

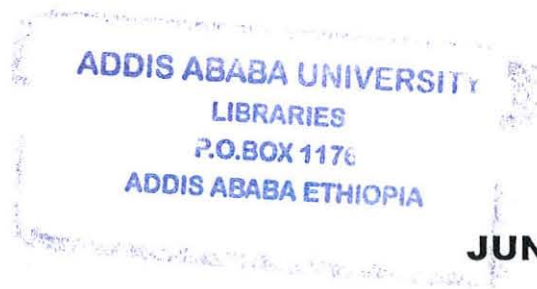
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

PRACTICES AND PROBLEMS OF DISTANCE EDUCATION

IMPLEMENTATION: THE CASE OF OPEN 2020

UNIVERSITY COLLEGE

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**Practices and problems of distance Education implantation: The case
of open 2020 University College**

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List of Acronyms

The Following acronyms appear in the text.

AAU= Addis Ababa university

DE= Distance Education

EMA = Education Media Agency

ESDP= Education sector Development program

ETP= Education and Training policy

IICBA= Internal Institute for capacity building in Africa

MOE= Ministry of Education.

UNESCO= United Nation Educational Scientific and cultural Organization.

EFA= Education for all

MDG= Millennium Development Goal

Abstract

The Purpose of this study was to find out the practices and problems of distance education implementation: The study conducted with reference to open 2020 University college, Adama center. A qualitative case study method was used; interview, observation document analysis were employed for gathering data while learners, tutors center coordinators and document were taken as source of data. Then the collected data have been analyzed interoperated and the major findings of the study were presented. Accordingly, distance education program, has enabled distance learners to access to education who otherwise couldn't join the higher institutions regular program due to various reasons. However, during the conduct of the distance program, many problems such as absence of various reference materials, facilities, loose communication, learners' financial constraints inconvenience of tutorial center, inflexible schedule of tutorial session, absent from tutorial session, lack of orientation, difficulty with distance materials, insufficient support service and lack of employing different instructional media were observed. Lastly, same important points of the study were summarized and conclusions were drawn from it about implementation of distance program. At the end some recommendation were made for observed problems of distance program.

Chapter One

Introduction

Education is basic condition for development of any society. Good education access and opportunity is a corner rock necessary for development, productivity, poverty alleviation, environmental protection, family health and planning and community participation trace their origin of success and quality of expanding system of education opportunities UNESCO (2003).

1. 1. Background of the Study

Education is the most important factor to change the world. It plays role by enhancing human mind to transmit his rich experiences and values accumulated over years to the next generation. It also helps to establish individual status in the society and become an activity problem solve in social context, deduction help to develop scientific out look in fight agonists harmful practice by sharpening human mind and help to improve, change and carefully manipulate their environment. This in turn enhances the use of science and technology in the society. Regarding this, Education and Training Policy of Ethiopia (1994) encouraged distance education demand for its contribution. It gives high emphasis to the role that education can plays in solving social problems. Taking this major objective of education in consideration, the Education and training policy of Ethiopia (1994) encourages the expansion of distance learning as complementary to conventional education system as a means to produce skilled man power. In line with this, Sharma, (2005) distance education began with the concern of reaching students who were isolated from regular institutional teaching; In this case, the need for introducing distances education could be;

-To have courses for students to learn in scattered communities in large geographical areas;

Provision of educational opportunity for adults who have been deprived of education;

- To update knowledge and skills.

Therefore, government of Ethiopia concerned in giving priority on education with an assumption that literate forces needed in any development process.

Education and training policy of Ethiopia (1999) encourages expansion of distance education to reach a wider students audience. Therefore not only government, but also some private institutions have started to provide distance education. Additionally, (MOE 1994) distance education encouraged and made accessible to those who need it and at the different level. As the program, most of the time, it is done at distance it needs more effort and staff development from the stack holders. Thus, unlike the conventional one, the provision of education through distance program could meet its objectives when there is trained staff (Implementers) who could play much roles increasing strong coordination among students, tutors and coordinators. The preference of appropriate learning resources again plays a great role in providing the necessary assistance to the learner.

Distance education has been practice in Ethiopia since the 1940s Yalew(2004) explains that distance education began in early the 1940s to up grade the level of primary school teachers with out taking them out of there work place.

The government of Ethiopia formulated new education and training policy in 1994 to cope with international commitment to achieve education for all

goals and launched Education Sector Development Program I,II & III in 1997/98, 2002 /3 and 2005/6 respectively.

Ethiopia education system still characterized by lack of access to schooling, lack of quality, equity and efficiency so, the situation is more disturbing when we look at the disparity of inequality of the educational opportunities. Therefore, it would be unwise to continue only through formal system alone to realize the intended objectives of achieving of all-rounded development.

1.2. Statement of the problem

The major objective of educational system is to cultivate the individual's capacity for problem solving by developing necessary knowledge skills and experience. This is from the assumption that the person will be able to participate in all rounded way in community and contribute to overall development of the society she/he lives in.

Teshome and Tilson (2003) identified some important prospective to conduct distance education in Ethiopia, which includes improving flexibility of education, improving competences of work place, improving student learning and reducing educational costs.

They indicated that, there are multidimensional hindrances to implement distance education.

- The low status given to distance education
- Lack of awareness regarding true potential of distance education and lack of knowledge about the mode of delivering education to the masses are some of the hindrances. In addition, Reddy (1996) pointed out more or less similar problems that hamper the progress of distance education; these include:
- Shortage of Media of instruction in communication and infrastructure facilities.

- Shortage of personnel in media course ware production
- Degree awards have lesser value and acceptability.

The researcher attempt to find out practices and problems of distance education and forward possible solution so that distance education is better implemented.

The main objective of this study is to find out practices and problems of Distance education in private higher institution. Specifically to answer the following basic research questions.

1. What does the practice of distance education in open 2020 University College look like in conducting the program?
2. Is there appropriate communication means between the center Coordinator, tutors and learners?
3. Are there necessary and appropriate teaching material in a sufficient amount?
4. What are the major problems that affect smooth implementation of distance education in this institution?
5. What attempts are made to improve the problems observed in the program?

1.3. Significance of the Study

Now days, distance education becomes more popular than ever in developed and developing countries because it creates learning opportunities for people regardless of their age and economic status. This study, therefore believed to have the following significance:

- It tries to raise the awareness of all concerned bodies specifically those who run distance education programs to assess problems of implementing distance education and act accordingly;
- The college officials, tutors, and facilitators, will have better knowledge of the main problems that affect the effectiveness of the program;
- Create awareness for those who like to update themselves through distance education.

- It may help concerned bodies (coordinators), tutors and experts in valuing and improving of the program and quality of the program and technical support they provide to the attendants.

1.4. Delimitation of the Study

The study is mainly concerned with finding out the practices and problems of distance education implementation in Open 2020 University College. It tries to see learning resource, adequacy of support provided for the learners, means of communication between the students and institutions. The study focuses on Adama study center because of its relative proximity to the capital city and high number of distance learners.

1.5. Limitation of the Study

The absence of adequate and exhaustive research conducted on distance education program in Ethiopian context especially in private higher education restricts to rely on using the available few materials.

The fulltime working of the researcher also affects the work on research, unwillingness of some private colleges for research purpose and lack of interest or carelessness of some respondents for all interviews.

1.6. Definition of Key terms

Delivery System- is a way of providing distance education program

Study Center – refers to the branch office of the distance education program.

Tutors- are the person who are employed to help distance learners by giving face to face tutorial program to solve their problem, evaluate learners ' progress, advice and guide them.

Center Coordinator- refers to the person who is responsible to facilitate and control the delivery of the distance program at the center.

1.7. Organization of the Study

The study has five chapters. The first chapter is an introductory part consisting of the background of the study, statement of the problem, significance of the study, limitation of the study and delimitation of the study. The second chapter deals with the review of related literature. The third chapter deals with research design and methodology while the fourth chapter deals with the data presentation, analysis and interpretation. The last chapter has summary, conclusions and recommendations of the work. The bibliography and appendix came at the end.

CHAPTER TWO

Review of Related Literature

This part of the thesis deals with review of related literature to the problem of the study. It discusses issues and concept of distance education in the world and in Ethiopia, the problem faced during its implementation and its contribution in solving social problems by creating skilled manpower.

2.1. Concept of Distance Education

Distance education was known by correspondence education as instruction in which the instructors and learners are at distance from each other and exchange the lessons then it defined by different educators in various ways. For example, Reddy (1996), defines distance education as the system of education in which education is imparted to students at distance. The educators mainly focus on physical separation of teachers and learners. Teachers and students meet only for selected tasks such as counseling, giving tutorials and solving problems they faced in the course of their study. Many educators in the field, like (Rumbel ,(1981); Perratton, (1991); Rowntee,(1992) shared common views; they defined distance education as educational process in which teaching and learning is conducted at distance in space and time supported by communication through various media such as print, telephone, fax, computer, e-mail and the like .Among these, print materials are major learning materials that used as bridge to exchange ideas in conducting teaching at a distance which has begun to be supported by electronic devices to make learning and teaching process more effective. Furthermore, World Book-Encyclopedia (2001) explains:

The students gain access to resources, including the instructors by using communication technology. The technology may be as implant as printed

materials by mail or as advanced interactive conferencing by computer over the www. This explanation consists of many important points. The first important issue is the opportunity of the learners to explore resources that are far from them for academic purposes. More access of using communication technology for teaching learning process in order to make distance education more effective than traditional ways of teaching because the modern technologies make situations easy to exchange messages between learners and tutors. These modern technologies also help distance learners to develop self learning or student centered approach. The teacher role changed from lecturing/directing to guiding. In distance learning, the teacher through the use of technology delivers instruction to students at separate location that can enable distance learner and tutors to exchange ideas in real time by the use of two-way communication. In line this, Delling,(1966) in Keegan, (1996) explained distance education as planned and systematic activities based on supervision and provision of the students through different media.

2.2 Historical Development of Distance Education

2.2.1 Distance Education in the World

Different writers state that the introduction of distance education goes back about 150 years. Reddy (1996) explained that it has been found in Boston in 1728. However, it becomes the most popular system of teaching since 1870 to 1970. Since then, in many parts of the world, it was well known by correspondence study. However, many scholars employed different names for distance education. These names include: home study, independent study, off-campus study and external system Reddy (1996) says, these names changed to distance education and introduced since (1982). Reddy (1996) states that many writers call it with different names for instance, Moore (1975) calls distance education telematic teaching,

Delling (1976) distance study and the like are employed as alternative names.

