorial program per semester provided.

In item 4, the respondents were inquired about the duration of tutorial sessions assigned for each course during the face-to-face tutorial program. Regarding this, 68.5 percent of the trainees and 95.7 of the tutors and coordinators responded that two tutorial sessions (2hrs) were assigned for each course.

In item 5, the respondents were inquired how often the trainees attend the face-to-face tutorial program. Regarding this, 47 percent of the trainees and 58.7 of the tutors and coordinators responded that they (the trainees) rarely attended the tutorial program for various reasons.

Table 12. Reasons for Not Attending Face-to-Face Tutorial Service

Variables	Groups of Respondents					
	Trainees (N= 200)			Tutors and coordinators (N=46)		
	f	%	Rank	f	%	Rank
Reasons for not attending the tutorial program						
A. remoteness of the tutorial center	119	59.5	1	22	47.8	1
B. inconsistency of tutorial schedule	13	6.5	4	5	10.9	3
C. financial incapacity to cover the accommodation	96	48.0	2	17	37.0	2
D. inefficiency of some tutors	19	9.5	3	--	0	5
E. absenteeism on the part of some tutors	13	6.5	4	2	4.3	4

The respondents were asked to identify possible reasons for the irregularity of attending the face-to-face tutorial program. To this response, 59.5 of the trainees and 47.8 percent of the tutors and coordinators ranked the remoteness of the tutorial centers as first issue. Next to this, financial incapacity of the trainees to cover all the expenses of accommodation and transportation as the second most important factor for not availing

themselves on each face-to-face tutorial program which was confirmed by 48 percent of the trainees, and 37 percent of the tutors and coordinators.

Table 13. Significance of Face-to-Face Tutorial Service and Aspired

Variables	Groups of Respondents				Df	X^2 value	P<.05
	Trainees (N= 200		Tutors and coordinators (N=46)				
	f	%	f	%			
1. The significance of the face-to-face tutorial program							
A. Very significant	91	45.5	37	80.4	3	19.39	
B. Significant	46	23.0	5	10.9			
C. Somewhat significant	40	20.0	4	8.7			
D. Insignificant	23	11.5	--	--			
2. Number of face-to-face tutorial program is enough							
A. Yes	18	9.0	17	37.0	1	23.96	
B. No	179	89.5	29	63.0			
3. Recommended tutorial program for each course per semester							
A. two	103	51.5	26	56.5	3	36.07	
B. three	11	5.5	9	19.6			
C. four	17	8.5	11	23.9			
D. five and above	6	3.0	--	--			

The respondents, (item 1), were asked about the significance of face-to-face tutorial program in the effectiveness of distance learning. In response to this, 45.5 percent of the trainees and 80.4 percent of the tutors and coordinators indicated that the face-to-face tutorial program was very significant irrespective all the problems associated to it. On the other hand, (item 2), 89.5 of the trainees and 63 of the tutors and coordinators declared that the frequency of face-to-face tutorial program provided per semester was not enough.

Lastly, the respondents were asked to recommend aspired frequency of the face-to-face tutorial program per semester for courses given. In this regard, 51.5 percent of the trainees and 56.5 percent of the tutors and coordinators

recommended two face-to-face programs to be an ideal frequency of the program for each course given per semester.

A chi-square test of significance was computed for each item to see if there was significant difference in the perception of the two groups of respondents regarding the significance, the quantity and aspired face-to-face tutorial program. The computed chi-square value for each item was found to be greater than the probability value of 0.05. Thus, this revealed that there was statistically significant difference among respondent groups concerning the issues under discussion. Accordingly, the null hypothesis failed to be accepted.

Practical Sessions

Students studying distance education course are provided with a set of self-assessment activities to support their learning. In addition to this, practical program with intensive practical activities, and first hand experience are needed for successful results in certain courses such as vocational, science and technology courses (Manjulika and Reddy, 1999).

On this base, both groups of the respondents were asked whether natural science stream trainees and all the trainees who had taken information communication courses were provided practical secessions. Both groups of the respondents claimed that there was no practical session conducted for information communication technology courses so far.

On the other hand, the summary of the provision of practical sessions for natural science stream trainees is presented in the table below. Here, only 35 trainees of natural science stream, 8 natural science tutors and 8 center coordinators were considered as respondents.

Table 14. Practical Laboratory Sessions for Natural Science Trainees

Variables	Groups of Respondents			
	Trainees (N= 35)		Tutors and coordinators (N=16)	
	f	%	f	%
1. The extent of the importance of practical sessions				
A. Very important	33	94.3	16	100.0
B. Important	2	5.7		
C. Some how important	--	--	--	--
D. not important	--	--	--	--
2. Frequency of the given practical session is enough				
A. Yes	2	5.7	2	12.5
B. No	33	94.3	14	87.5
3. Recommended practical sessions per semester				
A. two	30	85.7	12	75.0
B. three	2	5.7	2	12.5
C. four	3	8.6	2	12.5
D. five and above				
4. Problems encountered during the practical activities				
A. Variability of schedule	--	--	--	--
B. lack of chemicals	29	82.9	14	87.5

From the questionnaire data concerning the frequency of practical sessions per semester, hundred percent of the trainees and 87.5 percent of the tutors and coordinators confirmed that there was only one practical sessions provided per semester for natural science courses.

Similarly, concerning the time assigned for each practical session, 85.7 percent of the trainees and hundred percent of the tutors and coordinators stressed that there was only two hours assigned for practical activities in the laboratory per semester.

On the other hand, (item 1), 94.3 percent of the trainees and hundred percent of the tutors and coordinators confirmed that the given practical activities were of very important in internalizing their theoretical knowledge

Respondents were also asked, (item 2), to confirm whether the given frequency of the given practical session was enough or not. In response to

this, 94.3 percent of the trainees and 87.5 percent of the tutors and coordinators claimed that the given frequency was not enough.

Then, they were asked, (item 3), to recommend an ideal desired frequency of practical sessions per semester. Here, 85.7 percent of the trainees and 75 percent of the tutors and coordinators recommended having two round practical session per semester.

Lastly they were asked, (item 4), the main problems associated with the practical session programs. In this regard, 82.5 percent of the trainees and 87.7 percent of the tutors and coordinators indicated that there was lack of chemicals to perform the practical activities aimed to be preformed.

Therefore, it is possible to conclude that the practical sessions provided was not enough and help trainees to develop basic skill and acquire necessary knowledge in their field of study. This leads to revisiting the provision of practical session programs and problems associated to it by each respective college.

Resource Centers and Information Facilities

The students registered in teachers' distance training program are usually part-time learners and already having jobs. The system is also open for providing the opportunity for those who are in the far geographic or marginalized areas. Thus, organizing and equipping of resource centers at the near by area, usually at the tutorial centers, gives an opportunity of exploiting variety of resources available at the center such as different reading materials, audio-video cassettes, slide films, and others (Lyndem, 2000). In this regard, both groups were asked the availability of the resource rooms at each respective centers, its organization and available teaching-learning aids. Their responses are presented and discussed in tables 15 and 16 below.

Table 15. Organization of Resource Centers

Variable	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
Presence of organized resource center	13	6.5	187	93.5	8	17.4	38	82.6

As can be seen from table 25 above, 93.5 percent of the trainees and 82.6 percent of the tutors and coordinators stated that there were no resource centers at their respective tutorial centers. Absence of the resource centers helped to infer that the trainees had no access to any reference materials with the exception of the given printed material for each specific course. In the open-ended questions, most trainees stated their frustration with the inability to access materials remotely and not having counseled how to access materials supportive to their studies.

On the other hand, about 6.5 percent of the trainees and 17.4 percent of the tutors and coordinators confirmed the presence of resource centers at their respective centers.

Respondents who confirmed the presence of the organized resource centers were asked some questions pertinent to materials such as reference books, audio-visual materials, conventional teaching aids available and service delivery system of the resource center.

As can be seen, (table 16 item 1B, below), hundred percent of the trainees and 75 percent of the tutors and coordinators confirmed the availability of copies of printed course materials. However, about 15.4 percent of the trainees and 25 percent of the tutors and coordinators reported the presence of reference books related to the courses given. Comparing the two responses, the presence of reference books were insignificant.

Table 16. Resources Available in the Resource Centers

Variables	Groups of Respondents							
	Trainees (N= 13)				Tutors and coordinators (N=8)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Available materials at the resource center								
A. Reference books related to the courses given	2	15.4	--	--	2	25.0	--	--
B. Copies of printed course materials	13	100.0	--	--	6	75.0	--	--
C. Teaching aids (charts, graphs, pictures, etc)	--	--	13	100.0	--	--	8	100.0
D. Radio			13	100.0	--	--	8	100.0
E. Radio Tapes and radio cassette recorder (RT and NCR)	--	--	13	100.0	--	--	8	100.0
F. Video tapes and video cassettes recorder (VT and VCR)	--	--	13	100.0	--	--	8	100.0
G. Television	--	--	13	100.0	--	--	8	100.0
H. Overhead projector (OP)	--	--	13	100.0	--	--	8	100.0
I. Slid Projector	--	--	13	100.0	--	--	8	100.0
J. Computers	--	--	13	100.0	--	--	8	100.0
2. The resource center is sufficiently well organized	--	--	13	100.0	--	--	8	100.0

Both groups claimed that there were no any other teaching-learning aids and audio-visual materials available at the center, item C-I.

Lastly, hundred percent of both groups, depicted that the resource centers were not sufficiently organized in order to give services up to the standard and indicated their dissatisfaction with lack of appropriate and sufficient materials.

