

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

SOME CHARACTERISTICS, REASONS FOR
PARTICIPATION, AND STUDY PROBLEMS
OF SENIOR SECONDARY LEVEL
CORRESPONDENCE STUDENTS
IN ETHIOPIA

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June, 1994

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IN ETHIOPIA

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By
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ABSTRACT

The purpose of this study was to investigate into some characteristics, reasons for participation, and study problems of a group of students in Ethiopia, namely, students who have been enrolled in the correspondence education programme, offered by the Distance Education Division of the Department of Adult Education, Ministry of Education. The study was carried out through a questionnaire sent to the 560 students of the correspondence programme, who were found being actively pursuing their senior secondary courses, offered by the Distance Education Division, *until* June, 1992/93 academic year. An instrument used for data collection, namely, the questionnaire was first developed and then validated by a group of Judges and was adjusted for use in the light of the comments received from the persons who performed the judging task. Out of the 560 questionnaires sent to students, 382 questionnaires were returned filled correctly, i.e. a response of 68.2 percent.

The results of the data collected from the 382 students were tallied and described on the basis of the total percentage of the response secured for each item of the questionnaire of the variables investigated. The findings of the study revealed that the typical correspondence programme student of the Distance Education Division in Ethiopia is between 20 and 40 years old, married and has more than one children. The male students comprise 81.7 percent of the student body. The educational background of the students is above lower senior secondary school level, i.e; above 10 grades of schooling. They are working students almost invariably in a white collar occupations. They bear the expenses of the course out of their own pockets, and can be found mostly in rural areas.

Prominent objectives for undertaking further studies included 'to gain an officially recognized certificate', 'to pass an examination', 'to obtain competence for better jobs', 'to secure professional promotion' in their order of *Preference*. The student rated convenience as the main advantage of the correspondence study method. Because of their work commitments, they cannot avail themselves of conventional secondary schools.

Thus, from the prominent reasons students gave for their choice of the study form, supported by the findings on the students' objective for learning, and student characteristics, it was concluded that the correspondence education programme, offered by the Distance Education Division in Ethiopia, is primarily chosen as a means of study by persons who, because of family situation, vocational engagements or other obligations were not able to take advantage of educational offers which demand regular class attendance.

CHAPTER - ONE

I. INTRODUCTION

Educators and educational planners have experienced a growing interest from all directions in new forms of education during the last few decades. Among the new forms of education, is found the system of distance education. The special claim for distance education is that it permits the individual student to work at his own pace at a place and time of his or her choosing. It applies particularly, when a student already has a job and is unable, for reasons of distance or inconvenience, to attend regular classes as a full-time or part-time student.

Distance education is, in part, a social change, permitting access to secondary education for groups outside the scope of formal full-time education. It is too, a change in the methods of teaching, using modern methods of communication to overcome the problems of distance, or to satisfy the need for part-time study. And it is also a change in educational assumptions, depending upon new styles of curriculum development, student learning and assessment.

This system of teaching fulfils one of the new approaches in education, i.e., to place the interest of the learner above the interest of the teacher or the interest of the institution that offers the programme. What this means is that, in the provision of educational programmes, the nature of the learner, what he wants to learn and how he wants to learn

become the more important consideration, than what the teacher wants to teach or the requirements of the institution. In order to provide a learner-centred educational programme, it is necessary to know "who" the learners are and "why" they are learning. This study describes the "who" and "why" of distance education participation in Ethiopia.

1.1 The Problem

It is a common place observation that we are living in a rapidly changing society. In such a society, education has a particularly crucial role to play by providing information and knowledge that people need in order to cope-up with changing conditions. According to Wedemeyer (1971; 137) the need to educate nearly all our citizens beyond the high school level; the recognition that no education is any longer terminal, that for substantial numbers education must be continuous through out life; the rapidity of change that is one of the fruits of the knowledge explosion; the growth in population and in the mobility of the population; the need to bring all our citizens to a useful role in society - these are only the more obvious factors that seem to have enhanced the demand for education to such an extent that it seems impossible to expand the regular classroom teaching channel to cope-up with it.