Due to the potential contribution of distance education, it got considerable attention. and of the high demands for schools supply and change of new ways of living Sharma (2005) also says, many developing countries could not supply enough resources for education sector , so they were forced to search for alternatives approaches that enable them to provide education through reasonable expenditure and human resources as comparing with conventional education. This indicates that distance education accepted globally because of its relative minimum costs to implement education for large number of population. As the result, it has been distributed through the world as indicated below.

Distance education of the 21st century couldn't be considered as alternative or supplementary education to assist the conventional education. It can stand by itself as new system of education to cover many parts of the world. In addition to this, Goel (2003) in Zenebe(2005) explains distance education in the 21st century couldn't be considered as alternative or supplementary education to conventional system but a new stage in evolution of education which recognizes the fact that in many situations, it is easier to transport knowledge to people than to transport people to the place of knowledge.

It is also well recognized for its student centered and flexible method of teaching compared to conventional education which is highly structured and mostly confined to lecturing method of teaching in fixed place.

2.2.2. Distance Education in Africa

Distance education has many contributions for many African countries particularly because of the scarcity of resources. Many Africans could not send their children to schools and they could not get educational

opportunities. For this reason, many school age African children have lost the chance of attending conventional education Zenebe.(2005) explains that in some African countries, distance education was started as crash (emergency) program to train or upgrade huge, population with an aim to supply qualified skilled power for primary and secondary schools.

Distance education has been practiced in most African countries to train sufficient number of teachers. As Sharma (2005) states, distance education distribution in the world indicates that about 34 African countries have been playing significant role in widening education in Africa. Jenkins (1989) in Reddy (1996) states why distance education considered as a solution particularly for Africa that include to overcome lack of access to formal education, lack of finance and man power and lack of necessary infrastructure and necessities.

Dodds and Glennie (1998) in Zenebe (2005) indicate the role of distance education in training young African as follows: "Preliminary indications that are about 42% of all 1997 African students studying at universities are studying through distance education." This present of Africans students attending distance education can be witness that Africans are highly engaged in distance education programs.

The above factors give us clear picture the potential contribution of distance education helping the African people. It can provide knowledge, skills and experiences for adults and young students who haven't been got chance of conventional education at universities and colleges due to the scarcity of resources and necessary materials. According to Arger (1990) in UNESCO-IICBA.(News-letter vol 5-4Dec.2003) the contribution of distance education for the third world countries enabled to avoid the opportunity cost of taking people out of their normal employment for training, reach a large number of individuals, democratize education, raise educational standards through the use of high quality materials and effectively and

efficiently provision of education than traditional college and campus based educational system.

2.3. Management of Distance Education

Management has great contribution for effectiveness of any task. (Long man English Dictionary (1987) defines management as an art or practice of managing of business or money to achieve valuable result. Management includes the tasks like planning, implementing, operating and evaluating Shoemaker (1998) that has great contribution in process of controlling the efficiency of any institution. It also plays very decisive role in providing the necessary information that can help achieving the designed goal.

Shoemaker (1998) classifies management as: planning, clarifying, monitoring, and problem solving as basic characteristics of managing the work. The term management also defined as purposeful and wide coverage of activities to obtain the concept of efficiency and effectiveness while Drucker (1974) expresses as an art of doing things right and effective. Rumble (1992) in Fesseha (2006) defines it as process of getting activities done efficiently and effectively. It plays role in making decisions what to do and how to do it and checking that it has been done. Furthermore, Rumble (1992) classifies four important function of modern management as planning,organizing, leading and controlling. These functions basically play significant role for effective and efficient modern management. Relating management conception to distance education, Dimmock (1993) states that learner's academic success or failure is based on the effective managements and dedicated leadership particularly from principal of the school indicating that modern management is very necessary for success of distance education.

2.3.1. Planning Distance Education

Planning, according to Dash (2002) in Zenebe (2005) can be the application of the rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient. Wills (1998) indicates that the main target of planning is to analyze the process of education to find out its strength and weakness. Relating to the idea of planning distance education Zenebe (2005) explains that as critical activities for dealing with the present and future problems of social change.

2.3.2. Organizing Distance Education

Organized and planned distance education program has great contribution for success of distance learners. In support of this, Rumble (1992) in Fisseha (2006) explains that the contribution of organizing various tasks such as identifying the tasks to be done, deciding who does what, how tasks are to be grouped, who report to whom, and where the decisions are made is indicators of effective distance education program. Managing budgets and finances or defining and reviewing institutional misled; for allocating human financial resources among competing student demands and markets; for selecting appointing , training and monitoring teachers; for recruiting, registering and supervising students; for selecting and controlling material production planning also enables to guide distance education program and to conduct it an effective way and also save resources and man power wastage Fisseha (2006) emphasis about the significance of planning in distance education. It was stated as means of achieving the intended goal. Effective distance education begins with careful planning and focused understanding of courses requirements and students needs. Hence, it includes defining the goal itself. Fisseha shows that effective result of distance education begins with effective planning includes the setting up of basic strategies that would enables achieve the

intended goal and predict problems that will face the program in course of implementation UNESCO (2001)in Zenebe(2008) summarizes the significance of planning and managing distance education program says:

If distance education is planned carefully, managed wisely and employee's appropriate media, it has paramount significance in training teachers in its varied program such as professional education, continuing professional development. It is, therefore clear that distance education can give access for many people if special attention is given to its planning and wise management.

2.3.3. Staff Development

Distance education can meet its goal when there are personnel who are specialist in the area. More over, system of management that could enable the work, workers, finance and other resources bring together and came with results, an effective management is demanded. Thus, one of the most important things to be considered is to have staff that is well trained and efficient. Strengthening and creating conducive working atmosphere helps to meet the intended goal. Panda (2004) in Zenebe (2008) stress here that the department of the institution need to have a human resource policy in place, showing the type and number of human resources required at different levels, their recruitment, placement, induction, continuing professional development, incentives, promotion, transfer and termination and retirement.

As EMA (2002) Shows that activities that are done with out the support of training may give rise to wastage of limited sources, and out came would also be inefficient with regard to distance education course material and media that are employed must be learner centered and are prepared and get ready to meet the interest and easily accessible.

According course- writers, editors, tutors, media program and distance education unit managers should get continues trainings seminar, experience sharing among them sellers and others EMA (2002).

Training may not be enough for the success of the program. It should also be noted that trained man power should be managed EMA (2002) suggest policy marker of distance education program should believe and act accordingly that distance education should always consider the need for management to satisfy the needs and interest of the learner.

In addition, management of distance education and policy makers supported to seek means of minimizing shortage of staff, for instance employing new professionals in the place of these who may leave their Jobs EMA (2002).

2.3.4. Implementation of Distance Education

Implementation refers the actual use of money, materials, time and man power in conducting the program. Regarding implementation of distance education, Marew (2000) in Fisseha (2006) explains implementation in distance education regards as many activities are required to ensure regular communication with learners since they registered to distance program through dispatching materials, correcting assignments etc. In support of this, lock wood (1994) says effective teaching at distance education is more the result of preparation. Distance educators can employ a number of strategies focusing on planning, students understanding, interaction, and teaching to ensure successful delivery of courses. The success of implementing distance education program can be noticed from different aspect of role-relationship between institutions, learners and tutors.

2.3.5. Factors Influencing Success of Distance Education

Distance education program can be affected by different factors like process of planning, instructional design, content, instructional need learners' need, learning environment, delivery systems, tools and resources, as well as other resources and constraints that will impact the program.

According to Anderson (1994) in Miller (2003) States students' characteristics such as active listening and ability to work independently in absence of a live instructor become crucial for success of distance education. As a result, frequent, supportive teacher-student interaction and student-student networking take an increased importance.

Miscommunications between students and teachers and lack of course relevance to students, may have impact on the students self-directed learning. Similarly Porter (1994) states instructors' mediation enhances the completion rate of distance education courses. Further more Johnson, (1974) in Lockwood (1994) says important variable in learning effectiveness is the preference of the student for a particular mode of learning such as cooperative, competitive or individualized. Thus it enables them to interact within groups of students and between the study center which enable students to make the transition from traditional class room environment to self-directed learning by monitoring their progress and obtain timely feedback on their activities.

2.3.5.1 Design Consideration of Distance learning

Institution will not only provide students with well designed independent study packages but also with the necessary support from the moment they first make enquiries about studying at the distance learning. To turn distance learning into interactive and engaging process where students are

not passive recipient of information but actively involved in creating their own learning experiences.

Wills (1992) states that constructional development process for distance learning consist of the customary stage of design, development, evaluation, and revision in designing effective distance instruction the goals, needs and characteristics of teachers and students, content requirements and technical constraints must be considered. If unusual delivery systems are required, it must be accessible to all participants. In addition, Porter (1994) shows some feed back from instructors, content, experts, and learners is an in going process provisions must be made for a continually updating courses which depend on volatile information to keep it current and relevant.

Interactivity

Successful distance education systems involve interaction between distance teaching institution and students, between student and teachers, between student and learning environment, and among students themselves, as well as active learning in the tutorial session.

Student felt that the accessibility of distance learning courses for out weight the lack of dialogues. There is a considerable lack of dialogue courses when compared to face -to- face classes. As Porter (1994) says, projects enhance of independent learning materials through use of interactive communication technologies and teacher mediation.

Interactivity takes many forms; it is not just limited to audio and video, nor solely to teacher-student interactions. It represents the interconnection of the students feel with distance teacher, aids, peers and tutors. Garrison (1990) states that the quality and integrity of education process depend on sustained, two-way communication and should approach ideal of an authentic learning experience.

As active participants in the learning process, students affect the manner in which they deal with the material.

Duffy (1995) in Rowntee (2000) Says that the mental effect which learner will meet in learning task depends on his own perception of two factors.

- The relevance of both the medium and the message which it contains.
- The ability to make some thing meaning for out of material presented

2.3.5.2. Course Material Dispatch

The dispatching of necessary materials for distance students helps them to get enough time to read materials. As already stated dispatching the necessary materials on time is one of effective management. Holmberg (1981) explains the significance of material distribution on the right time and place as follows:

To send study materials on date decided in advance with paying attention to individual students' needs seems to be counter productive, as then such a great number of courses units can be a massed on a show working students' desk that he feels frustrated and discouraged.