From the questionnaire data concerning the service delivery days and hours of the resource center, almost hundred percent of both groups confirmed that, the resource centers gave services on working days and working hours including Saturdays. This gave the impression that those trainees who are in the near by and have an access can use the centers.

Concerning the way they get services, it is observed from the questionnaire data that, hundred percent of the two groups said that, they got the services from those centers mostly by reading in the centers on the basis of spot reading and rarely borrowing it.

Finally, as observed from the questionnaire data, both groups of the respondents were asked whether the appropriate person having skills and experiences of customer service delivery system gave services. To this response, hundred percent of the trainees and 75 percent of the tutors and coordinators confirmed that the responsible persons to give the service were the center coordinators. Moreover, 92.3 percent of the trainees and hundred percent of the tutors and coordinators asserted that those persons in giving services had good skill and knowledge of serving their customers for there was no much complicated services to be given.

Trainees' Academic Performance Evaluation

Trainees' performance evaluation is one of the systems of distance education which is associated with the formal system like submission of assignment and sitting for term end examinations (Lyndem, 2000). In this research, the respondents gave their opinion that they were evaluated more or less in very similar way to that of regular system. The performance evaluation was conducted on basis of continuous assessment, mainly submission of tutor-marked assignment, and final examination at the end of the semester.

Moreover, table 17 below presented methods employed in trainees' academic performance evaluation.

Table 17. Methods of Trainees' Academic Performance Evaluation

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
A. Continuous Assessment (Tutor marked assignment)	200	100			46	100		
B. Mid-semester exams			200	100			46	100
C. Final exams	200	100	--	--	46	100	--	--
D. Lab reports and practical exams (for science subjects and Information communication technology courses)	35*	100	200	100	16*	100	46	100

* *refers only to natural science stream trainees and tutors and center coordinators*

Respondents were inquired the basic methods of assessments employed in trainees' performance evaluation. In this regard, hundred percent of both groups confirmed that continuous assessment (tutor-marked assignment) and final examinations were used as methods of academic performance evaluation. They also claimed mid-semester examinations as whole and practical exams were not employed on information communication technology courses. However, Practical laboratory reports and attendance were additionally used for the evaluation of natural science stream trainees.

Tutor-Marked Assignments

Tutor-marked assignments are used to measure what and how the trainees have learned in the distance program. For most distance learners, grading should be based upon such tools as regular assignments, individual or group projects, quizzes, and take-home exams. These types of assessments, according to Liu and Ginther (2006), should have maximum validity, feasibility and objectivity in order to meet the characteristics of all the students. Moreover, Moore and Kearsley (1996) emphasized that most distance learning courses involve a series of assignments, to provide the student with feedback on progress and to pace the student through the course and develop self-study habit. Setting assignments with cutoff dates

motivates the student to keep up with the work, and helps to prevent them from dropping out.

On this basis, the respective colleges developed a system of evaluation of trainees' academic performance that urges every trainee to work and submit certain number of tutor-marked assignments. Thus, main issues related to tutor-marked assignments were inquired and presented in table 18 below.

Table 18. Responses on Tutor-Marked Assignments

Variables	Groups of Respondents						
	Trainees (N= 200)		Tutors and coordinators (N=46)		Df	X^2 Value	P <.05
	f	%	f	%			
1. The significance of the given tutor marked assignments							
A. Very high	20	10.0	8	17.4	3	4.17	
B. High	76	38.0	21	45.7			
C. Average	69	34.5	12	26.1			
D. Low	35	17.5	5	10.9			
E. Very low	--	--	--	--			
2 Quantities of assignments given for submission is							
A. Excessive	12	6.0	7	15.2	3	15.88	
B. Adequate	55	27.5	13	28.3			
C. Inadequate	121	60.5	17	37.0			
D. Highly inadequate	12	6.0	9	19.6			
3. The assignments given help to develop self-study habit							
A. Yes	76	38.0	19	41.3	1	0.29	
B. No	124	62.0	27	58.7			
4. The load/credit given to the assignment is enough							
A. Yes	111	55.5	41	89.1	1	0.17	
B. No	85	42.5	5	10.9			
5. The percent given to the tutor marked assignment is							
A. 10-20	18	9.0	2	4.3	3	7.32	
B. 21-30	125	62.5	39	84.9			
C. 31-40	23	11.5	4	8.7			
D. 41 and above	16	8.0	--	--			

Both groups were asked about the significance of the tutor-marked assignment. In item 1, about 38 percent of the trainees and 45.7 percent of

the tutors and coordinators confirmed that the significance of the tutor-marked assignment was high. On the other hand, it seemed important to indicate that about 34.5 of the trainees and 26.1 percent of the tutors and coordinators claimed that the importance of the tutor-marked assignment was average.

A chi-square test was computed, (item 1), to check whether there was statistically significant difference between the respondent groups on the perception of the significance of the given tutor-marked assignments. The computed chi-square value, 4.17, which is found to be less than the probability value of 0.05 with df. 3, which was 7.82, revealed that there was no statistically significant difference between both groups of respondents.

Consequently, the respondents were inquired (item 2), about the quantities of the tutor-marked assignment for submission. In this regard, 60.5 percent of the trainees and 37 percent of the tutors and coordinators claimed that the given tutor-marked assignments for submission were inadequate. They also gave their opinion that the same tutor-marked assignment for submission were given for different entries with out any change.

A chi-square test was computed, (item 2), to check whether there was statistically significant difference between the respondent groups on the quantities of tutor-marked assignments per semester per course package. The computed chi-square value, 15.88, which is found to be greater than the probability value of 0.05 with df. 3, which was 7.82, revealed that there was statistically significant difference between both groups of respondents.

In item 3, both groups were also inquired; whether the given tutor-marked assignments helped the trainees to develop self-study habit. Here, 62 percent of the trainees and 58.7 percent of the tutors and coordinators claimed that the given assignment did not help the trainees to develop self-study habit, which is the most significance characteristic of distance learning.

In item 4, the respondents were inquired whether the credit/load given for the tutor-marked assignment was enough or not. To this respect, 55.5 percent of the trainees and 89.1 percent of the tutors and coordinators confirmed that the given credit/load for the tutor-marked assignment was enough.

They were also asked, (item 5), what percent of the total grade was given for the tutor-marked assignment. In response to this, 62.5 percent of the trainees and 84.9 percent of the tutors and coordinators forwarded that about 21-30 percent of the total credit/load was given for the tutor-marked assignment.

Both groups also gave their opinion on the problems related to the tutor-marked assignment, which was associated to both the trainees and the tutors in their answers to the open-ended question items. On the trainees' part, they indicated that there was no timely feedback and constructive comments on the given tutor-marked assignments. The feedback only showed the marking of the given assignments. On the other hand, the tutors indicated that most of the trainees copied from each other and some of them got the assignments done by others usually by teachers qualified in the field.

However, assignments are only effective if the student receives timely and meaningful feedback from the instructor or tutor. If students only receive a grade or acknowledgment, the utility and motivational value of assignments will significantly be diminished, (Moore and Kearsley, 1996).

Final Examinations

Of academic performance evaluation systems, final examination or term-end examination has significant place. The examination provides trainees with a valuable measure of their own knowledge and helps them to identify any areas where basic skills and knowledge gap exist. Usually the open universities conduct final examination two or three times a year taking

the two groups of respondents, in item 1 of table 19 above. The computed t-test result, 1.89 was found to be greater than the probability value 0.05 with df. 244, which was 0.60. Therefore, there was statistically significant difference between the respondent groups in perceiving the dispatch of the exam schedules ahead of the exam time

Concerning the consistence of the exam time, (item 2), both groups of the respondents indicated their agreement with the calculated mean of 3.81 and 3.59 for trainees, and tutors and coordinators respectively.

The respondents were asked, (item 3), to react on the appropriateness of the exam. In response to this, both groups of the respondents expressed their agreement with the mean of 3.81 and 3.65 for trainees and tutors and coordinators respectively.

The respondents were also asked about the good coverage of the portions delivered through the course materials, item 4. To this response, both groups of respondents emphasized their agreement with the calculated mean of 4.16 and 3.59 for trainees and tutors and coordinators respectively.

The respondents were asked whether the time allowed for the exam was enough or not, item 5. To this response, both groups of respondents asserted their agreement that the time allotted for the exam was sufficient and enough with the calculated mean of 4.08 and 3.80 for trainees and tutors and coordinators respectively.

Finally, the respondents were inquired, (item 6), on timely feedback of the final exam. To this response, trainees disagreed that there was no timely feedback on the final examination with calculated mean of 2.32. On the contrary, tutors and coordinators agreed that there was a timely feedback on the final examination with the calculated mean of 3.04. However, the grand mean of the issues indicated that there was no timely feedback on the final exam with the mean of 2.46.

A t-test of significance was computed to see if there was a significant difference in the perception of timely feedback of the final examination between the two groups of respondents, in item 6 of table 19 above. The computed t-test result, -4.78 was found to be greater than the probability value 0.05 with df 244, which was 0.00. Therefore, there was a statistically significant difference between the respondent groups in perceiving timely feedback on the exams.

Thus, the delay of the timely feedback on any assessment of the learner has negative impact on their expectations. At the end of any assessment, as emphasized by Moore and Kearsley (1996), the learners need timely feedback to assure that there was fair and objective grading, their work treated with respect, an explanation and justification of the grade awarded, encouragement and reassurance about their ability and progress.

The respondents were asked to indicate possible problems (if any) related to final examination. The responses given toward this issue are presented and treated below.