In developing countries for instance, owing to the great shortage of institutions of formal schooling, and due to geographical, and other social and personal problems, a large

number of adult and non-adult population either do not go to school or are compelled to stop their education at a very early age. Accordingly, the demand for the upper primary and high school education is, today very great among the population, particularly between the ages of 20 and 35 years (Malkova & Vulison, 1988; Karanja, 1970 :262). In some areas, particularly in towns, evening classes are organized as to provide secondary education, but these are very few in comparison with the magnitude of the demand (Periera, 1971:333; Edstrom, 1973; Kabwasa, 1970; Flinck, Rune and Agneta W. Flinck, 1989).

In order to meet these conditions and serve the social, economic, and educational needs of learners, a new kind of educational system is inevitably needed. The system of distance education can be taken as one example of how, with new methods and meanses of education, one should be able to provide opportunities for continuing education to larger groups of people, living under different circumstances (King, 1984; Erdos, 1967). In the system of distance education, the teaching-learning process is usually conducted outside the publicly provided conventional educational system and evidently constitutes full-application of the innovation of the new method of education: new target groups (persons with varying experiences and background) ; methods based on non-contiguous communication (separation in space and time of students from a teacher); student independence (free pacing,

study at any time and place; freedom of multiple entry points according to individual students' possibilities) (Kabwasa, 1970; Edstrom, 1970, Dewal, 1988; DED, 1982).

One of the purposes of education is to develop the self-sufficient adult- the person who can carry on his learning independently. Education is not an end in itself, but a means to a larger end, and the individual has both the right and the responsibility to determine the purposes to which he gives his life (Houle, 1962; Wedemeyer, 1971).

In many cultures, the idea of the idiosyncratic nature of motivation is widely accepted, that motivation springs from within the individual. When knowledge seeking behaviour is instigated by intrinsic motives -the satisfaction of requirements for achieving a certain status, improved job opportunities, the anticipated excitement of discovery, educational improvement, etc, there is greater success (Dewal, 1988; wedemeyer, 1971; Rowbotham, 1971).

Moreover, in modern democratic societies such beliefs or values as the integrity of the individual and equality of opportunities have undoubtedly an important influence on educational technology (Singh, 1976). Besides having a strong theoretical basis and an imperative social urgency, independent learning (of which learning by correspondence is surely the most popular method) is supported by the learning styles actually practised by students (Wedemeyer, 1976). One of the basic tenets of teaching by correspondence is to teach

the student how to learn independently. Ofcourse, the correspondence student is given all the guidance that he needs, but, essentially his progress depends upon initiative and self-reliance (Wedemeyer, 1988; Allen, 1971; Keegan, 1988; Holmberg, 1967; 1971; 1981).

The students who join the correspondence courses are generally some what more highly motivated than students of formal school systems. Many of them are economically self-dependent. As such, they are aware of why they are joining a correspondence courses before they enrol themselves(Childs,1971; Wedemeyer, 1971). What is weak or missing is that the student is generally unclear about the real objectives of his learning (Holmberg, 1981; Prosser, 1970:232). Most students enrol for a correspondence course because they expect to obtain some direct improvement to their lives through it. This may be promotional prospects arising from better qualifications; improved vocational or life-skills or increased productivity; or the enhancement of leisure activities. If any of these are reasons for enrolling, it is vital to the continued motivation of students that they should be able to see that they are acnieving their objectives (Dodd, 1983:71). That is, students enrol for a correspondence course if they think it will help them solve a personal, social, or vocational problems or make them feel happy (Lowe, 1975:53).

Thus, an individual student's decision to participate in organized learning activities is influenced by various reasons

and preferences which must be identified in order to relate the programme of study with the diversified personal, social and other needs of the students (Houle, 1962; Erdos, 1967; Boshier, 1971; Axford, 1969; 1970; 1980; Dewal, 1988). In relation to this, Holmberg(1981:43-44) has noted that, since the course development, the planning of student-tutor interaction and other factors must necessarily be based on the knowledge of the clientele to be served, it is important as much as possible to know about the students, their goals, social and educational background, incentives and motivation, why they study at a distance and what they expect.