Holmberg states that due to improper way or delayed teaching material distributions particularly slow learners highly disappointed and frustrated seeing piles of materials. Thus, well preparation of distance teaching materials alone can't bring the expected out come in distance education unless it distributed on right time and place. In addition to this, on time, distribution of material encourages the slow learners to practice the subject matter sufficiently.

2.3.5.3. Instructional Media used in Distance Education

Communication can play decisive role. Regarding this, Aggraval (1995) explains as a process of exchange. i.e. gives and takes of information by message. It is also the means of sharing ideas between two bodies. It plays a vital role in teaching learning process. In the continuous communication between institutions and distance education program participants has great role for the success and failure of the program. Distance learners can be effective if they get sufficient support from concerned administration. This can be true, true when there is appropriate means of communication. In line with this, Holmberg (1981) recommended the two way communication between the distance learner and the institution for counseling. One of the main possible ways of interaction with their supporting groups facilitates their learning. The possible ways where learner need to get support service is through correcting of and commenting on students' papers and right tutor and necessary information should be provided with out delay Holmberg (1981).

A tutor has crucial role in checking the assignments of distance learners on time and send it back for the learner with constructive feed back as fast as possible because correcting their papers and sending them on time has pedagogical advantage. These help learners for further reading to score the better grade.

EMA(2002) in Fisseha (2006) suggest that due to various reasons most distance institutions took some months for getting the assignment checked and brought back the learners. This happened due to the lack of effective communication among concerned bodies.

Homberg(1981) recommends the significance of effective communication in distance education, to support students motivation and interest by contact encouraging contact with tutors and counselor, support and facilitate students learning by having students supply the knowledge and skills

acquired as well as by tutors comments, explanations and suggestions to assessing students progress.

Print

Printed materials play a pivotal role in delivering distance education the term print includes the written materials; letters, textbooks course handout, and written assignment provide basic foundation for learning. Printed media may take different forms as Fisseha (2006) explains

Workbooks, study guide, text books, reference manuals, maps, wall charts and others. Print makes possible the mass production to develop learning by once own. Print materials are very important to learn at home, in the working place and on the bus they do not need special equipment.

Radio

Radio is one of the most widely used electronic devices. Its waves travel through the air in all direction in a very short period of time. Teshome (2001) states the role of radio items its coverage and low cost as second import behind print as delivery medium for distance education. Teshome suggests advantage of using radio in distance education. These are: radio provided access to learning to students who are revolved by location or scheduling from conventional institution, radio offers to distance education opportunity for advertising instruction, providing variety, enrichment and motivation to students, and pacing the students progress through course work, less cost studies have been done for radio than television, although those have been done can firm that radio is cost effective and radio allows students to follow printed materials at the same time the learners hears the broad cast Teshome (2001).

Television

Television plays role in distance teaching by transmitting both sound and image. Aggarval (1995) explains as that TV can be an important central media in providing formal and non formal education to the mass. It has various advantages in disseminate the education from one center to other different part of the country. It gives chance to the distance learners to watch the various events to make the subject more tangible. Furthermore, Teshome (2001) emphasis that television images can clarify hard to observe processes, show practical skills reinforce learning through visual, and affect opinions and beliefs powerful images. Teaching through television in distance education helps to make the subject tangible and concrete.

Audio Teaching

The term audio defines in different ways by many scholars. Longman English Dictionary (1978) defines the term audio as the recorded sound, usually that of human voice, and other sounds like (animals, music) that are relevant to learning. It plays role in distance learning because the audio materials do not need fixed scheduled and time like radio. The distance learners can use them where ever they want to use them. Rowntee (2000) in Fisseha (2006) explain the advantage of audio teaching in distance education as to make the teaching learning process more human and personal.

Video Teaching

Video Teaching is one of the modern technologies that now a day widely used to teach at a distance. Lockwood (1994) states it helps to transmit education in the form of real life situation. It also helps distance learners to make the lesson more concrete and easy to understand Lockwood recommends techniques of video teaching like discussion groups, panel

dramatization (role playing and oral presentations) motion and vision can be combined in a single format so that complex or vague concepts can be illustrated through visual simulation video teaching is very effective if it use wisely for summarizing and reviewing concepts.

Computer

Computer is widely employed in teaching learning process. Lockwood (1994) says that computer provides virtual immediate response to the learners' input. It has both storing and manipulating the capacity of the information to serve many individuals simultaneously computers has various advantage in teaching process by combining different media like graphics, and moving pictures as well as printed information. Distance teaching can be effective by using computer because it has the ability or recording, analyzing and reacting to the learners' responses. Generally computer encourages distance learners to guide their self learning. The changing of instructional media from one medium to another helps the distance learners to refresh their mind and eager them to learn more.

2.3.5.4. Delivery Method of Distance Education

Distance education is delivered in different ways. The appropriate method of delivering distance education has direct relationship for effective implementation of distance education program. The different method of delivering distance education needs its own selections Siddiquic(2004)in Fesseha (2006) categories the delivery of distance education program into four parts like printed materials, Audio/voice, computer and video have the advantage of developing learners self learning in distance education. These delivering methods of distance education can be used independently or in combination in distance teaching program. They help importing the lesson very easily and effectively. Nettletone(1991) in Teshome(2001) summarized radio, broadcast television, non broadcast Audio-visual, face

to face tutorials and students support services, and advanced technology including computers and telecommunications facilitate distance learning.

2.4. Evaluation and Assessment of Distance Learners performance

Evaluation is one of the key instruments to get the necessary information to improve the quality of education. It helps one to understand what is going to judge and make decision. Derebssa (2004) defines the term evaluation as any means used to collect evidence of progress toward desired learning outcomes; evidences about what students know and what they are able to do. Evaluation plays a crucial role in testing, appraising and judging learners' academic achievements.

The process of the evaluation creates opportunity to gather data to enable them to make a decision to accept, to change or to identify the strength and weakness of a distance program and helps to make a measure to improve it. Similarly, Rowntree (2000) and Fisseha (2006) define evaluation as ... the collection, analysis and interpretation of information about any aspect of a program of education and any other outcomes it may have. This definition indicates that evaluation has a significant role in providing the direction to get information about the delivery of the programs and learners' academic achievement.

Formative evaluation has a great contribution to find out the weakness or strength of a distance education program while it has been conducting. Derebssa (2004) states that formative evaluation helps to encompass activities to be improved in a program. Evidences show that a decision can be made about how to receive a program as it is being developed. Data are collected during the development of these programs in order to modify the program as it is implemented. As this experimentation shows that higher institutions which conduct distance education should evaluate the program it needs day to day follow-up during its implementation because it gives feedback for concerned bodies to identify its strength and weakness.

hence, formative evaluation plays great role to modify the program as it happens continuously and they supposed to give information about distance materials, and distance learners' progress. The results of formative evaluations help teacher's tutors or distance program facilitators to advise and guide the students by giving appropriate feed back. Because of this, the continuous evaluation makes students alert, attentive and hard worker during the program conducted.

Summative evaluation is a kind of evaluation that frequently happened after the program completed Nardos(1999) defines it is an assessment at the end of predetermined stage of schooling like at the end of a term, semester or a year summative evaluation is to assess the extent to which the program are academically effective. Thus, information obtained is used for making the major decisions about distance education program and distance learners deserves grade in his/her higher institutions.

The purpose of the evaluation develops the effectiveness of distance education program role in producing trained man power by expanding the access of education.

Generally, evaluation provide evidence for distance education activities to give judgment to determine its quality through systematic study, connecting analyzing the gathered data Harris (1992) in Ayele(2006 recommended there thing to be succeeded during out evaluation. These are: outlining clear purposes, gathering evidence and judgment.

In most distance education system assessment of student performance is done using combination of continuous assessment and tutor marked assignment and end course examination at the end of course and some mid exam may also given Rumble(1992) says continuous assessment in distance education is formative and usually determined by learners performance in written assignment .The percentage it accounts from overall evaluation of given course varies depending on credit hour of the

course Rowntee (2000).The answer sheet and genuinely marking of the answer sheet would apply prior to, the post of examination Rumble (1992) says assessment in distance education is often based on assignment which learners do and send to their tutors. Accordingly, Rumble,(1992) the use and purpose of assessment in face-to –face tutorial session situation the teacher can observe learners in action as indicators of learners strength and weakness where as, tutors rely on assignment in c communication with learner. Guide learners about essential elements of the course.

- Indicate learners progress
- A focal point of dialogue between learners and tutors
- Means of verifying and validating learners achievement
- Indicators of the strength and weakness of the course materials
- Indicators to the educational institutions quality assurance

In general, assessment of learners performance answer the question ‘ How am I doing ?’ on the side of the learner Because, distance learners are at distance from the learning context and lack formal interaction that learners get face –to-face setting, and they rely on tutors’ feedback and comments on their assignment. On the side of the tutors ,assessment of students assignment help them to diagnose areas of that need reinforcement or remedial help by identifying learners strength and weakness. Beside help them to:

- Identify learners’ area of understanding.
- Assess study skills, such as academic skill, writing analysis or technical skills in application of principles.

- Point out areas of difficulty related to lack of back ground or weak skill areas, and develop strategies to help them deal with their difficulties.
- Learn more about learners' interest and concerns.

More over, Rumble,(1992)says assignment can show learners progress by indicating what has been achieved and what needs to be done and provide information on additional resources to address weak areas or to pursue topics in greater depth.

In short, to share potential advantages from doing assignments and getting feed back, the tutor gives due attention on their feed back and comments .Because, learners expect acknowledgement and confirmation on their work apart from the feed backs which is directly related to the content of the course

2.5. Support Services in Distance Education

Higher distance educations program focus on development of course and programs support service. As <http://www.excelsior.edu/> .indicates support service in the distance education must be fit with the distance learners need experience, and expectation. Additionally, <http://www.Harmani.com/ceo/002.pdf>. states that to make distance education more all accessible to those who could not fit for traditional conventional programs into their schedules since many students cannot come to campus different mechanisms of adjusting must be made to support them meet their needs and expectation. These supports can be tutorial support, Library services, and learner-learner interaction furthermore; <http://www.nw99.net.au/papers/stubbs.html> focuses on distance education must be designed and applied efficiently when there is learner support service system. As Garrison (1987) learner support service is source that learner can access to practice learning process support is connected with arrange of human

and non human resources to guide and facilitate the learning process progress.