Table 20. Problems Encountered in the Process of Exam

Variables	Groups of Respondents							
	Trainees (N= 200)				Tutors and coordinators (N=46)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Problems encountered on the exam								
A. loose security of the exams	127	63.5	73	36.5	12	26.1	9	19.6
B. leniency of the invigilators	172	86.0	21	10.5	38	82.6	8	17.4
C. loose security of answer sheets	164	82.0	36	18.0	42	91.3	3	6.5
D. unfair marking and grading of exams	169	84.5	19	9.5	33	71.7	13	28.3
2. Have any of these misdeeds reported?	13	6.5	187	93.5	8	17.4	9	19.6
3. Have they met with corrective measures?	10	5.0	3	1.5	--	--	--	--

** In items 1A-D, there were multiple responses*

Both groups of the respondents were asked to react on the commonest problems encountered during and after exam. Of the possible problems suggested; item 1, the great majority of the respondents in both groups, that is, 86 percent of the trainees and 82.6 percent of the tutors and coordinators claimed that there was leniency of the invigilators during the exam session. This situation paved the way for the examinees to copy from each other or exchange answers as the exam is going on.

Under the same item, (1D), 84.5 of the trainees and 71.7 percent of the tutors and coordinators rated that there was unfair marking and grading of the exams.

In item 2, the respondents were asked if those problems were reported for corrective measures. To this response, 93.5 of the trainees and 19.6 of the tutors and coordinators claimed that it was not reported. Here, the great majority of the tutors and coordinators, 63 percent, did not give responses.

Of the respondents those who confirmed that the exam related problems were reported for corrective measures were inquired whether the corrective measure had been taken or not. Only 5 percent of the trainees confirmed that the respective colleges had taken appropriate corrective measure. Here, hundred percent of the tutors and coordinators did not give responses on the issue.

3.2.4 Financial Inputs of the System

Theoretically, private educational institutions operate like any other seller of goods and services charging the maximum tuition fees that the market will bear. Number of students and unit cost per student determine the total income available and this sets a ceiling on the quality of education that can be planned. The indicators of distance education such as course material development, support services provided, media chosen for delivery and technology applied will be affected by the amount of financial inputs it has (Marland, 1993). The financial inputs of private educational institutions are

greatly obtained from tuition and other obligatory fees imposed on the beneficiaries. For this reason, a profit making educational institutions wanting to maximize revenue, will seek to hold down provision of student support services and maximize the total number of students. The self-financing distance learners, on the other hand, may want to maximize the provision of student support services and minimize tuition fees (Perraton, 2004).

In light of this, the following table presents courses or credit hours given per semester and payments related to it.

Table 21. Courses Given Per Semester and Tuition Fees

Variables	Groups of Respondents			
	Trainees (N= 200)		Tutors and coordinators (N=46)	
	f	%	f	%
1. Credit hours given per semester are:				
A. 3-6			1	2.2
B. 6-10	41	20.5	10	21.7
C. 10-12	106	53.0	33	71.7
D. 12-15	53	26.5	2	4.3
2. Payment per credit hour in Eth. Birr				
A. 25-30				
B. 31-35	197	98.5	40	87.0
C. 36-40	--	--	3	6.5
D. 41-45	--	--	3	6.5
3. Payment for registration in Eth. Birr				
A. 10-25	36	18.0	13	28.3
B. 26-50	153	76.5	31	67.4
C. 51-75	--	--	1	2.2
D. 76 and above	--	--	1	2.2
4. Is there payment for different services, such as transcript, etc.				
A. Yes	200	100.0	43	93.5
B. No	--	--	3	6.5
5. If your response to questions No. 4 is **"Yes"**; how much?				
A. 10-25	193	96.5	38	82.6
B. 26-50	7	3.5	5	10.9
C. 51-75	--	--	3	6.5
D. 76 and above	--	--	--	--
6. The payment considers the economic status of the beneficiaries				
A. Yes	28	14.0	9	19.6
B. No	172	86.0	37	80.4

Both groups of the respondents were asked questions to indicate the courses (credit hours) given per semester and tuition fees and other payments as presented in table 21 above. In item 1, 53.7 percent of the trainees and 71.7 of the tutors and coordinators confirmed that about 10-12 credit hours (three to four courses) were given per semester.

In item 2, the respondents of both groups were asked about payments per credit hour. Almost all (98.5 percent) of the trainees and 87 percent of the tutors and coordinators emphasized that the payment per credit hour was Birr 31-35.

In item 3, the respondents of both groups were asked to reflect if there was payment for registration and its amount. In this regard, about 76.5 percent of the trainees and 67.4 percent of the tutors and coordinators confirmed that there was payment for registration which amounts Birr 26-50.

In item 4, hundred percent of the trainees and 93.5 percent of the tutors and coordinators confirmed that there was payment for different services such as transcript or student copy and amounts about Birr 10-25 (item 5 of the same table) which was confirmed by 96.5 of the trainees and 82.6 percent of the tutors and coordinators.

Lastly (item 6), the respondents were asked whether all payments made considered the economic status of the beneficiaries. To this response, 86 percent of the trainees and 80.4 percent of the tutors and coordinators asserted that the payments made did not consider the economic status of the beneficiaries. To strengthening this point, in the given open-ended questions, the respondents indicated that the respective colleges did not provide effective and sufficient student support services and limited on delivering printed course materials. Thus, the payment made should comply with services provided and media employed by the system.

CHAPTER 4:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main purpose of this study was to gain some insight about factors affecting primary second cycle teachers' distance training program in Oromia National Regional State. It assessed the characteristics of the respondents; factors affecting teachers' distance training program focusing on organization and coordination, variety of media employed, provision of student support services, and financial inputs in distance education. This chapter deals with the summary, conclusion and recommendations based on the findings.

In this study, the descriptive survey method of research was largely employed. Two hundred fifty-nine respondents from the Regional Education Bureau, sample colleges, tutorial centers and trainees were included in the study. In collecting necessary data, questionnaire, interview, document analysis and observation were used as instruments for the study. The subjects of the study were identified using systematic and availability sampling procedures. Two sets of questionnaire were distributed to trainees, and tutors and tutorial center coordinators. Interview was conducted with relevant personnel from regional education bureau, and from the sample colleges. On top of this, careful review of documents was made. Data were presented and analyzed using statistical tools of frequency count, percentage, mean, T-test and Chi square test.

Therefore, making a thorough analysis of the relevant issues raised in statement of the problem the following findings were obtained and conclusions drawn.

4.1 Major Findings

4.1.1 Organization and Coordination of the System

a) The current existing organizational model of the sample colleges was found to be a dual mode. That is, distance education system is located within the existing institution, especially Saint Mary's, and Rift Valley University Colleges. However, 2020 Open College, on the other hand, has begun its program in distance education and lately launched regular program parallel to the distance program.

b) Recruitment and selection of the trainees was open for all beneficiaries fulfilling the minimum admission criteria. The basic admission criteria was candidates' grade point of primary first cycle teachers training institutions which has to be 2.0 and above. Further, the system was open for the candidates' who can afford to pay tuition fees and other obligatory payments. Various mass media were employed for announcement, and to attract beneficiaries.

c) Great majority of the tutors and coordinators asserted that the recruitment and selection of the tutors was not open to all potential and experienced tutors. It was done based on personal attachment or a sort of targeted approach. They also reported that there was no induction and training on the distance student tutoring. Further, they confirmed that most of them were employed on hourly contractual basis mainly for tutoring on a face-to-face program.

d) The basic curriculum for the regular program was designed nationally by Ministry of Education and adopted by regions. Based on regionally adopted curriculum, respective institutions either develop distance course materials by their in-house subject experts or commissioned course material developers. Finally, the regional education bureau evaluated the standard and suitability of the developed course materials and endorsed to be used. Afan Oromo, the regional official

language, was popularly used as medium of instruction of the system, and English was used for those who could not use Afan Oromo as a medium.

e) More than seventy-five percent of production of the course materials was done by in-house printing of each respective college, which helped the colleges, to minimize cost of printing and time.

f) The distribution of course materials was done by dispatching the required number and types of course materials to the respective tutorial centers. The trainees collected the course materials from their tutorial centers ahead of the tutorial schedule. The delay of modules, distribution of course materials without assignment and absence of some consecutive series of certain courses were the commonest problems associated to the course material distribution.

4.1.2 A Variety of Media Employed in the System

The printed material was the only major medium for the distribution of all types of courses. The greater percentage of the respondents assured that the selected media was suitable for the course distribution. Further, they stated that it stimulates self-learning habit.

4.1.3 Student Support Services of the System

a) Pre-registration counseling focusing on the popularization of the program, institutional objectives and regulations and orientation on choice of stream were the major counseling service delivered by the system. The counseling on other issues was conducted during face-to-face tutorial programs and sometimes with the pre-scheduled arrangements. No postal or telephone service was used to facilitate a two-way communication.

b) Face-to-face tutorial program was conducted once per semester on certain major courses. Forty-seven percent of the trainees

responded that they rarely attend the program. The most common reasons for not attending the program were distance of the tutorial centers from their work place; 51% percent of the trainees were at a distance of 31km or further, and had financial difficulty to cover their travel expenses and accommodation during their stay. The trainees, who had participated, indicated that face-to-face tutorial program had great significance in their study. However, they asserted that the session allotted for each course was not enough.

c) Laboratory practical sessions were provided only for natural science stream trainees and there was no practical sessions provided for information communication technology courses. Those who attended the practical session stressed that it had great importance in realizing and internalizing the theoretical concepts. However, they claimed that there was shortage of practical time and lack of chemicals.

d) Very insignificant percentage of the respondents indicated the presence of resource centers with no sufficient teaching-learning materials and reference books. Only copies of printed course materials and limited reference books were in use by limited number of trainees especially on weekends. The frustration of the trainees with the inability to access materials was underlined in their open-ended opinion.

e) Trainees' performance evaluation was conducted in two ways, tutor-marked assignment and final examinations. The respondents, especially the trainees, claimed that there was no timely feedback on both assignments and final examinations. The assignments were returned with no clear marking/feedback and explanation, which were expected for future improvements on the study. Satisfying trainees expectation was not given due attention. Unfair grading

and marking of final examinations were indicated as one possible problem pertinent to the exam administration.