Moreover, Prosser(1970:245) has to say the following regarding the importance of knowing about the participants and reasons for their participation:

- - - unless more scientifically verified detail is known about the reasons as to why the students take part in adult education activities, unless some detail is known about the way adults learn, and unless ways of classifying students are found, practitioners, can never be sure that they are making the most effective provision, objectives can never be formulated with any degree of certainty and evaluation becomes haphazard.

The knowledge of such information about the correspondence students is very essential for planning new programmes, or revising and updating the existing programme as to make specific interests and needs of the students of the programme get satisfied, and for developing and/or in order to make instructional, counselling and other services appropriate

to their needs and circumstances (Holmberg, 1981; Mackenzie, Postgate and Scupham, 1975; Sewart, 1988; Bock, 1980; Stein, 1971; Mackenzie, 1971).

However, despite the fact most practitioners acknowledge the importance of gathering information concerning the characteristics, reasons for participation, and study problems of correspondence education students prior to enrolment, during the course, and after course completion, few attempt to do so. Presently, very little is known about correspondence education students in Ethiopia.

In a "Statistical Data Bulletin on Distance Education Participation" Yeshimebet (1982 E.C) attempted to describe some characteristics of the correspondence programme students of the Distance Education Division in Ethiopia. Nevertheless, she left aside some of the most important issues about the students, such as, objectives of the students for undertaking further studies, reasons for their choice of the correspondence method of study, and problems the students found themselves confronted with while learning by correspondence and other aspects of the programme. Thus, in Ethiopia, research works related to participation of students in correspondence courses appear to be almost non-existent.

Hence, huge gaps remain in the present state of knowledge on the subject from the perspective of a developing country - Ethiopia.

1.2 Statements of the Problem

The purpose of this study is, therefore to investigate into some characteristics, reasons for participation, and study problems of correspondence education students in Ethiopia.

In the light of the problem, the following are enlisted as objectives of the study:

1. To identify personal, occupational, educational and other characteristics of the correspondence students
2. To identify the primary educational goals and/or motives of the correspondence education participants for undertaking further studies
3. To identify the primary reasons that led the participants to adopt the correspondence study method- instead of other forms of instruction.
4. To identify the major problems (short-comings) of the correspondence education programme as experienced by the participants.

More specifically, the basic questions to be answered in the course of the study are :

1. Who are the participants? What are their characteristics in terms of sex, age, family situation, occupational, educational, and financial background, and geographical location?
2. What are the expressed educational goals (motives) of the participants for continuing education?

3. What are the expressed reasons of the students for their choice of the correspondence study method?
4. What are the major short-comings of the correspondence education programme as experienced by the participants during their study process?

1.3 Significance of the Study

In developing countries like Ethiopia, with limited human and material resources, correspondence education should have a very important place in the educational set up. In Ethiopia, most of our young and adult people engaged in public and private organizations lack adequate formal education and training (Abebe & Taye, 1967). Such people are not likely to get the necessary education and training unless they leave their jobs, or place of residence in order to pursue their education in conventional secondary schools. It was in this context that, the Distance Education Division of the Department of Adult Education was established in 1978/79. The objective of the institution is to help those people who have for various reasons been unable to continue their education to the level they desired. One of the ways in which the Division serves the Ethiopian public is through offering senior secondary courses by correspondence, the completion of which enables them to take the Ethiopian Senior Secondary School Leaving Certificate Examination (E.S.L.C.E) (DED, 1982).

This being the objective of the programme, within 15

years of its operation (October, 1978/79 - June, 1992/93), out of the total of about 6600 participants enrolled at all grade levels (9-12), only about 850 had successfully completed the programme to the E.S.L.C.E. At the end of June 1992/93 (the time the population for the present study were selected), about 600 students were actively pursuing their education through the correspondence method, and the remaining students (about 5200) had either discontinued or dropped- out of the programme completely(Registration & Records Documents of the DED).

From these data, it can be discerned that the completion rate of the correspondence programme students seem to be low when measured against the objectives of the programme. However, Holmberg(1981:23) noted that since distance education programmes are often used by individual students who do not declare either their ultimate goal(self-actualization rather than the acquisition of competence may be their aim), or the period over which they intend to spread their study, it is often impossible to say for certain - unless the students are conscious of their ultimate goals and have made their study intentions known - whether non-completion means interruption or drop-out in the sense of failure or accords with their intentions and plans.