Garrison (1987) indicates support service contribute to the process of course as learning materials from this, support service provided as:

- Record keeping and per-admission Counseling
- Admission and registration information-administrative assistance.
- Material distribution by mail, post, library service and personally
- Tutoring and counseling

The provision of student support services achieves for distance system the essential feed back mechanisms that are characteristics of education. As Keegan, (1996) says service is provided through two-way communication between student and institution. Thus coordinating for attentive correction and comment on assignments.

The type of support distance learners need to gain can identify opportunities, in collecting of evidence. These support can be provided by print materials, but key role is played by individuals close to candidates like colleagues, friends and peers As wood lock, (1994) such professional supporters will need:

- have information on framework
- ability to give information clearly and without vague;
- ability to negotiate plans with the learners

Additionally, wood lock, (1994) says staff operates successful and well placed to carry out these roles by focusing on individual learners and their empowerment. Good tutor gives support flexibly, when needed, and by means that fit to the circumstance (for example by post or telephone. Wood lock,(1994) says tutors maintain flexible records of learners progressing at different rates. They give individual rather than group feed back.

2.5.1. Learning Center Staff

In learning center, learner might meet others who way give them support. For many distance learners, a center administrator or receptionist, or a technician or librarian may be a key supporter. The center receptionist may be found of advice and information. Libraries have always been the resource for distance learners supporting this, Rowntee (2000) states in some institutions, librarian provide first level tutorial support in the form of counseling, encouragement motivation and study skills where as the second level support in the form of advisee on subject content and assessment to the tutorial staff. Thus the contribution of such people and program has a great role in enabling the distance learner.

2.5.2. Advising/Counseling

Distance learner need help and advice no maters that are to do with the subject matter they are learning about. They may need help even in getting started, organizing their time, coping with self doubt, and deciding on the next step after the completion of their learning programs. Ronwtee (2000) Distance Learners may be in particular need of help because they are not in position to pick up clues from other learners or from the frequent face-to-face contact of instructor unless proper support is designed into the system.

2.6. Roles of the Concerned Bodies

Distance education could be valuable when all the concerned bodies equally take part. Keegan, (1993) indicates that the main bodies that are responsible to accomplish necessary tasks while the distance program is conducted. These bodies are: learner, tutor, communication system and what to be taught.

2.6.1. Role of Institution

The organization patterns of the institutions to conduct distance education which help to implement the program effectively. Ejeta,(2009) states the duties that are responsibility of the Educational Media Agency (EMA) on behalf of MOE, Regional Education Bureaus (REBs) Regional and Federal Colleges and tutorial center. These institutions have roles in designing implementing, disseminating, monitoring and evaluating distance program. Similarly, Wills,(1998)says institution must have firm commitment in distance education as he indicates, development of distance education program must be systematic and purposeful. Its' objectives and goal must match with method of delivery to provide effective and relevant learning environment Miller,(2000)

2.6.2. Role of the Distance Learners

Distance learners can contribute their parts for the success of the distance education. Keegan (1993) states distance students can play role to determine the when , where and how of his/her learning it means that distance learner have responsibility for his or her learning Keegan(1993) also emphasis the autonomy of the learners to structure and control the learning situation according to his/her needs.

2.6.3. Role of Student Support Service

Distance learners usually work with the packages of distance teaching materials. However, the packages are rarely enough to give all necessary information due to various constraints in the materials. Because of this, distance learners need support. The lack of necessary assistance on the right time and place can discourage the learners. Keegan, (1986) says the influence of an educational organization both in planning and preparation of learning materials and provision of support services. The provision of needed services include: enquiry, admission, pre-study advisor services,

and tutoring, guidance and counseling services. In support of this, Reddy,(1996)indicates important and effective support services are:

- Open access to education with regard to enhance requirements, time constraint, geographical distances social and cultural barriers.
- Flexible learning that is, widening learning choices and means by which it is delivered.
- Learner centered approach which promotes autonomy and self-reliance in the learners, what ever their age and ability and improves quality of the learning process. Therefore, courses are flexibly designed to meet individual requirements.

2.6.4. Role of the Tutors

Tutors can play significant role for the success of distance program. Miller(2003) tutors have multi purpose in distance education process. Thus they can help learners by solving their academic problems like facilitating students learning, guiding, advising and giving constructive feed back. Additionally Miller (2003) suggests tutors task is to facilitate students learning. This is done through full commentaries feed back on the students assignment, being available on phone or via email so that students can contact tutors for advise introducing the key learning points. Further more, Anderson (1994) responsibilities of tutors are to motivate and encourage students to interact, handing out, collecting and grading papers guiding collaborative groups.

2.7. Collaboration in Distance Education

All teaching staff consists of an academic supervisor, a course coordinators, and number of tutors. As Encyclopedia of distance learning, Vol III, (2005) collaboration is specific approach in the broader context of pedagogy. Collaboration encourages students' participation via peer interaction in learning process. It involves students in doing things and

thinking about what they doing according to Neil (1981) in Keegan (1993) states collaboration in distance education program as:

- The desire to make better and more extensive use of resources that are available with in the institution or inter-institutional.
- The opportunity to improve the quality of learning materials to increase educational opportunities for a wider students and it ensures the relevance of studies to students need.

Similarly encyclopedia of Distance Learning Vol II (2005) states about collaboration in distance education as a supportive of each other and prefer for practice of activities to be a supportive of each other and prefer for practice of activities to be grounded both in theory and effective practices. Thus, learners become attentive, mutually supportive, practically efficient and effective. Furthermore Porter (1994) says collaborative group of distance learners participate in the self-directory activities manipulative and conducting experiments under the guidance of tutors and discuss during and after the instruction. Generally, instructional development and production is a team effort like subject matter expert, instructional designers, writers and editors, audio and video production staff. It is important to identify and assign appropriate tasks, responsibilities, and timelines, so that quality control can be ensured. More over, it is possible to deliver instruction on time to both institution schedule and that of service providers Anderson (1994) in Miller (2003)

Development and implementation of distance education program requires strategic alliances with librarian, computer service providers ,media service and, personnel to develop and encourage departmental support service .In support of this, Wills,(1998) indicates the broad participation of different parties like administrators, academic staff, student service, learning resource center, library have shared role for success of distance education program effectively and efficiently

2.8. Historical Context of Distance Education in Ethiopia

The significant of education has been already stated in the background of this study. The objective of education is to change the world by enhancing the human mind. This objective cannot be achieved through conventional (traditional) system only because of resources and skilled man power constraints. These constraints limited the coverage of conventional education in Ethiopia. To overcome these constraints, Ethiopia has started employing distance education. Yalew(2004) states that distance education began in Ethiopia in the early 1940s to upgrade the level of primary school teachers without taking them out of their work place. Furthermore, Fisseha (2006) also suggests that at the onset of the 19th century, when Ethiopia government introduces formal education, the government faced problems of trained man power to conduct this newly introduced modern education. This forced the government to train the untrained teachers through distance education program for primary and secondary school teachers. Regarding to the historical development of distance education MOE(1985) in Teshome and Tilson (2001) states as follow:

The initiation of distance education in Ethiopia goes back to 1967 when Ministry of Education collaborated with Addis Ababa University to establish correspondence study unit under the extension division of the university. The main target of the unit was to develop senior secondary correspondence courses for adults who were working in various ministries. This shows that distance education has begun to train teachers for primary level and upgrade teachers for junior and secondary schools. It was led by Addis Ababa University until 1976 under department of the extension division. Then the task of leading and organizing of the programs was transferred to the Ministry of Education under the department of adult and continuing education, and later the Educational Media Agency (EMA). MOE,(1985) in Teshome and Tilson(2001) and

EMA(2003) state the historical development of distance education goes back to the late 1960s with an intention of opening educational opportunities to those who could not be able to participate in the conventional school.

After MOE took the leading responsibility in 1977 with in two years, it widened the concept of distance education from primary to secondary education and achieved a lot of educational goals. As a result the number of participants had increased from 1979-2001 that enabled to provide secondary education to over 13,426 learners found in various regions of the country Sahelemarim (2004) by 2001, on top of its long-standing area of operation for secondary schools, distance provision started to provide teachers' education to over 21,000 primary school teachers at diploma level.

Similarly, Educational Sector Development Program ESDP (2002) also suggests that the total number of primary school teachers attending diploma program to upgrade their qualification through distance program was about 21,400. Ayalew (2003) also states that the historical background of distance education system in Ethiopia goes back to 1962-1964 when the Addis Ababa University of distance education division invited by Dean of the extension division of Nebraska University, America to help in designing courses for distance education. However, promoting distance education was failed because the designed courses didn't meet the interest of Ethiopians. In this historical development process, many measures have been taken to improve distance education program in Ethiopia.

Distance education program has begun flourishing after the introduction of the new Ethiopian Education and Training policy ETP (1994). (ETP) 1994 gives clue to satisfy the country's need for skilled man power by providing training in various skills and at different levels. ETP also

indicates that conventional education only can not solve the problem of the country due to lack of sufficient educational resources and constraints of skilled man power for different economic sector particular for high demands of teachers' primary and secondary education teachers.

Distance education widely employed to overcome the shortage of primary and secondary education teachers. The education sector strategy (1994) indicates that government gave due attention for distance education for those who like at the remotest area and for those who dropout from the school due to different problems. Distance education has begun to show progress since the era of Ethiopia revolution since then, AAU and MOE began working in distance education. However, due to command policy of the Derg, private organization could not take part in education sector. After the socialist ideology overthrown and new education policy introduced, the government encouraged the participation of private institutions in education sector currently many private higher education institution are delivering distance education to the broad mass of Ethiopians.

CHAPTER THREE

Research Design and Methodology

3.1. Research Design

The study is mainly concerned with finding out practices and problems of distance education implementation. The study employed case study strategy the case study, can be described as an intensive investigation or an in-depth examination of a single or small number of units.

The single unit may be a person, an organization or an institution Alemayehu, (2002) says that case study is a preferred strategy when, how and why questions are being posed; when the researcher has minimum control over the events; and when the focus is an contemporary phenomenon with some real life context. Qualitative research method employed to collect direct and first hand information Kotharic(2006) states qualitative method concerned with subjective assessment of attitudes and opinions respondents have towards the problem being studied. Additionally, Koul (2006) explains the significance of case study as follows;

1. The case study attempts to understand an individuals unit in depth it tries to understand the whole' case into totality of its environment. Not only present status of an individual, but its past can be toughly probed.
2. The case study often provides in opportunity for researcher to develop in sight to basic aspects of human development.
3. The case study also helps the researcher to observe events both with in and outside the educational settings.