4.1.4 Financial Inputs of the System

The system heavily relied on the tuition fees and other obligatory payments. The tuition fees were fixed for credit hour (Birr 31-35 per credit hour). Most trainees registered for 10-12 credit hours per semester. So they were expected to pay about Birr 350 – 420 per semester with some additional payments for registration. The trainees claimed that the payment did not consider the economic status of the trainees. They emphasized that since they did not get sufficient support services, as a result, the payment was not fair and did not consider their economic status. For about 75 percent of the trainees were married, 43.5 percent of them had 4-6 children per household and only 33.5 percent of the trainees had a monthly salary of Birr 801 and above

4.2 Conclusions

The following conclusions are drawn from the findings of the research study.

a) With the exception of appropriate decentralization and delegation of various activities, which could be performed at the tutorial centers, the dual model of organizational approach of each respective college enabled to manage and succeed in its organizational objectives. However, major activities such assignment and final examination corrections and grading that directly related to the trainees were over-centralized and done at the head quarter level. This resulted in absence of timely feedback on tutor-marked assignments and final examinations.

b) The organizational system of each college was successful in course material development, production and distribution to the respective beneficiaries. The respondents recognized the quality of the

developed course material in terms of academic quality, pedagogical quality and integration of other related courses. However, there was a strong comment on delay in material distribution, absence of certain series of modules and using the same assignments for different entries on the same course. This could indicate that trainees were supposed to take final examination without completing the course or without enough preparation for the level and may be promoted to the next level.

c) Using printed materials as a medium of course, delivery was the only medium employed by each college. The tendency to use print material, as the only medium, could help to infer that its simplicity, accessibility, convenience, and cost effectiveness. However, being in the era of information and technology, it is a pity to use print material as the only medium for course distribution. Other cost effective medium such as audio-video, cassettes and radio were not exploited and remained untouched. This on its part indicate that the stage of distance education in Ethiopia to be found at the early stage and predicts a lot of changes to be done in the field.

d) Provision of support services which is the main component of distance education was neglected or was not given due emphasis. Basic support services delivered at the tutorial center was confined to face-to-face tutorial program and pre-registration counseling. Here, it can be concluded that the scheduled face-to-face tutorial program was found to be nominal for it did not address the great majority of the trainees. The trainees who were found at a distance and had no access to tutorial program sat for term-end or semester exam without getting support from their tutors, and their study depended only on the printed course modules.

e) Resource centers and information facilities were claimed to be non-existent and those which were reported to be, had not been adequately organized with necessary resource materials. Therefore, the absence and utilization of resource centers in the near by area put the efficiency of distance training to be under question. For there were no communication channels to supplement printed materials based on other accessible reference materials and modern technology using at least audio-visual aids. This situation actually put trainees to be frustrated with the fear to compete with their counter parts attending regular program.

f) Practical sessions were not provided for information communication technology courses. Practical laboratory session was provided for natural science trainees in their field of study. Shortage of time and lack of chemicals were problems associated with the practical sessions. Therefore, completion of skill-based subjects only on the theoretically basis could be a fruitless exercise which could make the trainees incompetent in their field of study as the contents are the same as in any other formal program. Moreover, this area needs serious thinking as how to handle practical work through distance mode.

g) Trainees' academic performance evaluation was done using tutor-marked assignments and final examination for trainees of all streams and laboratory report for natural science stream trainees. Timely feedback on both assignments and final examinations were not given. Frequently, the tutor-marked assignments were returned without sufficient constructive comments. Unfair and unjust grading of the result was highly commented on certain courses. Therefore, trainees' academic performance evaluation was not done on the continuous assessment basis as that of regular system. The

absence of timely feedback could result in denial of expectation on the trainees' part and make the objective of tutor-marked assignments to be fruitless. Unless they got comments on their work prior to the final examination, it was of no use after the end of the semester.

h) The fund for the system was obtained from the tuition fees and other related payments from the trainees. The trainees claimed that the payment did not consider their economic status and support services provided by the respective colleges. The financial inputs actually influence the future of distance education where there is an alarming increase of distance learners in order to meet their training needs. Thus, the increasing number of distance learners may overcome funding challenges. However, institutions providing distance program should assess the needs of their beneficiaries and economic status. The tuition fees marked should comply with the support given and technology employed in the system.

4.3 Recommendations

Distance education, as an alternative strategy for providing education to distant learners, is becoming an accepted policy of many governments. It is aimed at giving people what they want, where they want and when they want. It is the system of taking education to the remotest marginalized beneficiaries through different convenient, accessible and cost effective educational technologies.

Therefore, in view of the major findings and conclusions, the following recommendations have been forwarded.

4.3.1 Organization and Coordination of the System

Organizational Issues

In the light of decentralization and democratization of organization and management of education required in the Ethiopian Education Policy, strengthening the involvement of private intuitions in the provision of education and training at different level is the strategy that is given due attention. Accordingly, the organizational structure of private institutions involved in the provision of distance education at the grassroots level should be expected to have appropriate, effective and functional structure to facilitate the program. The organized centers for the program coordination should be able to play significant role in the success of the program from both sides, the institutions and the trainees. Activities that were found to be centralized by the respective colleges,

- assessing, correcting and grading of tutor-marked assignments
- correcting and grading of final examinations should be delegated to the coordinating centers.

To make this effective, each respective college should better staff the centers with appropriate personnel, especially recruitment and selection of potential and experienced tutors, should be given due attention. Here, the researcher recommends that, the organized coordination centers should not be nominal. They should be given the responsibilities in devising plans and strategies for implementing at the grass root (at the smallest unit of the respective colleges) in:

- grading of assignments and tests and giving timely feedback and trainees progress with appropriate comments
- motivating trainees and counseling on their current status and the way forward
- coordinating and conducting face-to-face tutorial programs based on the conducive atmosphere of the trainees
- keeping trainees records which help to give timely and necessary feed

back on their request

- Intervening with the local governments and trainees on behalf of the main institution
- evaluating course effectiveness on the basis of local situations

Course Material Development

Course material development is the most significant activity in the realization of distance program. From the finding, it was understood that course materials were developed by respective colleges. The Regional Education Bureau played the role of evaluating and endorsing the developed course materials.

Therefore, it is necessary to recommend that the respective colleges should better develop complete course package before the launching of the program for distance education requires considerable investment before a single student can be enrolled.

The regional education bureau on its part should,

- ensure the complete preparation of course packages before accrediting the institutions;
- make audit of the already developed and endorsed course materials and accredited institutions;
- strengthen its efforts in validating the quality and complete preparation of course materials
- initiate using variety of media in course material development.

Course Production and Material Distribution

It was found that the respective colleges accomplished course material production and distribution. Regarding the distribution, there was delay and distribution without assignments and absence of certain modules in a series. Therefore, the respective college should develop a mechanism to overcome such problems by,

- developing and producing complete course material before the beginning delivery ;
- making trainees' need assessment to decide the number and types of modules needed by each coordination center;
- deploying required quantity and types of course materials ahead of registration;
- monitoring the system of production and distribution from the center to the coordination office.

4.3.2 A Variety of Media Employed in the System

Distance education has a wide range of media, which are easily available for use to the general public as well as by the students at home. The recent developments in communication and technology provide many opportunities to integrate the learning process with the media. Technology friendly supported services such as use of audio visual aids, telephone, fax, satellites, computers, e-mail, web site and internet are the important students support services. These technologies have a tremendous impact in distance education; it makes learning process more productive, suitable, scientific and powerful to the learner. However, the study revealed that the media employed in the distribution of the course material was only the printed material, which is insufficient in the era of information and technology.

Therefore, the system should be able to:

- assess convenient, accessible and cost effective educational technologies available in the country and be able to employ in the delivery system;
- develop audio-visual materials to support each course, especially language courses, and diversify the media-mix within a short period of time
- exploit the current communication technologies blooming in our country.

The Regional Education Bureau on its part should be able to initiate and give supportive supervision in the realization of the media use.

4.3.3 Provision of Support Services in the System

The provision of distance education is greatly dependent on the support services given for the beneficiaries. The research revealed that only limited insufficient support services were given by each college. Thus, in order to make support services effective and efficient, it is necessary to give a good deal of thought to the quality of the services offered by the system.

To assure the functionality of the support system to be delivered at the grassroots, the Regional Education Bureau should be able to delegate the local nearest education body (Woreda Education Office) for close supervision.

Guidance and Counseling Services

The researcher recommends the provision of guidance and counseling services that are helpful in the success of institution and the trainees. In realizing this, it is recommended:

- revisiting the present structure of the coordination centers and giving room for guidance and counseling services;
- recruiting and assigning qualified and trained personnel in the field of guidance and counseling at least on part-time basis.