Moreover, the annual enrolment trend of the correspondence students was also observed to be steadily decreasing from year to year. The following table shows the

yearly enrolment pattern of the students from 1978/79 to end of June, 1992/93.

TABLE I

ANNUAL ENROLMENT PATTERN OF THE CORRESPONDENCE STUDENTS

year (19-)	78 /79	79 /80	80 /81	81 /82	82 /83	83 /84	84 /85	85 /86	86 /87	87 /88	88 /89	89 /90	90 /91	91 /92	92 /93	total
Nº	93	276	1372	715	569	526	441	497	531	556	450	230	208	94	58	6614

Thus, since correspondence students may not be homogeneous in their many aspects, the basic yardstick for the design of courses, namely the target population seem to be more antangible for the practitioners. Even if they are able to establish a more or less coherent academic standard on entry, the variation in the personal characteristics, domestic, social and work situation of the students, as well as their individual objectives for learning, their reason for choosing the study method cannot be accurately computed (Sewart, 1983).

Therefore, as the main purpose of this study was to investigate into some characteristics, reasons for participation, and study problems of the students, who have been enroled and pursuing their education through the correspondence programme, offered by the Distance Education Division of the Department of Adult Education, Ministry of education in Ethiopia:

-It was felt that the results of this study would help the practitioners (tutors, counsellors, course planners, writers, editors and other concerned personalities, both in the Distance Education Division and Ministry of Education) to be more effective in attracting the people who can benefit most from the programme, in their attempt to reach new clientele and plan new programmes of study. Because given today's emphasis on programmes for such persons, a knowledge of some of the factors associated with their participation would be of value. Verner and Newberry (1958) indicated that through the identification of those who participate, practitioners can find significant clues to the kind of people not now involved, but who might become more active if conditions were such as to encourage their participation.

-it was also felt that the findings of this study would be of significant value for improving the kind of educational provision already available, by helping to adjust course offerings to the needs, interests and problems of the correspondence programme students;

- Moreover, the findings of this study would add significantly to the body of knowledge about those who study by correspondence from a developing country perspective - Ethiopia.

1.4 Delimitation of the study

There are many things that should be known about the correspondence programme students. In this study, however, were described some characteristics, reasons for participation and study problems of a group of students in Ethiopia, namely, the students who have been enrolled and actively pursuing their senior secondary courses through the correspondence programme, offered by the Distance Education Division (D.E.D) of the Department of Adult Education (D.A.D), *Until* June 1992/93 academic year.

1.5 Organization of the study

This study was organized and presented under five chapters. The first chapter presents the introduction of the study. Included in this chapter are the general background of the problem under investigation, objectives of the study, basic questions, significance and delimitation of the study. The second chapter deals with review of the related literature to the problem under treatment. The third chapter treats the design of the study. More specifically, it elaborates the sources of data and the methodology employed for data collection and analysis. Chapter four presents the results and discussion of the data collected from the sample population. The fifth chapter gives the summary, conclusions and recommendations of the study followed by sections dealing with bibliography and appendices.

CHAPTER-TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concept of Correspondence Education

2.1.1. Definitions and General Characteristics

Correspondence implies that two or more parties are in contact with one another in writing. Consequently, correspondence teaching is taken to mean teaching in writing, in the course of which the student and the teacher are in regular contact with each other, normally by writing to each other. Teaching by correspondence is a natural means of instruction if the instructor and the students are at a distance from each other (Holmberg, 1957:9). According to Mackenzie and Christensen (1971), for many years correspondence study has meant exchange of lessons by mail. Currently, however, they said, there are many new approaches to course work, and although the mails are still the prime means of exchanging lessons, technological advances are being introduced. The invention of printing and, in this century, broadcasting, have enabled us to develop new methods of communicating with people who are not face-to-face with us. These techniques have also made it possible to communicate with very large number of people through a single act of writing or broadcasting - very many more people than a teacher, or a lecturer, could teach in a lesson or a lecture

(Dodd, 1983:1; Wedemeyer, 1971; Edstrom, 1970).