Furthermore, Makinde (1994) explained that case study helps the researcher to collect facts relating to individual educational history community background deeply. Therefore, having this in mind, the researcher employed the case study method of collecting information to

respond to stated basic questions. Thus, the problem raised regarding practices and problems of distance education implementation through qualitative case study design.

3.4. Source of Data

The researcher selected those respondents who have great role in the program as main source of data. Hence, coordinators, tutors, and learners who are studying for their degree are selected purposively based on their enrollment for more than two semesters and regularly attending tutorial sessions. Tutors are those who have at least participated for more than two years in tutorial programs because their experience by itself has much importance to gather the necessary information.

3.5. Instrument of Data Collection

In qualitative research, there are a number of data gathering tools, in depth interviews, observations and document analysis were used to gather the necessary information for this study.

3.5.1. Interview

Interview is one of the most widely used tool for gathering qualitative data, such as opinions, beliefs and feelings about the situation in their own words (Ary et al; 2002) Interview was the primary data collection used in this study. Thus, interview guides are prepared and in-depth interviews are undertaken with three parties such as learners, tutors and coordinators in the form of one-to-one encounters by using semi-structured questions that intended to provide opportunities to discuss issues in more detailed manner.

The researcher has employed personal interviews to collect relevant data besides other instruments. Kothari (2006) explains the significances of

personal interviews to collect the information personally from the sources .It has to be the spot and has to meet people from whom data have to be collected. This method is particularly suitable for intensive investigation.

All the interviews are carried out in English language, focusing on the main themes of the study. While interviewing the interviewees' notes were taken intensively.

3.5.2. Observation

Observation is one of an important tool of qualitative data gathering that enables the researcher to obtain first hand information. According to Patton (1987) the main advantage of observation is its directness. Data collected through observation describe the observed phenomena as they occur in their natural settings. Through observation the researcher describes the activities that take place in distance education activities of informants. Therefore, observation employed for better understanding of the context and activity of coordinator tutors and learner were used to find out what is going on in the classroom and also situation outside the classroom. In addition, Kothari (2006) states the significance of data collection under observation as investigator's direct observation without asking from respondents Kothari (2006) explains some advantage observation.

- Information obtained under this related to what is currently happening; is not complicated by either the past of future intention or attitudes.
- This instrument is independent of respondent's willingness to respond.
- This instrument is particularly suitable to the studies that deal with subjects. This means respondents who cannot give their verbal reports of their feelings for one reason or the other. Having this in mind, observation was employed in data collection for triangulation. It was carried out as the

tutorial and examination program were being conducted prior to the observation a checklist was prepared to record the events observed in and outside of the tutorial session.

3.5.3. Document Analysis

In qualitative research, written documents are quite useful; to gain knowledge of the phenomena under study Patton (1987) document analysis determine the extent to which elaborate the significance of content and periods, which conform to the practices and the problems of distance education implementation, in module of courses used to point the important elements of practices and problems of distance education implementation. Accordingly different materials that were thought to provide the necessary information properly was consulted. There fore, the policy document, different guidelines, brochures, and text modules were used to enrich the study.

3.5 Sample Techniques and Research Participants.

It undeniable that research participants have a paramount role to realize many studies conducted at different levels. Based on this, the majority of the data used in the study were gathered from the institutions distance learners tutors and coordinator of Adama center. In addition, face to face tutorial sessions, observation and some relevant written materials were also used as source of data. Regarding sampling technique, Creswell (2003) in Fisseha (2006) says that the idea behind qualitative research is to purposefully select participants that will best help researcher understanding the problem and the research question. This does not necessary suggest random sampling or selection of a large number of participants and sites, as typically found in qualitative research. Therefore each of the informants the study were chosen purposefully with the assumption that,

- They have a better experience and knowledge in the study site; and
- They are the right persons to give detailed and authentic data pertinent to the study.

To get these informants, the researcher made several attempts to communicate with participants personally. Above all, their willingness was given due consideration to be included as informants.

Totally, the researcher interviewed thirteen participants comprising ten distance learners, two tutors and one study center coordinator.

In this study degree level students above two semesters were selected because they have acquired rich experience to cope up with problems they faced during program was conducted. In the purposive sampling techniques, investigators are personal judgment to select the samples assuming that they can use their knowledge of the population to judge whether or not a particular sample will be representative. According to Gall (1996) the goal of purposive sampling is to select cases that are likely to be “information –rich” with respect to the purpose of the study. Under this study the participant of the study were about 1,200 students who are reading for their degree. The sample drawn is, 10 among Adama center distance program enrolled participants above two semesters.

3.6. Validation strategies

Creswell (2003) in Fesseha (2006) validity in qualitative research, concern the accuracy or truthfulness of the findings. Thus in this study many endeavors were made to secure the credibility of the research done. For instance, the researcher, by using various data sources and gathering instruments tried to obtained data to develop better illustration for the themes under discussion.

Furthermore, the ethnical issues, which are quite vital to get the appropriate data for the research conducted, were also given due

consideration, obligations of the researchers to respect their rights, needs desires, prevalence and confidentiality the informants were fully excised. Thus, such fundamental ethnical principles were used in all the researcher's attempts to have relevant data from participants.

3.7. Data Analysis

As it already stated above, the study is qualitative case study; to achieve the intended objectives, different tools were used to gather data. Accordingly the data obtained from interview and observation was analyzed using narrative word expressions. The data which obtained from documents were supplemented to the main interpretation to enrich the study.

CHAPTER FOUR

Presentation and Discussion

This section of the study deals with the presentation analysis and interpretation the data gathered from the selected sources of data.

As it was stated in the earlier chapters, the major objective of this study was to find out the practice and problems of distance education implementation in private higher education institution. This study was conducted with open 2020 University College in focuses.

4.1. Respondents Profile

Regarding personal details the researcher asked some related questions because it helps researcher to obtain data about learner's age, sex, marital status, residence and profession. They play a great role to find out distance learners practices and problems in their academic success.

Distance learner participants have family burdens this may inconvenience for their study, assignments and examination preparation. In the other hand word, family commitment could negatively affect the over all academic practices.

The learners are between 30-45 years age. It was also found that they were all married and have 1-3 children. These show that they perhaps lead large families.

With regard to their , experiences it was found out that these learners served in teaching and other fields for the year ranges between 3 – 15 It was also learnt that most of the learners come from where they couldn't find other higher institutions near by.

4.2 The Role of Orientation

Distance education program helps to train those who isolated from conventional education due to different reasons. Sharma (2005) says the contribution of the program as good opportunity to train manpower in different professions. In line with this, the researcher wanted to know why participants preferred to join this program. To this end semi- structured interview questions were prepared and forwarded to the learners. Accordingly the researcher raised question about why learners prefer Distance mode of learning

I have been working in government office for at least 15 years.

I want to continue my education in a regular program but I couldn't attend even the extension program because there is no higher education institution around. Now I, m 3rd year student at open 2020 University College (27, April 2010)

Basically , distance learner need to get enough information, they should be oriented about the rules and regulation of the college and the kind of courses they are going to learn and duration (total credit hours) to qualify for diploma or degree. This is so because orientation helps them to decide about the course they are going to learn and handle the program effectively. The information obtained from the learners and the center coordinator showed that the learners get enrolled to the institutions without having prior formal orientation.

Some learners explained that they get information about subject they are going to learn by their own efforts, thus they gather information by consulting their senior, center coordinators and from print materials (brochures) one of the In line we this, another informant also asked on the same issue, He says:

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I want the branch center for the first time to have information about the program. I collected the annual calendar, Brochures and other

print materials. I get some information from the center coordinator; he was very busy to give me additional information I also consulted few learners attending the program then, I joined distance program and now I, am a third year student

(27 April 2010)

This shows that the college didn't have formal orientation program for new comers. As the interviewee said it is the learners who create their own mechanisms to acquire necessary information. The learners got prior orientation or training basically distance learners are supposed to have or given orientation before they start the program better and effectively. The information obtained from the learners and the coordinators, how ever shows that learner get controlled to given institution with out having prior formal orientation. Further more, another informant says :

I went to the study center office to seek information On their programs and fields of study. I collected print materials. I got same information from center coordinator I also confused a few learners attending the program finally I decided to join the institution I'm now learning (27 April 2010)

Learners themselves try to get the necessary information by their own efforts. Thus they gather information by counseling their seniors, center coordinators or print materials.

4.3. The Role of Tutorial Sessions

The tutorial program can help distance learners to have knowledge about their subject mater. Holmberg (1981) says the task of tutors in distance education program is often based in a limited view which concerns the necessity to correct what is wrong in papers and assess the students' achievement.

Therefore, face to face tutorial classes could play a vital role in solving the problems students face while they deal with their distance teaching materials.

In this regards, open 2020 University College Adama center coordinator and learners were asked some questions. One of them is a fourth semester accountants student he explained that the college conducted face- to- face tutorial program three - four times per a semester to over come the problems faced while the program is conducted,

Holmberg(1981) explained tutors' task were not lecturing the subject matters but also to support the motivation of the students by engaging them in thinking reading other activities that make sense and direct their attention to what comes latter in the course. The researcher also raised the question for the interviewee about what learners expect from their tutors.

It was tried to find out expectation of the students from their tutors during the face- to -face tutorials in general, Their responses then can be summarized as the learners usually expect their tutors give lectures or explain them the whole material still they want their tutors to guide them how they should study or handle the course better. The researcher extended his question if the allocated time is enough to obtain the necessary help.

Though the informants tell that they are happy with the presence of face-to face tutorial classes they get little assistance from the tutors one of the interviewee says :

*I am happy there is a face to face tutorial session this time
I expect to learn a lot from lecture but, time allotted is to
short it goes before we cover the course (27 April, 2010)*

This shows that the time allocated for tutorial session is not enough. However, his coming to the center has advantage that he could meet his peers whom he couldn't see otherwise. In his stay in town for a few days, he says, he discusses his lesson with them. Concerning this, the researcher raised the question about learner's contact with their tutors. Distance learners always seek assistance from people, whom they believe would help. This may include colleagues, family, center coordinators and tutors. But the assistance they seek from their tutor is important one of the interviewee says:

I wish I could see my tutors as often as possible, as the assistance I seek from them is much. It is unfortunate that it is not possible to find them other times than during the face-to-face tutorial program (27 April 2010)

This shows that learners like to have frequent contact with their tutors. Rowntee (2003) says tutors are responsible and encourages to check help and whether learners have any difficulties with the ideas in package to give remedial. The researcher raised question if the learners often come to attend face-to-face tutorial programs.