Face-to-Face Tutorial Program

Face-to-face tutorial program was conducted every semester on selected major courses. The irregular attendance of the trainees of the program was directly related to the problems of distance of the tutorial center from their respective work places and inability to cover the travel and accommodation expenses. Thus, the system should be able to minimize these factors by,

- giving high priority and organizing tutorial centers where there is concentration of trainees in order to reach the most disadvantaged ones;
- organizing study groups and developing peer-tutoring approach among

the trainees;

- revisiting the role and employment of tutors so support the trainees at a distance.

The Regional Education Bureau on its part should delegate woreda education office to supportive supervision and ensure the realization of support services at the center level.

Practical Sessions

Regarding the practical sessions, the institutions should be able to:

- plan practical sessions as essential feature of distance education;
- ensure adequate preparation is made and laboratories (science and computer) are available in the system;
- organize mobile laboratories such as using standardized science kits and making linkage with institutions giving computer trainings or have computer laboratories;
- prepare appropriate laboratory manuals for both science and information communication technology courses.

Resource Centers and Information Facilities

The finding showed that resource and information centers were almost non-existent at the grassroots level. Therefore, it is recommended that organizing and equipping of resource centers at the grassroots should be given priority when establishing distance order to provide services for the trainees. In doing this, the institutions should,

- organize the reading or resource center within the existing coordination office by equipping with necessary reference materials, audio-visual and other electronic materials;
- develop mechanisms of giving services to its customers.

Trainees' Academic Performance Evaluation

It was revealed that trainees' academic performance evaluation was made on tutor-marked assignment, final examination and laboratory reports (for natural science stream trainees only). The absence of timely feedback on the given assignments and unfair grading of the final examinations were the problem indicated and identified by the respondents. To overcome these problems, the respective institutions should:

- recruit, select and assign potential tutors and give induction and training on the principles of distance education closely working within the boundary of the tutorial centers;
- delegate the correction and grading of assignment and final examination to the coordination centers at the grass root levels;
- revisit its rules and regulations regarding these issues and taking appropriate corrective measures;
- develop a wide range of assessment mechanisms to be used in the system

4.3.4 Financial Inputs of the System

The owners themselves are expected to make initial investment to start with the program. However, the source of this fund is most likely obtained from the beneficiaries as tuition fees and other payments. The tuition fees loaded over the trainees should be cost based on all possible expenditure to run the program. In addition, media employed and support services to be delivered to its customers should get due attention. Therefore, institutions providing distance training program should,

- revisit their unit cost per credit hour;
- revisit support services they provide;
- consider media employed in the delivery of the program;
- make an assessment of the beneficiaries over all characteristics which may have impact on their claim;
- make the tuition fees comply with media employed and support services provided.

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ANNEX 01

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRE TO BE FILLED BY TRAINEES

I am conducting a research entitled **Factors Affecting Primary Second Cycle Teachers' Distance Training Program in Oromia National Regional State**. Its main objective is to collect primary data for the study. Therefore, as a current trainee of the distance training program, you are kindly requested to fill out this questionnaire. Your cooperation is most crucial to reflect on the true picture of the program.

Please be assured that the responses will be used in gross and hence no name will be attached to them. To that effect you **are not requested** to write your name on the questionnaire.

Thank you in advance

GENERAL DIRECTIONS

1. For question items with alternative answers, please put a check mark "√" in box against the alternative you have chosen.
2. Except for questions with mutually exclusive alternatives (such as when the alternatives are "Yes" and "No"), you may give more than one answer to a question if think it should be so.
3. Please try to be concise, brief and legible with your answers to the open-ended question items.
4. Please do not hesitate to attempt all the questions.

PART ONE:- PERSONAL DATA

1. Address:- Zone_____ Woreda _____
2. Sex:- a)Male [ ] b)Female [ ]
3. Age:- a)Below 20 [ ] b) 20-30 [ ] c) 31-40 [ ] d) Above 40 [ ]
4. Marital Status:- a)Married [ ] b) Single [ ] c) Divorced [ ]
5. Number of children:-
   a) No children [ ] b) 1-3 [ ] c) 4-6 [ ] d) 7 & above [ ]

6. Service Year:-

a) Below 5 [ ] b) 6-10 [ ] c) 11-15 [ ] d) 16-20 [ ] e) Above 20 [ ]

7. Your Monthly Salary in Birr:-

a)<500 [ ] b) 500 – 600 [ ] c) 601 – 700[ ] d) 701 -800 [ ] e) above 800[ ]

8. Your Cumulative Grade Point on 1st Cycle Primary Teacher Training

a) Below 2.00[ ] b) 2.00-2.50 [ ] c) 2.51-3.00 [ ] d) Above 3.00[ ]

9. Your Grade Point on Grade 10 Or Grade 12 National Exam.

a) Below 2.00[ ] b) 2.00-2.50[ ] c) 2.51-3.00 [ ] d) Above 3.00[ ]

10. Name of the College/University College that you are currently enrolled in to attend distance education:- _____

11. Name of your tutorial center: - _____

12. Distance of the tutorial center from your work place

a) Below 10 km [ ] b) 11-20 km[ ] c) 21-30 km [ ] d) Above 30 km [ ]

13. Your Stream/Department of Study:-_____

PART TWO: - RECRUITMENT AND ADMISSION

The following five questions deal with your recruitment and admission to the program. Please, indicate your agreement or disagreement by putting a check mark, "√", in one of the cells against the given suggestions.

	Items	Yes	No
1.	What is your main motive to join the distance program?		
	A. I couldn't get the chance of government sponsored summer continuing program.		
	B. For there is no government sponsored distance program.		
	C. For there is no any institution giving extension program in the near by.		
	D. I have less performance point to compete for government sponsored summer continuing education.		
	E. I have less service year to compete for government sponsored summer continuing education.		
2.	Did you get over all information about distance education?		
3.	If your response to questions No. 2 is "Yes," how did you get this information?		
	A. News Papers		
	B. Radio		
	C. Television		
	D. Brochures		
4.	Was the admission criteria open to all applicants?		
5.	If your answer for question No. **3** is "**No**", was any criteria employed?		

PART THREE:- COURSE CONTENT AND DISTRIBUTION

A. COURSE CONTENT

Following are six questions that have to do with the content of the course materials. Give your opinion on each of the statements by putting a check mark (√) in one of the cells against them.

No.	Items	Strongly agree (5)	agree (4)	Partially Agree (3)	disagree (2)	Strongly disagree (1)
1	The course materials are of an academic quality appropriate to the level of the course					
2	The course materials are of a pedagogic quality appropriate to the level of the learners					
3	The course materials are integrated to other materials developed for the course					
4	The course materials encompass enough self-assessment exercises					
5	The course materials contain adequate assignments for submission					
6	The course materials are generally self-instructive and sufficient					

B. COURSE DISTRIBUTION

Bellow is questions regarding the distribution of courses. Please, indicate your agreement or disagreement by putting a check mark (√) in either the "Yes" or the "No" column against each question.

No	Items	Yes	No
1	Are the following media used in the distribution of courses?		
	A. printed course modules (printed materials)		
	B. audio and video cassettes		
	C. Radio		
	D. Television		
	E. using other modern technologies such as teleconferencing etc.		

No	Items	Yes	No
2	If your response to question **1A** is "**Yes**", how do you collect these materials?		
	A. mailed to my private box , work place or near by post agent		
	B. I collect from the respective tutorial center ahead of tutorial schedule		
	C. I collect from the respective tutorial center during the tutorial session		
3.	If your response to question **1A is "Yes"**, do these printed materials (modules) reach you on time?		
4.	Any problems related to the distribution of course materials		
	A. General shortage of modules		
	B. Complete absence of modules on certain courses		
	C. unavailability of continuous modules on certain courses		
5.	If audio-video cassettes are employed for course distribution, problems identified with this medium is		
	A. The recording is not clear enough		
	B. The recording have no enough coverage of the material		
	C. language of recording is beyond the learners level		
	D. It is not attractive and not supportive as well		

Following are three assertive statements to which you are supposed to reflect upon as agreeing or disagreeing. Please put a check mark (√) only in one of the five options given against each of the statements.

No.	Items	Strongly agree (5)	agree (4)	Partially Agree (3)	disagree (2)	Strongly disagree (1)
6.	The quality of media used (Print, radio) is to the standard					
7.	The media in use are very much suitable for the distribution of the course.					
8.	The media in use are very much attractive and stimulate learning.					

PART FOUR: - STUDENT SUPPORT SERVICES

A. GUIDANCE AND COUNSELING SERVICES

No	Items	Yes	No
1	Does your institution provide guidance and counseling services?		
2	If your response to question No. **1** is **"Yes"**, what sort of services do you get?		
	A. Pre-registration counseling on distance education		
	B. Subject/stream area related orientation		
	C. Counseling on personal related issues to cope-up with the study		
	D. Advice on career and further study		
	E. Counseling on how to prepare oneself for the exam and future success		
3	What are the methods and media employed to provide these services?		
	A. Correspondence (writing a sort of letter		
	B. Telephone		
	C. Face-to-face during the tutorial program or by appointment		
4.	If your response to question **1** is **"Yes"**, the types of assistance given is:		
	A. correction and exchange of assignments with comments		
	B. Face-to-face tutorial program		
	C. scheduled practical activities at the center		

B. Face-to-Face Tutorial Service

1. Does your institution give sufficient and effective face-to-face tutorial service?

   a) Yes [ ] b) No [ ]

2. Do you get face-to-face tutorial service for all the courses that you are taking?

   a) Yes [ ] b) No [ ]

3. How many tutorial programs are given per semester?

   a) One [ ] b) Two [ ] c) Three [ ] d) Four and above [ ]

4. How many hours or sessions are assigned for each course during one tutorial program?

   a) One [ ] b) Two [ ] c) Three [ ] d) Four and above [ ]

5. How often do you attend each tutorial program?

   a) Regularly [ ] b) Sometimes [ ] c) Rarely[ ] d) Not at all [ ]

6. If you do not attend the tutorial program regularly, what are the major reasons your absentees?
   A. remoteness of the tutorial centre [ ]
   B. inconsistency of tutorial schedule [ ]
   C. financial incapacity to cover the transport and accommodation expense [ ]
   D. inefficiency of some tutors [ ]
   E. absenteeism on the part of the tutors [ ]

7. In your opinion, how significant are the face-to-face tutorial sessions?
   A. very significant [ ]
   B. Significant [ ]
   C. Somehow significant [ ]
   D. Insignificant [ ]

8. If your answer to questions **7** is **"A"** or **"B",** do you think that the number of face-to-face tutorial session per semester is enough to draw the most advantageous benefit out of it?
   a)Yes [ ] b) No [ ]
9. How many tutorial sessions do you recommend for each course in each semester?
   a) four [ ] b) five [ ] c) six [ ] d) seven [ ]

10. Please list the most important comments you have on face-to-face tutorial program.

_____

_____

A. If practical Sessions are in operation, please answer the following five questions. (It focuses on Natural science Stream).