Thus, the definition of correspondence education as teaching by mail has also, at the same time conveyed the idea of the direct tutor-pupil relationship in contrast with mass teaching in the conventional class or lecture room. This at once connotes, adjustment to individual and vocational needs, flexibility for arrangement not only to individual gifts and attainments, but also, to environmental limitations of the student (Lighty, 1971:18).

Correspondence education is, therefore, a teaching method that involves a two-way communication between a teacher and student, and describes teaching at a distance from learning (Mwakawago, 1970:315; Holmberg, 1967; Edstrom, 1970). Attempts have been made since the 1920's to use print and broadcasting in an organized way, to teach people at a distance. Recently, however, most projects have set out to combine print and broadcasting for educational purposes (Harris and Williams, 1977). And there has been a growing recognition that occasional meetings between students and tutors help to make it easier to learn from printed or broadcast materials (Kinyanjui, 1974). Wedemeyer (1973) noted that correspondence education is one kind of independent study or independent learning in which the communication loop is primarily in written form, but need not be confined to writing (Wedemeyer, 1973:73).

Thus, several different expressions are used to describe

teaching at a distance from learning. During the last few decades, the expression "distance education" has come to be used to include any system of teaching and learning in which the students are at a distance from their teachers for most of the time they are studying (Stein, 1971; Holmberg, 1981; Moore, 1977). However, distance education can and usually should include some face-to-face study. In fact, in distance teaching, some form of feedback and reinforcement, preferably through contact between students and teachers or between students and fellow students, is an essential element (Dodd, 1983; Allen, 1971; Childs, 1971; Edstrom, 1970). This seems to indicate that the distance student should be in a position to begin and finish his/her course whenever he wants to. There is an ideological issue stated by Daniel and Marquis (1979:34) as follows:

' . . . if a system has, as its chief priority, respect for the freedom and autonomy of the individual student, it will allow him to begin a course whenever he chooses and to finish it at his convenience.'

Distance education opens possibilities for study adapted to individual needs, wishes and conditions and can, through a mass communication approach, offer these possibilities to large numbers of people. It seems logical to use these facilities without imposing restraints natural to classroom learning, but made unnecessary by the versatility and adaptability of a well designed system of distance education (Holmberg, 1981).

In preparing a mass communication programme, it is practical to apply methods of industrial work. These methods include planning, rationalizing procedures, division of labour, mechanization, automation, and controlling and checking. Peters (1971:224-226) has made a systematic study of these methods and has compared them with industrial work. He then describes distance study as industrial type of teaching and learning made possible by technical media.

The technological approaches implied do not prevent personal communication of a conversational character from being the backbone of distance study. This applies even when computerized communication occurs. Accordingly, Holmberg (1981) regarded organized distance study as a mediated form of guided didactic conversation (Holmberg, 1981:30-32).

By its very nature, learning is idiosyncratic, what is actually learned and the rate of which it is learned, varies from individual to individual, depending upon genetic make-up, past experience and other factors (Young, 1971).

Most of the research works in the theories of learning has focused its attention on the teaching-learning situations in regular classrooms. As such, there is no unified theory of independent learning (of which learning by correspondence is surely the most popular method) (Singh, 1976). In an article on "The use of correspondence education for post-secondary education," Charles A. Wedemeyer (1973:75-6) quotes the views of scholars like John Dewey, James MC Donald, Pauline Sears,

Dorothy Lee, Sidney Jourd, and Gerald Gleason, and Robert Gagne representing different fields such as the philosophy of education, behavioral psychology, psycho-analytic theory, socio-anthropological theory, and educational technology, to provide theoretical bases for independent learning. These approaches, which mainly reflect some modern streams of thought, argued Holmberg (1981:33), do not constitute contributions to a theory of teaching, however. What is necessary and adequate for our purposes is, to note that all these theories point to the centrality of the individual learner in any meaningful system of education.