Accordingly answered yes, while the other said no. Other informants also told that there are cases when same course are not scheduled for face-to-face tutorial session. One of the interviewee replies as:

This semester I was registered to four courses. However, only two of them were scheduled for tutorial classes. I'm frustrated how to go ahead with final exam because I didn't get information. How to progress with the important point in the text-module (27 April 2010).

To find out if what the learners said was true, the researcher interviews the center coordinator. Accordingly it was learnt that there were cases

where some courses were not scheduled. They respond that it is the policy of their institution not to schedule tutorial session if the number of the learners taking the course is less in number. The researcher also raised question about Means of communication.

Sides face-to face tutorial classes or examination time, learners are expected to make frequent contact with their assistants. According to Rowntee(2002) much of tutoring or assistance is usually done via telephone or correspondence. Information obtained from the learner and the coordinators of course show that learns make conduct with their coordinates for such cases like if learning materials are ready to collect, when and how they should submit or collect their assignments, etc. Therefore, learners visit their center in person when necessary. Concerning this one of interviewee said:

It was a few months ago, I couldn't come to the center in person to collect the assignments I phoned to my center coordinator to send me the assignment via the nearby post office and he sis so (April 27 2010)

From this, one can learn that the learners phone or visit their center as much as possible to get the necessary help or service. Unfortunately calling learners and /or sending their assignment Via post office is not practiced normally. This was so, as it was found by interview and observation on date the center visited, the coordinator was to busy serving his students who phone and also come in person for different purpose.

The researcher has seen that the registers new applicants, gives brief information answer telephone calls, distributes learning material and grade reports. During two hours stay at the center, it was found that he couldn't find even few minutes to rest. Therefore, the researcher belief that it is difficult to serve many students with one coordinator. The researcher extended his question about Media employed to provide the lesson

It is obvious that learners have different learning styles: one of the most important issues so that the teaching learning process meet the needs of the learners, and run it effectively, employing various media of learning is essential. Ronwtee (2001) from observation and interview conducted with learners, coordinators and tutors, the researcher found out the print media (Module) is dominantly used.

4.4. The Role of Course Material Dispatch

Holmberg (1981) says there are three possible strategies of dispatching course materials: one of which is to distribute all necessary material at once. This is advantageous especially for distance learner at remote area, who have various constraints to visit their respective center now and then. The center tries to dispatch the learning materialist at once. However, there are cases where the learners complain that they do not find necessary ready made materials. For example, one of the interviewee says concerning this :

I was supposed to collect all modules for this semester unfortunately I collected some of them. The coordinator told me I have to come back some other time as remaining materials are not in their store (27 April 2010)

The researcher raised question about the problem faced during the course. Since the learners come from different places the tutorial centers and they face different problems. To this end some questions were prepared for the interviews. One of them says.

All students have their own problems I am very busy to work on any assignment and prepared for examinations I couldn't get information. The main problem I faced was lack of understanding the material. There was shortage of time and money to attend the tutorial program, There was also lack of

information and additional reference materials and communication with tutors

(27 April 2010)

It was learnt from the interviews the participants have various problem like financial and time constraints and lack of references materials mainly.

4.5. The Role of Assignments

Assignment in general have a lot of advantages for the success of the program they keep and strength communication between the learners and their tutors and the center still assignment encourage learner's to read and do more on their courses through assignment tutors could see where their learners are. A Assignment also serve as a system that helps to control of the learners are in the system that helps to control of the learners are in the system of the delivery program or not.

Through interview with learners, tutors and center coordinators it was learnt that in Adama study center learners are required to do assignments on most course another informant on the same issue raised about assignment says:

The presence of Assessment leads distance learners to be effective in their academic competence and achievement. It enables to be accessible with variety of knowledge and skills very easily.(27 April 2010)

With regarding to collecting feed back on their assignment most of respondents said that they collect their assignments after correction with in a month or above but in the case some students have never collected back any feedback or assignment they did concerning this, one of the interviewee says:

I submit the given assignment on data due How ever I have never been brought back any of the corrected assignments I usually call the office if they called send me that, Finally I sit for exam without any comment on the assignment.(27 April,282010)

Furthermore, another informant who had the same position as that of the former in format revealed the role of assignment more or less in the same way. He says:

In distance education assignment is mandatory. Many students are matured and they are mostly tied with several personal and social responsibilities so that we should have to get appropriate feedback and comments to support us how to progress and area of consideration in the courses.(April 27 2010)

The practice of providing feed back on the students assignment and send them back sooner has pedagogical advantage, as it encourage learners for further study EMA(2002) in Fisseha (2006) shows that due to some circumstance most instructions took some there month for getting the assignments checked and brought back to the learners.

It was learnt from the learners and center coordinators assignments are optional in some course while they are compulsory in other courses.

4.6. The Role of Examination

Examination is are through which learners success or failure could be determined In formation obtained from each informants show that in the institution there are final examinations given at the end of every semester. Grade report or the result of the learners should be brought to learners.

One of the respondents says as grade report is evidence that tell us our success or failure it should be collected as soon as possible. But the center coordinator reports that they collect their grade reports after six weeks. According to the learners the problems was not only delay there were also cases on this, the interviewee says:

I sat for four Courses last semester unfortunately; I collected the result of three courses. I have asked the center coordinator and it was corrected for me. They do not attempt to improve the services they provide rather they respond to the problems after it occurred.

(April 27,2010)

The center coordinator admitted that such case might happen but their office automatically correct the failure as soon as if reported. He said he did so when ever his learners reported that they faced such a problem. this shows that they are not proactive to the problems and don't attempt to improve the services they provide. The researcher extended the question how often they take exam and whether it is given as scheduled concerning this, on of the interviewee says:

We sit for final exam once a semester. It was given as scheduled time of the institutions. Students who came from remote area cannot attend the center on time.(27, April, 2010).

From this one can learn that the exam is given according to the time schedule of the institution. It is given once a semester. Distance learners who came from remote area can not attend the exam at right time.

4.7. Roles and responsibilities of the Tutors

Tutors were believed that they have rich experience that helps the researcher to obtain necessary information for the study. In line with this, Holmbeg (1981) explains tutors can play role in distance education by correcting what is wrong in a paper and assess the students achievement to this end, the researcher asked some related questions to get relevant information about the practice and problems of distance education implementation.

The researcher asked the tutors to explain about his personal detail; accordingly, he said that he has been teaching in the high school for 9 years has been working as tutor for three years. He was asked what kind of Method he has dominantly employed while the program was carried out. He said.

I prefer different method of teaching; however, it is difficult to implement it here because of time constraints so, I employ lecturing method mostly. They need detail discussions and explanations for each of the topics and sub topics because some distance learners come to tutorial program with out reading their material and of program with out reading their material and the student's do not attend tutorial program regular .(28 April 2010)

The inconvenience of tutorial center is a major problem because some students come to the tutorial center from the remotest area they spend a lot of money and time to attend the program.

The researcher raised some related question to the tutors' role and responsibilities. The interview was conducted at the center. He (tutor)says:

I usually accomplish my tasks properly .The first task is to prepare related notes on the given material a few weeks before the tutorial day. I summarized the most important parts of the modules for tutorial class. Some students ask me some related questions and their personal problems outside tutorial class when they need my assistance.

(28, April 2010)

In short, tutors used lecturing method of teaching dominantly. They state that they hurry to cover the given modules in the given time.

Tutors raised some cover problems they faced while the tutorial program was conducted. These include: learners' motivations lack of preparedness for exam and assignments and the inconvenience of the tutorial center.

The researcher asked related question about method of teaching He says:

I prefer lecturing to cover the portion. Group work is important in many ways but it is time consuming to cover all units of the modules in the given period of time.

(April 28 2010)

The researcher asked him, if he faced problem while tutorial program. He says:

I faced many problems; some students do not come to the tutorial center according to time schedule. For example, I'm teaching the last part of the course the course has three parts. Some students missed one or two tutorial programs because of time and money constraints. As to me, Tutorial centers should for to the need of distance learners in flexible time schedule. (28, April 2010)

The researcher raised some pertinent questions to find out the problems of distance education in the study center.

The researcher also extended his question whether distance learners attend the tutorial session regularly. The tutor says:

Except few students, many students are not in position to attend face-to face tutorial sessions. As a result, tutorial sessions are in a great problem to achieve the objective of tutorial sessions while, all students relied on the available print materials like text – modules and work sheets, which can be used by distance learners(April 28, 2010)

Like wise another tutor on the same issue raised says:

I believe face- to face tutorial is important for them it makes, vague and complex concepts clear in the modules. In addition, it enables them to differentiate important point in modules on which the examination rounding over (April 28 2010)

The interviewees have indicated the following major problems.

- Un availability of reference for further reading
- Delay in giving corrective feedback and comment on the assignment.
- Time and money constraints to attend tutorial session for students who are far from the study center.
- Centralized tutorial sessions schedule or unavailability of tutorial center at their local level.
- Loose communication means between the learners tutors and coordinators.
- Lack of necessary facilities like, library, support service at their local level.

4.8. Role and Responsibilities of the Center Coordinator

The center coordinator was selected for data collection to this interview to get pertinent data from his rich experience.

The researcher asked the coordinator to share his personal information. He said:

I graduated from Jimma University in 1991 and then have been teaching economics for three years in the high school. Then, I have begun serving as a center coordinator at Adama study center. I served as center Coordinator with out assistance of coordinator.(28, April 2010)

This shows that the center coordinator has the experience of managing the program properly, then the researcher raised the question for the center coordinator as to how many students he serve in the center, He said.

In the study center were a bout 1200 distance students How ever, some students didn't attended face-to face tutorial regularly due to: lack of transportation, distance from center money, time, family and other problems. (28, April 2010)

From this, of interview conducted with the center coordinator tutor and learners and observation carried out at the tutorial centers indicate a large number of distance course participants couldn't be beneficiary from tutorial session because lack of transport, distance from center, financial and time constraints and family problems are stated as the main barriers.