11. How many practical sessions are there per semester for the courses?
    a) one [ ] b) two [ ] c) three & above [ ] d) None at all [ ]

12. For how many hours have made practical activities in science lab or computer lab at a time?
    a) one hr. [ ] b)two hrs. [ ]
    c) three & above hrs[ ] d) None at all [ ]

13. To what extent do you expect the importance of these practical activities?
    a) Very important [ ] b) important [ ]
    c) some how important [ ] d)not important [ ]

14. Was the time given for the practical activities sufficient?
    a) Yes [ ] b) No [ ]

15. How many practical sessions do you recommend for practical activities per semester?
    a) two [ ] b) three [ ] c) four[ ] d) five & above [ ]

16. If problems have been encountered in the process, what sort were they?
    a) Variability of schedule [ ] b) lack of chemicals [ ]

B. If practical Sessions are in operation, please answer the following six questions. (It focuses on Information Communication Technology courses).

17. How many practical sessions are there per semester for the courses?
    a) one [ ] b) two [ ] c) three & above [ ] d) None at all [ ]

18. For how long have you made practical activities using computers in computer laboratory?
    a) one [ ] b) two [ ] c) three & above [ ]) None at all [ ]

19. To what extent do you expect the importance of these practical activities?
    a)Very important [ ] b) important [ ]
    c)some how important [ ] d)not important [ ]

20. Was the time given for the practical activities sufficient?
    a) Yes [ ] b) No[ ]

21. How many sessions do you recommend for practical activities per semester?

a) two. [ ] b) three [ ] c) four [ ] d) five & above [ ]

22. If problems have been encountered in the process, what sort were they?

a) Variability of schedule [ ] b) lack of computers [ ]

C. If there is a resource center, please answer the following questions

	Items	Yes	No
23	Is there resource centre in the tutorial/coordination center you belong to?		
24	If your answer for No. 18 is "Yes", what are available at your resource center?		
	A Reference books		
	B. Copies of printed modules		
	C. Teaching aids (charts, graphs, pictures, etc.)		
	D. Audio visual apparatus		
	E. Computers		
25	Is the resource center sufficiently organized?		
26.	When does this resource center give services?		
	A. on working days and working hours		
	B. on Week ends (Saturday & Sunday)		
	C. during face-to-face tutorial sessions		
	D. as per the locally scheduled time of the center		
	E. at the convenient time of the person in charge		
27.	Who is in charge of the center's resource center?		
	A. a person employed for the job		
	B. the center coordinator		
	C. others		
28.	Do you think that the person who is charge has the required skill and knowledge to serve the customers?		
29.	How do the trainees use the reference books and other prints in the resource center, if any?		
	A. reading them at the resource center		
	B. borrowing them individually		
	C. borrowing them in groups		
	D. borrowing and photocopying them		

If your resource center has audio-visual instruments, please react to the following two questions.

		Items	Yes	No
30..	Which of the following audio-visual apparatuses are available?			
	A.	Radio		
	B.	Radio tapes and radio cassette recorder (RT and RCR)		
	C.	Video tapes and video cassettes recorder (VT and VCR)		
	D.	Television (TV)		
	E.	Overhead projector (OP)		
	F.	Slid projector		
	G	Computers		

31.If you have sufficiently used the available appliances, please indicate their importance in the teaching-learning process

Apparatuses	Very high	High	Moderate	Low	Very low
A. Radio					
B. Radio tapes and radio cassette recorder					
C. Video tapes and video cassettes recorder					
D. Television					
E. Overhead projector					
F. Slid projector					
G. Computers					

C. EVALUATION

1. Are these methods used to evaluate your performance?

		Yes	No
A.	Continuous assessment/ assignment		
B.	Mid-semester exams		
C.	Final exams		
D.	Lab reports and practical exams (for science subjects and Information communication technology)		

E. Others if any _____

If your response to question 1 A is "Yes", please answer questions 2-6. Put a check mark "√" in the boxes against each option.

2. The significance of these continuous assessment /assignment is:-
   a) Very high [ ] b) High [ ] c) Average [ ]
   d) Low [ ] e) Very low [ ]

3. Number of assignments given for submission for each course is:

   a) Excessive [ ] b) Adequate [ ] c) Inadequate [ ]

   d) Highly inadequate[ ]

4. Do the assignments given for each course help you to develop your self-study habit or learning?

   a)Yes [ ] b) No [ ]

5. Is the credit/load given to the assignment is enough?

   a) Yes [ ] b)No [ ]

6. What percent of the total was assigned for it?

   a)10-20 [ ] b) 21-30 [ ] c) 31-40 [ ] d)40 and above [ ]

The following are statements made about the final examination; please give your opinion by putting a check (√) mark against each statement from the given options.

No.	Items	Strongly agree (5)	agree (4)	Partially Agree (3)	disagree (2)	Strongly disagree (1)
7.	Exam schedules are given in advance					
8.	Exam schedules are highly consistent					
9.	Exams are appropriate to the objectives of the course					
10.	Exams have good coverage of all portions					
11.	Time allowed to exams was enough					
12.	Timely feed back on exams are given					

The following are three questions **on possible problems** that could be encountered in the process, indicate your opinion on each of the questions by putting a check mark (√) in either the **"Yes"** or **"No"** column against each question.

		Items	Yes	No
13.	Have the following problems been encountered?			
	A.	loose security of exams		
	B.	leniency of the invigilators		
	C.	loose security of answer sheets		
	D.	unfair marking and grading of exams		
14.		Have any of these misdeeds been reported?		
15.		If your response to question No. 17 above is **"Yes"**, have they been met with corrective actions?		

PART FIVE:- ISSUES RELATED TO TUITION FEES

1. How many credit hours do you take per semester?

   a) 3-6 [ ] b) 6-10[ ] c) 10-12 [ ] d) 12-15 [ ]

2. How much Birr do you per credit hours?

   a)25-30 [ ] b) 31-35 [ ] c) 36-40 [ ] d) 41-45[ ] e) 46 & above[ ]

3. How much Birr do you pay for registration?

   a) 25-50[ ] b)51-75 [ ] c) 76-100 [ ] d)100& above[ ]

4. Do you pay to get different services such as transcript, etc.?

   a) Yes [ ] b) No [ ]

5. If your response to question No. 5 is "Yes", how much do you pay?

   a) 10-25 [ ] b) 26-50 [ ] c) 51-75 [ ] d) 76 & above [ ]

6. Do you think that these payments as a whole consider economic status of the beneficiaries? a) Yes [ ] b) No [ ]

NB:- Please, give any additional information or issues which is/are uncovered in the questionnaire.

ANNEX 02

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY TUTORS AND CENTER COORDINATORS

I am conducting a research entitled **Factors Affecting Primary Second Cycle Teacher Distance Training Program in Oromia National Regional State**. Its main objective is to collect primary data for the study. Therefore, as a current tutor/center coordinator of the distance training program, you are kindly requested to fill out this questionnaire. Your cooperation is most crucial to reflect on the true picture of the program.

Please be assured that the responses will be used in gross and hence no name will be attached to them. To that effect, you **are not requested** to write your name on the questionnaire.

Thank you in advance

GENERAL DIRECTIONS

5. For question items with alternative answers, please put a check mark "√" in box against the alternative you have chosen.
6. Except for questions with mutually exclusive alternatives (such as when the alternatives are "Yes" and "No"), you may give more than one answer to a question if think it should be so.
7. Please try to be concise, brief and legible with your answers to the open-ended question items.
8. Please do not hesitate to attempt all the questions.

PART ONE:- PERSONAL DATA

3. **Address**:- Zone_____ Woreda _____
4. **Sex**:- a)Male [ ] b) Female [ ]
5. **Age:-** a) Below 20 [ ] b) 21-30 [ ] c) 31-40 [ ] d)Above 40 [ ]
4. **Martial Status:-** a)Married [ ] B) Single [ ] C) Divorced [ ]
5. **Level of Education**

a) Phd. [ ] b) MA/MSc/MEd [ ] C) BA/BSc/BEd

d) Diploma [ ] e) Others [ ]

6. **Service Year**:-

a) Below 5 [ ] b) 6-10 [ ] c) 11-15 [ ] d) 16-20 [ ]) Above 20 [ ]

7. Position:-_____

8. College/University College/Tutorial Centre:-_____

9. Distance from the Tutorial Center: -

a) Below 10 km [ ] b) 11-20 km [ ] c) 21-30 km [ ] d) Above 30 km[ ]

PART TWO:-TRAINEES' RECRUITMENT AND ADMISSION

The following five questions deal with the trainees' recruitment and admission to the program. Please, indicate your agreement or disagreement by putting a check mark, "√", in one of the cells against the given possible suggestions.