The importance of viewing distance education as a form of independent study, is that doing so provides an important link to general learning theory and accepted practice in mainstream education (Wedemeyer, 1973; 1976; 1988). Though the student in a distance teaching system may benefit from the planning, guidance and tuition of a tutorial organization (Holmberg, 1977), he/she may also have a large degree of autonomy (Teather & McMechan, 1980; Moore, 1977). Holmberg (1981:26) states:

. . . in a distance study a student can as a rule - in some measure decide to what extent he/she is to make use of the teaching provided. This begins by the reading of printed material and the listening into recording radio programmes and even applies to watching video recordings to live TV programmes. All this is a selective procedure: everyone selects which seems relevant to his/her pictures of the learning matter and its problems and what can be connected with the cognitive structures already developed. To what extent a student really pays attention to tutorial comments

or makes use of facilities for face-to-face or telephone contacts when such are offered also depends on a personal choice'

The students study in the home or in a study centre, and the resources necessary have to be made available there (Erdos, 1967; Edstrom, 1970; Schwalbe, 1976)

Here are some examples of distance-teaching institutions. Each is concerned with a different kind and level of education. They also use different methods and combination of methods of teaching. The list of examples presented in the following chart shows, what a variety of programmes distance education covers. They include courses at secondary and university level. There are programmes of vocational training, basic education, health and agricultural education. They also use different methods of teaching: print, radio, television, tape recordings, study centres, home experiment kits, study groups, postal services and so on. Some use one or more of these methods separately, others use them in a whole variety of combinations. (Dodd, 1983:3-4; Kinyanjui, 1974; Pires, E. A and Beranard Bartram, 1975)

EXAMPLES OF SOME DISTANCE TEACHING INSTITUTIONS

Institution	Country	Courses/activities	Students	Main media
Allama Iqbal Open University (AIOU)	Pakistan	Primary, secondary and college teachers upgrading courses. University 1st degree and post graduate courses. Functional courses (e.g. vegetable gardening, electrical wiring, soil problems and their remedies).	Underqualified primary and secondary teachers and adult students with secondary level qualification entering for university degrees, adult students with little or no formal education	Correspondence courses, radio, TV., occasional face to-face tutoring
Accion cultural Popular (ACPO)	Colombia	Basic education courses equivalent to primary education based on adult curriculum, including literacy and numeracy, agriculture, community organization, child and family development	Adult peasants in remote mountainous regions. Some of their children who cannot get into primary school	Daily radio lessons, course text books and visual aids. Study group meetings under leadership of monitors
UNRWA/Unesco Institute of Education	Jordan (but also working with Palestinian refugees in neighbouring countries)	Primary and preparatory school teacher training and upgrading courses	Primary school teachers in schools in Palestinian refugee settlements	Printed self-study courses and regular face-to-face seminars

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Institut Africain Pour le Développement Economique et Sociale (INADES)	Ivory Coast (also working in several other Francophone West African countries)	Basic agriculture courses. Village courses. Development cadres training courses	Peasants, extension officers (governmental and voluntary). Development personnel	Printed correspondence booklets, highly illustrated. Linked visual aids. Study groups
Radio Mathematics Project	Nicaragua	Primary school mathematics courses (Grade 1 upwards)	Primary school children	Family radio lessons. Limited printed lessons. Class listening during exercises under the classroom teacher.

2.1.2. The Rationale of Correspondence Education

We have seen that distance education makes use of print and broadcasting, but should also include some face-to-face study. The reasons which lead the government authorities to establish distance teaching systems is judged differently in different parts of the world.

It usually comes into being in order to provide for rapid expansion of educational opportunities. That is, sometimes a government wants to expand a particular form of education quickly for a group of people, like teachers, who cannot be taken off from their jobs to be trained; sometimes demand for a particular level of education far outstrips the places available in appropriate institutions, sometimes a government wants to harness the media of distance teaching to a whole range of educational objectives, formal and non-formal, to expand and improve existing provision and to facilitate innovation (Dodd, 1983). Indeed, as is the case with the classroom format, correspondence study may be employed in different settings for different reasons.