The researcher asked the center coordinator how the tutors were recruited. He explained:

They were recruited as set criteria of college. The tutors submit their document and the management sorts out carefully. And then the tutors were selected according to

criteria. They would be hired according to their qualification and experiences. This shows the university college has given attention for qualification and experienced tutors. So that they can share their rich knowledge and handle adult learners properly. (28 April 2010)

The researcher asked the center coordinator about his previous experiences as to how he communicates with his distance learners. He said:

Some distance learners come to my office in person or call to my office to get information. They get frequent response for their question, In case if their questions is beyond my capacity I contact with the head office through fax or telephone to obtain frequent responds for learners ' questions from the head office by giving them appointment. (28 April 2010)

This shows that the center coordinator communicate with the distance learners, Nevertheless, there is loose communication between learners and center coordinator and also the absence of frequent feed back on assignments.

The researcher also asked the center coordinator about provided services while distance program was carried out He says:

There are a lot of problems that hinders our services provision these are: Lack of trained manpower, lack of means of communications, over- leaded working condition, lack of transportation and other related problems. Due to these reasons we couldn't provide all services expected form us. However, we did all our bests to serve our distance learners (28 April 2010)

In contrast as data collected from the learners indicate and also as it was observed by the researcher, distance learners get insufficient service from the center.

The researcher asked additional question the center coordinator about preparation and dispatching of distance materials. The center coordinator said:

Our distance materials were prepared with team of instructors they employ their rich knowledge and experience in preparation of distance materials. The distance materials include all necessary activities and information our distance learner like the materials. The distance materials guide and annual calendars dispatched once while learners were registered for their courses. I didn't come across any problems or complain while the distance materials preparations and dispatching.(28 April 2010)

As data collected from learners and center coordinator shows that open 2020 University College distance materials prepared by including all necessary information and activities.

The researcher continued asking the center coordinator how the college evaluates Its distance learner's academic achievement. He said:

The evaluation system employed was two. These are assignment and final examination. The assignment was marked out of 30% where as the final examination was marked out of 70% The researcher asked about the consistent of the assignment. he suggested that there were no possible ways to be sure whether the learners works out the assignment by their own or not. How ever, we tried to control the learners seriously to reduce cheating while the examination was going on. 28 April 2010)

The researcher raised the final question to the center coordinator. The question was mainly focuses on the problem face during the program was simple minted. The center coordinator for explains:

We faced many problems while we were implementing the program. These could be lack of trained manpower; problem of transportation, learner's financial constraints to attend face- to face tutorial session for students who come from remote areas waste much time and money to come to the center this because of rigid tutorial time schedule of the institution. It should assess our needs. (28, April 2010)

From this, it is learnt that they face problems like money and time constraints, inflexible time schedule of tutorial session can affect their academic achievement and smooth implementation of distance education.

4.9. The Role of support Services

It is the researcher's assumption that understanding informants' knowledge/ perceptions toward the role of instructional media for distance education smooth implementation rather than answering one of the stated basic research questions, it will be agate to investigate deeply other important related problems and there by forward some suggestions for better utilization of instructional media in the institution. Thus, the researcher tried all his best to grasp the true ideas, views or opinions of participants regarding the role of support service. All the informants agreed up on the significance of support services in distance education regarding this, the researcher raised question for one of the interviewee. He says:

Lack of appropriate support and follow up from concerned body affect our achievement and smooth implementation of the program. Effective implantation goes with appropriate sup pot services provided from concerned bodies

(April 28 2010)

In addition, another informant concerning the same issue revealed the role of support services more or less in the same way. He says:

We distance learners are not getting appropriate support. Moe over, there are no as such strong monitoring and follow ups on our progress of learning.(April 28 2010)

However, this problems be came more sensitive issues, like what type of services or follow up needed? How long it is given? How it is practiced? How it is delivered? And other similar questions properly answered.

Eventually, it is the researcher's strong believe that the problems raised were not the only responsible to inhibit the smooth implementation of distance education. Thus, if further studies conducted the problems would more resonate because, once the practices and problems are well differentiated, undoubtedly, it is a half journey towards the solutions.

4.10. Tutorial Observation

In this part the following points will be considered based on the data obtained through observation instrument employed in the study. These are: how face to face tutorial sessions seemed about? In terms of tutors' and learners activities and readiness: the physical status of tutorial classrooms; and at last, the utilization of different media in these sessions on one hand about students uses of the available services institution on the other hand.

Morning Session

It was in 25 April 2010 that tutorial was given at the Adama center. The center coordinator arrived an hour before the beginning of the tutorial session. The tutorial session began at 2:30. Then, I went to introduce myself to the tutor and asked his permission to attend his class. He allowed me and then I sat at the back of the students and took my notes.

The researcher was already informed that they were law major students they were twenty in number twelve of them are males and the rest eight are females. I asked one student near to me he told me that twenty five but five of them did not frequently attending tutorial session due to their personal problems.

The tutor started his activities by introducing the course. He informed them what they were supposed to do properly and after break. He started lecturing by writing unit and sub title of the modules some learners begin taking lectures notes and other preferred listening the lecture to taking notes. In between, he stopped his lecture and told the students to read notes given in the modules. The teaching learning process continued through the lecturing method. He finished the first part of the module before the break time. Two students asked question before they went out for break. Then, he reflected the question to discuss in class.

From the observation, it was learnt that the course has three modules the tutor told the learners repeatedly to turn the pages. He was hurrying to finish the whole content of the module before lunch time.

After the break there are only seven students. The tutor continued lecturing the second part of the modules. Then students began to ask some questions. He gave a chance for two students to respond to the questions. Then, he himself replied question frequently to proceed to the third part of the module.

As to learning resources, chalk, duster, module and tutor's short notes were used.

From the observation it was understood that in the teaching learning process the learners are passive recipients when the program conducted. The tutor used the lecture method to cover the portion of the course.

Afternoon Session

The researcher also observed tutorial session for students majoring management. There were nine male and five females in the class while, the classroom has no facilities.

The tutor came in and the learners have been already in class. He started revising previous lessons. He forwarded one question to the class and waited for a while. Then, he called the students in their name and asked questions and the students attempted to respond. The researcher observed better interaction between the tutor and learners in this tutorial session.

Through the tutor employed lecture method of teaching, he raised some questions in the middle of lecture; he raised some questions to participate them and he gave a few minutes for discussion, then, he begin hurrying to involve the whole part of the minutes for discussion. Then, he began hurrying to cover the whole part the module before the given time is over he began to whole part of the module before the given time is over he began to write some short notes while he was lecturing. The learning materials used in that particular class was. Chalk, duster, module and tutor's short note after a few minutes he stopped his lecture and left the class telling the learners where to read and focus on

Face- to face tutorial sessions were conducted the consecutive weekend days i.e. Saturday and Sunday. This was done intentionally with the assumption that distance learners will be free and convenient to attend

the tutorial programs. Tutors had at least first degree specialization in the subject they were giving tuition or in related field.

When we come to the actual face to face tutorial sessions, many tutors were punctual; they came to the classrooms even a head of the exact time. This might show their readiness to share what they had with learners. Almost all of them were busy to touch the whole text- module/s rather than emphasizing on the important points with in the allotted time, In general tutors were playing a dominant role in the classroom instead of facilitating the instructional process. This contradicts, for instance with the tutors role stated in the document entitled 'A short guide line on tutoring in distance education prepared

The booklet stated the tutor's role as follows:

The tutor should act as the link between the course material and the learner, initiating, and taking part in a dialogue with them.... Acting as a friend and motivate the students to be active participant in the sessions (December 2008:5)

Concerning the classrooms physical condition, they were well equipped with the necessary materials and they were not totally vulnerable for external noise. So, it is possible to say that classroom were suitable to conduct tutorials. Nevertheless, all in all tutorial sessions were led by the tutors, and text – modules on which the program and the tutors were dependent on.

The tutorial sessions where attended by a few number of students. Their number was average between 10 to 15. Moreover, most students were carefree to respect the time. Therefore, first periods in the morning and afternoon session were highly disturbed by such inconveniences. These conditions obliged any one to pose question regarding learners' readiness to attend the program. Besides, during instruction almost all students

were strictly engaged in listening and note taking. Only rarely they were participating in question and answering. In fact, it is expected when tutors are taking role in the instructional process.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary

The major objective of the study was to find out the practices and problems of distance education implementation. To reach at the intended objective, specific research questions were set to that they could enable the researcher to point out the practices and problems of distance education in the institution.

1. How does the practice of distance education in open 2020 University College practiced in conducting the program?
2. Are there appropriate communication means between the center Coordinator, tutors and learners?
3. Are there necessary and appropriate teaching material in a sufficient amount?
4. What are the major problems that affect smooth implementation of distance education in this institution?
5. What attempts are made to improve the problems observed in the program?

To answer the above question the study of conducted on the sample of 13 participants in the program with in -depth interviews, observation and document analysis.

Related literature on such points like conceptual frame works of distance education its historical development in the world, Africa and Ethiopia, management of distance education, roles and responsibility of key players in the program were seen.

In order to gather the necessary data, the research designed in such away that to employ case study strategy. Case study being one of qualitative

research, helped to deal in detail by using data gathering instrument like interviewees, document analysis and observation as the major tools.

As to the informants, they were selected purposefully accordingly, learners who believed to provide the necessary information about their learning and delivery were selected. Experienced tutors in providing assistance were also selected. Finally, center coordinator was taken as sources of information. Data from learners was collected during the tutorial classes were given to overcome the difficulty to find them. Data from the center coordinator and tutors was collected by appointment.

The information collected from the sources were organized and described using word expressions by taking the exact words of the informants.

After analyzing the necessary data in the study, the researcher has summarized the following as major findings.

The learners are between 30-45 years age It was also found that they were all married and have 1-3 children. These show that they perhaps lead large families.

With regard to their , experiences it was found out that these learners served in teaching and other fields for the year ranges between 3 – 15. It was also learnt that most of the learners come from where they couldn't find other higher institutions near by.

5.2 Conclusions

Here are conclusions that are reached based on the findings that are already presented.

- As to the background information of the learners it was found out that they are all adults whose age lies between 30-45 they are married and have families whom they support thus it is also found out that, had it not been for this distance education program, they had no chance to up grade their level of qualification .In line with

this Holmberg (1981) says distance education could serves those who can rarely allow themselves for financially afford to go in for full time study.

- When we see about provision of the necessary assistance the learners it is oblivious that distance learners most of the time expect help and advice on matters that are to do with the subject matter. They may need help before during or after the program. Thus, such services have not seen in the study center.

To have effective way of providing the necessary assistance to the learners, it needs to have clear orientation. How ever, it is found out that in the study center there are no effort made to train or provide a better orientation to strengthen the tutor's quality and learners. This shows that there is no concern given to provide quality service to beneficiaries.