	Items	Yes	No
1.	What do you think that could be the main reason of the trainees to join the distance program?		
	A. they couldn't get the chance of government sponsored summer continuing program.		
	B. For there is no government sponsored distance program.		
	C. For there is no any institution giving extension program in the near by.		
	D. They may have less performance point to compete for government sponsored summer continuing education.		
	E. They may have less service year to compete for government sponsored summer continuing education.		
2.	Do you think that they got over all information about distance education program?		
3.	If your response to questions No. **2** is "**Yes**," which of the following media were used to address possible applicants in order to get information?		
	A. News Papers		
	B. Radio		
	C. Television		
	D. Brochures		
4.	Do you think that the admission criterion was open to all applicants?		
5.	If your answer for question No. **3** is "**No**", was any criteria employed?		

PART THREE:- COURSE CONTENT AND DISTRIBUTION

COURSE CONTENT

Following are six questions that have to do with the content of the course materials. Give your opinion on each of the statements by putting a check mark "√" in one of the cells against them.

No.	Items	Strongly agree (5)	agree (4)	Partially agree (3)	disagree (2)	Strongly disagree (1)
1	The course materials are of an academic quality appropriate to the level of the course					
2	The course materials are of a pedagogic quality appropriate to the level of the learners					
3	The course materials are integrated to other materials developed for the course					
4	The course materials encompass enough self-assessment exercises					
5	The course materials contain adequate assignments for submission					
6	The course materials are generally self-instructive and sufficient					

COURSE DISTRIBUTION

Bellow is questions regarding the distribution of courses. Please, indicate your agreement or disagreement by putting a check mark (√) in either the **"Yes"** or the "**No**" column against each question.

	Items	**Yes**	**No**
1	Are the following media used in the distribution of courses?		
	A. printed course modules (printed materials)		
	B. audio and video cassettes		
	C. Radio		
	D. Television		
	E. using other modern technologies such as teleconferencing etc.		
2	If your response to question 1A is "Yes", how these materials are distributed to the learners?		
	A. mailed to their private box or near by post agent		
	B. mailed to their work place		
	C. Collected from the coordination centre or tutorial centre		
3.	If your response to question 1A is "Yes", do these printed materials (modules) reach students on time?		

No	Items	Yes	No
4.	Any problems related to the distribution of course materials		
	A. General shortage of modules		
	B. Complete absence of modules on certain courses		
	C. Unavailability of consecutive modules on certain courses		
5.	If audio-video cassettes are employed for course distribution, problems identified with this medium is		
	A. The recording is not clear enough		
	B. The recording have no enough coverage of the material		
	language of recording is beyond the learners level		
	D. It is not attractive and not supportive as well		

Following are three assertive statements to which you are supposed to reflect upon as agreeing or disagreeing. Please put a check mark "√" in one of the five options given against each of the statements.

No.	Items	Strongly agree (5)	agree (4)	Partially Agree (3)	disagree (2)	Strongly disagree (1)
6.	The quality of media used (Print, radio) is to the standard					
7.	The media in use are very much suitable for the distribution of the course.					
8.	The media in use are very much attractive and stimulate learning.					

PART FOUR: - ADMINISTRATION OF STUDENT SUPPORT SERVICES

A. GUIDANCE AND COUNSELING SERVICES

Show your agreement/disagreement by putting a check mark (√) under either of the given alternatives.

No	Items	Yes	No
1	Does your institution provide guidance and counseling services?		
2	If your response to question No. **1** is **"Yes"**, what sort of services do you get?		
	A. Pre-registration counseling on distance education		
	B. Subject/stream area related orientation		
	C. Counseling on personal related issues to cope-up with the study		
	D. Advice on career and further study		
	E. Counseling on how to prepare oneself for the exam and future success		

No	Items	Yes	No
3	What are the methods and media employed to provide these services?		
	A. Correspondence (writing a sort of letter)		
	B. Telephone		
	C. Face-to-face during the tutorial program or by appointment		
4.	If your response to question **1** is **"Yes"**, the types of assistance given is:		
	A. correction and exchange of assignments with comments		
	B. Face-to-face tutorial program		
	C. scheduled practical activities at the center		

B. FACE-TO-FACE TUTORIAL SERVICE

6. Does your institution give sufficient and effective face-to-face tutorial service?

   a) Yes [ ] b) No [ ]

7. Do it give face-to-face tutorial service for all the courses that are given?

   a) Yes [ ] b) No [ ]

8. How many tutorial programs are given per semester for each course?

   a) One[ ] b) Two[ ] c) Three [ ] d) Four and above [ ]

9. How many hours or sessions are assigned for each course during one tutorial program?

   a) One [ ] b) Two [ ] c) Three [ ] d) Four and above [ ]

10. How often do the trainees attend each tutorial program?

    a) Regularly [ ] b) Sometimes [ ]

    c) Rarely [ ] d) Not at all [ ]

11. If they do not attend the tutorial program regularly, what are the major reasons for their absentees?

    a. remoteness of the tutorial centre [ ]
    b. inconsistency of tutorial schedule [ ]
    c. financial incapacity to cover the transport and accommodation expense [ ]
    d. inefficiency of some tutors [ ]
    e. absenteeism on the part of the tutors [ ]

12. In your opinion, how significant are the face-to-face tutorial sessions?
    a. very significant [ ]
    b. Significant [ ]
    c. Somehow significant [ ]
    d. Insignificant [ ]
13. If your answer to questions **7** is **"A"** or **"B",** do you think that the number of face-to-face tutorial session per semester is enough to draw the most advantageous benefit out of it?
    a)Yes [ ] b) No [ ]
14. How many tutorial sessions do you recommend for each course per semester?
    a) four [ ] b) five [ ] c) six [ ] d) seven [ ]

15. Please list the most important comments you have on face-to-face tutorial program.

A. If practical Sessions are in operation, please answer the following five questions. (It focuses on Natural science Stream).

16. How many practical sessions are there per semester for the courses?
    a) one [ ] b) two [ ]
    c) three & above [ ] d) None at all [ ]
17. For how many hours have made practical activities in science lab or computer lab at a time?
    a) one hr. [ ] b) two hrs. [ ]
    c) three & above hrs [ ] d) None at all [ ]
18. To what extent do you expect the importance of these practical activities?
    a)Very important [ ] b) important [ ]
    c)some how important [ ] d)not important [ ]
19. Was the time given for the practical activities sufficient?
    a) Yes [ ] b) No [ ]

20. How many practical sessions do you recommend for practical activities per semester?

a) two [ ] b) three [ ]. c) four [ ] d) five & above [ ]

21. If problems have been encountered in the process, what sort were they?

a) Variability of schedule [ ] b) lack of chemicals [ ]

B. If practical Sessions are in operation; please, answer the following six questions. (It focuses on Information Communication Technology courses).

22. How many practical sessions are there per semester for the courses?

a) one [ ] b) two[ ] c) three & above [ ] d) None at all [ ]

23. For how long have you made practical activities using computers in computer laboratory?

a) one [ ] b) two [ ] c) three & above [ ] d) None at all [ ]

24. To what extent do you expect the importance of these practical activities?

a)Very important [ ] b) important [ ]

c) some how important [ ] d)not important [ ]

25. Was the time given for the practical activities sufficient?

a) Yes [ ] b) No [ ]

26. How many sessions do you recommend for practical activities per semester?

a) two. [ ] b) three [ ] c) four [ ] d) five & above [ ]

27. If problems have been encountered in the process, what sort were they?

a) Variability of schedule [ ] b) lack of computers [ ]

If there is a resource center, please answer the following questions

No	Items	Yes	No
28	Is there resource centre in the tutorial/coordination center you belong to?		
29	If your answer for No. 18 is "Yes", what are available at your resource center?		
	A. Reference books		
	B. Copies of printed modules		
	C. Teaching aids (charts, graphs, pictures, etc.)		
	D. Audio visual apparatus		
	E. Computers		

No	Items	Yes	No
30	Is the resource center sufficiently organized?		
31	When does this resource center give services?		
	A. on working days and working hours		
	B. on Week ends (Saturday & Sunday)		
	C. during face-to-face tutorial sessions		
	D. as per the locally scheduled time of the center		
	E. at the convenient time of the person in charge		
32	Who is in charge of the center's resource center?		
	A. a person employed for the job		
	B. the center coordinator		
	C. others		
33	Do you think that the person who is charge has the required skill and knowledge to serve the customers?		
34	How do the trainees use the reference books and other prints in the resource center, if any?		
	A. reading them at the resource center		
	B. borrowing them individually		
	C. borrowing them in groups		
	D. borrowing and photocopying them		

If your resource center has audio-visual instruments, please react to the following two questions.