- With regards material dispatch the learners appreciate the college they collect the material once a semester as they do not forced to come to the center again and again to collect the materials.
- With regard to their experiences, it was found out these learners served in teaching other government Institutions for years that range between 5-15 years. It was also learnt that most of the learners come to Adama from distance where they couldn't find other institutions near by.

Tutors are the key role player in the delivery of distance education program they were found to be qualified in the fields they gave tutorial classes. They were employed on part time bases.

In getting involved in the distance program training or orientation was very important to run the program effectively or smoothly. How ever, the

learners and the tutors didn't get the orientation with the regarding to their role and responsibilities.

Hence, tutors play their role with their skills and knowledge they have to treat their learners in the conventional classes. Their role and responsibilities couldn't go beyond providing face- to face tutorial classes which were not enough to cover the content of the materials.

As to learners expectations from the support service it was learnt that they expected a lot than what they get from their tutors or coordinator. Their expectation was summarized to guiding them how they should handle their courses, manage their time, content of the materials, help them when they face problems while doing on their materials.

Distance learning is done independently in its nature, learner can face many problems. Thus, they need close follow up and assistance from the institution, coordinators, and tutors and from each other. However, this study was founded out that the necessary help provided to them was not adequate. They get three to four hours lecture a semester; which was not enough to cover the courses, And the learners contact to their tutors was mostly limited to the time when face- to-face tutorial session given .other problem found out was that there were cases where tutorial sessions were not scheduled far certain courses on the pretext of less number of learners were taking the course,

As to material dispatch, it was found that in the study center the material is distributed all necessary learning material at once, at the beginning of the semester.

Employing appropriate media was one of the important issue in order to meet learner, interests who had different learning styles, in the study, it was learnt that print media was used dominantly. With regard to assignments, it was found out that most case the assignment was checked

but some times in some course they evaluate their students through final exam. The other problem found out regarding the assignment was that some students didn't use their own efforts they rather copy the answers from their colleague when it comes to face -to - face tutorial session. The program is conducted according to the time table of the college the large number of the participants couldn't be beneficiaries because of in convenience of tutorial centers time, inflexible schedule of the tutorial session money, and distance from center and family burdens and commitments.

In regarding communication means, distance learners employ postal service and phone to get service from their tutors or center.

5.3. Recommendations

Though the materials distributed in time to the learners, learners should get their tutors' guidance and advice on the given contents, questions, assignments or project and distance material problems.

Besides course materials, distance learners need additional reference materials they study for their examination. Or assignments lack of reference affects their academic achievement and prevents them from acquiring enough knowledge about the course. Therefore, the institution should consider the availability or reference materials at their respective centers.

- Attending face to face tutorial program play avatar role for the academic achievement and success of learners. However many learners couldn't attend because of lack of transportation money and time constraints, distance from the study center. Therefore, the institution should equip the ways of conducting face- to face tutorial session at the local level.

- A availability of support service like libraries at the tutorial center help the learners to get enough skill and knowledge about their courses. However, libraries haven't been seen in the tutorial centers. Hence, should establish library which facilitates tutorial center.
- In the study, distance learners employ different means of communications to contact with the institution, study center or with tutors therefore, these concerned bodies should give necessary responses on time for smooth implementation of the distance education.
- Providing appropriate supportive feedbacks help distance learners reading on their courses. Therefore, tutors and center coordinator should give assignment with sufficient explanation and feed back at right time before the final exam.
- Ethiopia Education strategic plan (1999) indicates the importance of distance education in producing skilled man power. There fore, the government has to provide the necessary supports for institutions to so as to enable them contribute to the development of quality education through distance education effective implementation.
- Staff development and training has essential contributions in running this distance education program as effective as possible .It's contribution to bring quality education in countries like Ethiopia is far reaching. Therefore, the institution should give emphasis to train tutors and learners before during and after the program.

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Appendix I

Tutorial Session Observation Checklist

Location

Name of the center.....
 Subject observed.....
 Name of the tutor.....
 Date of Observation.....
 Duration

Total Number of attendants.....

1. Classroom situation

- Number of male students ... female..... Total.....
 - Necessary facilities.....
 Overall classroom situation.....
 Large enough.....
 Has facilities.....

2. Classroom Performances

| Tutoring method | Very low | low | medium | high | Very high |
|---|----------|-----|--------|------|-----------|
| Lecture | | | | | |
| Discussion group/pair | | | | | |
| Eliciting | | | | | |
| Role playing | | | | | |
| Tutors proper use of time | | | | | |
| Availability of support materials such as audiovisual Tap recorders Computer confer sing | | | | | |
| Learners involvement in asking , answering, doing, etc | | | | | |
| Learners readiness | | | | | |

Appendix II
Addis Ababa University
College of Education
Department of Curriculum and Teachers' professional
Development
(Adult and lifelong learning unit)
Interview with Learners

The objective of this interview is to gather relevant information on practices and problems of distance education implementation (mode of delivery, material dispatch, tutorial session, and support services, means of communication, interaction and evaluation) of open 2020 University college, Adama center

The information gathered through interview is used only for the research purposes. Your genuine and responsible response has main determinant to the success of the study. Therefore I humbly request your cooperation to respond to the questions as clearly and genuine as possible

Your Background

Age _____ Martial Status _____

Job _____ Family Size _____

Level of Education _____

1. Why do you like to continue your education through distance education program? Have you given any orientation before you began distance education program? If your answer is 'yes' what you were told you need to note?

1. Tutorial sessions.

1. How often are face to face tutorial classes given per semester? Do you attend regularly?
2. What are the problems faced during face to face tutorial session? How you solve these problems?

3. Do you think it is enough to have necessary assistance courses with the program? If 'no' why?
4. Do the face to face tutorial classes, given as scheduled?/ if not 'why'?
5. When you come to the face to face tutorial class, what do you expect? Did they do the way expected?
6. Do you contact frequently tutors, peers, and coordinator of the center? If yes how often? For what purpose? What means of communication do you prefer to contact them.
 - Personal
 - Telephone
 - Postal service
7. Do you expect assistance from your tutor and center coordinators? What kind of assistance do you expect?
8. Can you tell me the assistance(s) you expected but not provided?
9. Do you think the method of teaching or counseling was satisfactory?
10. Do you think your tutors come well prepared and willing to help you? If 'not' why?
11. What do you think about the
 1. Effectiveness or draw back of tutorial program?
 2. Materials availability?

2. Material dispatch

12. Do you collect materials from the center on time? If no why?
13. Have you come across distance materials delayed? What kinds of academic problems faced? Do you think material delay highly hinders learners' academic achievement on the progress of distance education program?
14. Do you come across any problem with distance material when you deal with them? If so, do you have opportunity to comment on packages? Do you get chance to discuss with center coordinators? Do you think in appropriate and poorly prepared and unrevised distance materials affect the progress of distance education program?

15. What are the problems of distance education program? Do the management efficient enough to solve the faced problems? Which /what areas are appreciable and what areas need improvement.

3. Evaluation

17. How often do you take examination in the semester? Is the examination given as it scheduled? If not why?

18. Do the examination prepared according to the distributed materials? If not why?

19. Have you faced any problem while the exam conducted? What was the cause of problem? What kind of measures taken?

20. How do you evaluate the evaluation techniques of the institution? Do you think inappropriate techniques of evaluation affect students' academic achievement and implementation of distance education program?

Appendix III
Addis Ababa University
College of Education
Department of Curriculum and Teachers' professional
Development
(Adult and lifelong learning unit)
Interview with Tutors

The objective of this interview is to gather relevant information on practices and problems of distance education implementation (mode of delivery, material dispatch, tutorial session, and support services, means of communication, interaction and evaluation) of open 2020 University college, Adama center.

The information gathered through interview is used only for the research purposes. Your genuine and responsible response has main determinant to the success of the study. Therefore I humbly request your cooperation to respond to the questions as clearly and genuine as possible

1. Would you tell me your qualification and experience please?
2. How often do you give face-to-face tutorial program? Which method of teaching do you prefer (discussion, lecture)? Why?
3. Do you get clear orientation about your roles and responsibilities? If 'not' how do you accomplish your task?
4. Have you faced problems while you conducting face-to-face tutorial program? If 'yes' What were the problems?
5. Do your students have chance to contact you other than face-to-face tutorial classes? If 'not' what is the problem?
6. Would you like to mention how you evaluate your students' assignments? Have you faced problems while checking their assignments?

7. How do you evaluate the over all delivery of distance education program? What is its strong sides and its failures/drawbacks.

Appendix IV
Addis Ababa University
College of Education
Department of Curriculum and Teachers' professional
Development
(Adult and lifelong learning unit)
Interview with Center Coordinator

The objective of this interview is gather relevant information on practices and problems of distance education implementation (mode of delivery, material dispatch, tutorial session, and support services, means of communication, interaction and evaluation) of open 2020 University college

The information gathered through interview is used only for the research purposes. Your genuine and responsible response is main determinant to the success of the study. Therefore I humbly request your cooperation to respond to the questions as clearly and genuine as possible

As center coordinator, would you tell me your and your colleagues roles and responsibilities in implementation of distance education program.

1. Do you think the number of your staff is sufficient with number of students to provide them sufficient service? If 'not' how do you manage to give the services?
2. How do your distance learners can communicate with your staffs to obtain information? Which means of communications is used (Telephone, postal service, fax)?
3. Do you think the program is effectively implemented? What problems do you face? How you solved these problems?
4. Do the learners complain about the quality of distance learning materials? If so, in terms of what? activities, content or structure?

5. Would you explain how face-to-face tutorial program is carried out? Why it is carried out in this way?
6. Could the learners frequently attend the face-to-face tutorial class? If not they not they attend?

Examination

- 7 .Do the invigilators carefully supervise while the examination is conducted? What irregularities do you observe during examination? Do the learners attend on time in exam room? Do exams conducted according to the schedule?

Assignments

8. Do all the students in your center submit their assignment in time scheduled? If not what measures do you take?
9. Did their assignment checked without delay? If not why?
10. How would you evaluate the over all system of distance education program in your center? Which strong sides of the program do you appreciate and which areas need improvement to conduct the program.

Declaration

I, the undersigned, declare that this thesis is my original work has not been presented for any other degrees and that all the source of materials used for the thesis have been fully acknowledged

Name Muleta Hailu

Signature _____

Date _____

The thesis has been submitted for examination with my approval as a university Advisor

Name Getachew Adugna D. (pHD)

Date _____

Signature _____