No	Items	Yes	No
35	Which of the following audio-visual apparatuses are available?		
	A .Radio		
	B. Radio tapes and radio cassette recorder (RT and RCR)		
	C. Video tapes and video cassettes recorder (VT and VCR)		
	D. Television (TV)		
	E. Overhead projector (OP)		
	F. Slid projector		
	G Computers		

36. If you/your trainees have sufficiently used the available appliances, please indicate their importance in the teaching-learning process

Apparatuses	Very high	High	Moderate	Low	Very low
A. Radio					
B. Radio tapes and radio cassette recorder					
C. Video tapes and video cassettes recorder					
D. Television					
E. Overhead projector					
F. Slid projector					
G. Computers					

C. EVALUATION

1. What methods were used to evaluate trainees' academic performance?

		Yes	No
A.	Continuous assessment/ assignment		
B.	Mid-semester exams		
C.	Final exams		
D.	Lab reports and practical exams (for science subjects and Information communication technology)		

If your response to question 1 A is "Yes", please answer questions 2-6 Put a check mark "√" in the boxes against each option.

2. The significance of these continuous assessment /assignment is:-
   a) Very high[ ] b)High [ ] c) Average[ ]
   d) Low [ ] e) Very low [ ]
3. Number of assignments given for submission for each course is:
   a)Excessive [ ] b)Adequate [ ] c)Inadequate[ ] d)Highly inadequate[ ]
4. Do the assignments given for each course help the trainees to develop their self-study habit or learning?
   a)Yes [ ] b) No [ ]
5. Is the credit/load given to the assignment is enough?
   a) Yes [ ] b) No [ ]
6. What percent of the total was assigned for it?
   a)10-20[ ] b) 21-30 [ ] c) 31-40 [ ] d)40 and above [ ]

The following are statements made about the final examination; please give your opinion by putting a check (√) mark against each statement from the given options.

No.	Items	Strongly agree (5)	agree (4)	Partially Agree (3)	disagree (2)	Strongly disagree (1)
7.	Exam schedules are given in advance					
8.	Exam schedules are highly consistent					
9.	Exams are appropriate to the objectives of the course					
10.	Exams have good coverage of all portions					
11.	Time allowed to exams was enough					
12.	Timely feed back on exams are given					

The following are three questions **on possible problems** that could be encountered in the process, indicate your opinion on each of the questions by putting a check mark (√) in either the **"Yes"** or **"No"** column against each question.

No.		Items	Yes	No
13.	Have the following problems been encountered?			
	A.	loose security of exams		
	B.	leniency of the invigilators		
	C.	loose security of answer sheets		
	D.	unfair marking and grading of exams		
14.		Have any of these misdeeds been reported?		
15.		If your response to question No. 17 above is **"Yes"**, have they been met with corrective actions?		

PART FIVE:- ISSUES RELATED TO TUITION FEES

1. How many credit hours do the trainees take per semester?

   a) 3-6 [ ] b) 6-10[ ] c) 10-12[ ] d) 12-15 [ ]
2. How much Birr do they pay per credit hours?

   a)25-30 [ ] b) 31-35 [ ] c) 36-40 [ ]

   d) 41-45 [ ] e) 46 & above[ ]
3. How much Birr do they pay for registration?

   a) 25-50[ ] b) 51-75[ ] c) 76-100[ ] d) above 100 [ ]
4. Do they pay to get different services such as transcript, etc.?

   a) Yes [ ] b) No [ ]
5. If your response to question No. 5 is "Yes", how much dot hey pay?

   a)10-25 [ ] b)26-50 [ ] c) 51-75 [ ] d)76 & above [ ]
6. Do you think that these payments as a whole consider economic status of the beneficiaries? a) Yes [ ] b) No [ ]
7. Generally, what do you suggest about the payment or issues related to finance?

_____

PART SIX: - ADMINISTRATION OF TUTOR ISSUES

The following are questions concerning the tutors. Please indicate your opinion by putting a check mare "√" on either the **"Yes"** or the **"No"** column against each question.

No.	Questions	Yes	No
1.	Was recruitment of the tutor open to all experienced and potential tutors?		
2.	Is it within your agreement that the selection of tutors is based on the fulfillment, by tutors, or required criteria?		
3.	Was subject matter expertise given due attention in the selection process?		
4.	Do tutors receive formalized induction and training before they get started?		
5.	If your response to question No. **4** is "**Yes**", then do you think that it has helped the tutors in:		
	A. acquiring the human skills required of dealing with distance learners?		
	B. understanding their roles in the system properly?		
	C. getting the knowledge of the standards and practices of assessment?		
	D. conducting correspondence tuition effectively?		
	E. Learning the concept, governing principles, procedures and general requirements of distance education?		
6.	Do tutors have formalized attachment to experienced staff to learn the basis of tutoring?		

NB: - Please, give any additional information or issues which is/are uncovered in the questionnaire.

_____

_____

_____

_____

ANNEX 03

INTERVIEW GUIDE FOR REGIONAL EDUCATION BUREAU

I. PERSONAL DATA

1. Name:- _____
2. Sex:- _____
3. Level of Education:- _____
4. Service Year:- _____
5. Position:- _____
6. Duration in the position:- _____

II. EDUCATION POLICY AND DISTANCE EDUCATION

7. What provisions exist to distance education in the education and training policy?
8. What strategies have been designed to implement the provision of distance education in the education and training policy?
9. What problems have you encountered in terms of implementing the education and training policy relevant to distance education?
10. What is your role (the bureau's role) in promoting and facilitating distance education programs in general and particularly of private institutions?
11. What activities have been carried out so far in planning and implementing distance education programs by private institutions?

III. CURRICULUM OF DISTANCE EDUCATION

12. What programs or courses do you accredit to be offered in distance education especially by private institutions?
13. What are the main objectives of these programs?
14. Do the distance education programs/courses have any relevance to the mandate of the bureau? If so, how?

15. Who designs the curriculum used for distance education by private institutions?
16. Do the private institutions have the opportunity to be involved in designing the curriculum? If so what are their major respective roles?
17. Who develops the modules for distance education used by private institutions?
18. If the modules are to be developed by the respective private institutions, how does your bureau approves the over all quality of the modules?
19. What material /mode of delivery do you accredit or urge to be employed in the provision of distance education by private institutions?
20. How is distance education trainees' progress assessed?
21. How are the face-to-face tutorial program and residential classes planned and monitored by your bureau?
22. How are the resource centers for distance education planned by private institutions and monitored by you bureau?

IV. RECRUITMENT AND ADMISSION OF TRAINEES

23. Who are the participants/beneficiaries of distance education of the private institutions?
24. What is the admission criterion to these private institutions and how does your bureau monitor it?
25. Is there any opportunity for the trainees to continue or be transferred to government sponsored continuing or regular program?

V. DISTANCE EDUCATION TUTORS

26. Does your bureau have guiding criteria for the recruitment and selection of potential tutors? If so, please mention the major ones.
27. Have set criteria that urge orientation/induction of the tutors before

being assigned as tutors? If so, please what are the major ones?

28. Do these private institutions have proportionally equal number of tutors and trainees?

VI. Evaluation of Distance Education

29. Is there a mechanism to evaluate distance education program offered by private institutions?
30. What mechanisms are used to evaluate the program?
31. What aspects of the program are evaluated?
32. Who are the evaluators?
33. What are roles of zonal, Woreda education office and your bureau in the evaluation of process?
34. What kinds of feedback have you received so far?
35. What kinds of measures have been taken so far to improve the program?

VII. Linkages

36. Is there any link between the distance program by private institutions and regular/continuing government run programs?
37. If yes, how are they linked?
38. If there is no link, why not and what should be done to create the link?

VIII. Problems Encountered

39. What problems have you encountered in monitoring and evaluating distance education programs offered by private institutions?
40. What actions have been taken so far to address these problems?
41. If there are problems that could not be solved by your bureau, what do you think should be done to resolve them?
42. Please, give any additional information or issues which is/are uncovered in the interview.

ANNEX 04

INTERVIEW GUIDE FOR COLLEGES/UNIVERSITY COLLEGES CONDUCTING DISTANCE EDUCATION PROGRAM

PART I. PERSONAL DATA

1. Name:- _____
2. Sex:- _____
3. Level of Education:- _____
4. Service Year:- _____
5. Position:- _____
6. Duration in the position:- _____

PART II. EDUCATION POLICY AND DISTANCE EDUCATION

7. What provisions exist to distance education in the education and training policy?
8. What strategies have been designed to implement the provision of distance education in the education and training policy?
9. What problems have you encountered in terms of implementing the education and training policy relevant to distance education?

PART III. CURRICULUM OF DISTANCE EDUCATION

10. What programs or courses do you offer in distance education?
11. What are the main objectives of these programs?
12. Who designs the curriculum used for distance education by private institutions?
13. Did your institution get the opportunity to be involved in designing the curriculum? If so what were your institutions major roles?
14. Who develops the modules for distance education used by your institution?
15. If the modules are to be developed by your institution, how do you

do it (using in house course writers or commissioned writers)?

16. If you use in house or commissioned writers to develop the course materials, what basic criteria do you use to recruit and select the potential expertise?
17. Do the selected courses writers have any sort of induction on how to develop modules for distance delivery system? If so what are the main theme of the induction?

PART IV. ADMINISTRATION OF STUDENT AFFAIRS

18. What services do you offer for your students?
19. If you give distance support face-to-face tutorial program, how often do you give this per semester and per courses?
20. Does your institution have its own permanent tutors or part-time tutors?
21. Do these tutors get induction program before tutoring? If so what is main theme of the induction program?
22. If you give residential classes for Natural Science students and on computer courses, how often do you give this per semester and per courses?
23. If so how and where do you offer these residential classes or practical activities?
24. What methods do you employ for trainees performance assessment and evaluation?
25. If tutor marked assignment is given, how often do you give per semester and per courses?
26. What mechanisms do you use for practicum course assessment and how effective this mechanism is?
27. Does your institution give timely feed back on assignments and final exams?
28. Does your institution give counseling services? If so, who is responsible to do this and how?