For instance, in Great Britain the open university was created to increase opportunities for adults to obtain university education (Scupham, 1975; Harris, 1971). By the time the open university was founded, many hundreds of agencies had already helped literally millions of students, to overcome the barriers of space, time, social and economic

status in their pursuit of learning (Teather and Mcmechan, 1980). In Zambia, Tanzania, Mauritius, Kenya, Ghana, Ethiopia, and Zimbabwe, also the respective governments have established the distance-teaching institutions in order to provide secondary education facilities for persons, who have been incapable for various reasons to pursue their education in conventional secondary schools (Kabwasa, 1970; Rune, Flink and Agenta W. Flinck, 1989; DED, 1982; Kinyanjui, 1974; Dodd, 1983; Ansere, 1978).

In New Zealand, the initial impetus for the provision of public sector correspondence education was egalitarian, coupled with the geographical imbalance in the provision of conventional, face-to-face teaching institutions. The three institutions which together comprise New Zealand's public sector distance teaching institution has been established to bring what was already being done in the comparable face-to-face teaching institutions --- the schools, colleges and universities, to potential students out of reach of the existing provision (Mc Veagh, 1976 cited in Teather and Mc Mechan, 1980:57-9).

It was, therefore, natural that the initial response of the fledging correspondence institutions to their task was, in the main, to duplicate the teaching already provided in the conventional face-to-face institutions, not to initiate new ventures. The medium was different, the message was the same (Sayegh, 1989). In all cases, distance teaching has been seen

as one possible way of expanding educational opportunities, for those people who could not be reached by conventional methods (Schwalbe, 1976).

The other factor which has contributed to the creation of distance teaching systems has been the economic, the move towards an ideal cost conscious provision of education, towards an ideal of the most 'effective' education for large number of people at the lowest possible cost (Dodd, 1983).

This has come to mean, not merely, a more careful costing of education, but also, the further education and part-time reeducation or retraining of adults in employment (Harris & Williams, 1977). Many of the distance teaching institutions have been set up to upgrade teachers, to increase the number of teachers and to provide supportive teaching materials. This was done with the belief that improvements in the quality of education are often equated with an increase in the number of qualified teachers, an improvement in the teacher-pupil ratio, and the availability of good study materials (Kinyanjui, 1974; 1975; Walsh, 1971). The Pakistan Allama Iqbal Open University for instance, runs a primary teacher orientation course using distance teaching, and in Tanzania there is an initial teacher training scheme using distance teaching methods, to provide enough teachers for the introduction of universal primary education (Dodd, 1983; Kabwasa, 1970; Kabwasa & Kaunda, 1973).

The other reason that has helped to bring about the creation of distance teaching systems has been, to make

education more relevant to people's lives. The traditional system of education have been aimed at schools and colleges, which cut their students off from the world they are supposed to be learning to live in, and at their curricula, which have proved to be increasingly irrelevant to that rapidly changing world. Attempts to change the structure and contents of education need techniques which maximise the students' ability and opportunities to relate what they are learning to the lives they are living. They must enable students to exercise more control over what and how they learn, and to join with fellow students and tutors in decisions about using what they have learned (Prosser, 1970; Holmberg, 1981; Keegan, 1988; Sewart, 1988; Wedemeyer, 1971; Gardner, 1971). Distance teaching has been used in some institutions to try to bring about such changes. For example, INCE in Venezuela runs apprenticeship training programme for mechanics by correspondence and, the Mauritius college of the Air introduced Metalwork and agricultural science courses into secondary schools by multi-media programmes (Kinyanjui, 1974; Dodd, 1983).

In nonformal education for adults, a major obstacle to traditional face-to-face methods is geographical isolation. Potential students are scattered in villages many miles from the towns where most educational institutions and extension officers are situated. Distance teaching can reach into the homes or the communities of the learners, in the form of radio

programmes, self-study *Pamphlets* or correspondence courses. These can reach farmers to teach about agriculture, parents to teach about child health, or cooperative committee members to help them to learn about their duties (Edstrom, 1970; Shawky, 1969; Harris & Williams, 1977). For example, the Institut Africain Pour Le Development Economique et Sociale in Ivory Coast (Cote D' Voire) runs a correspondence course on better farming, and the Tanzanian co-operative college runs various correspondence and radio courses on co-operative education (Dodu, 1983; Kabwasa, 1970). Here, the intention is the encouragement of constructive learning and changing attitudes amongst the great majority of people who are not able or not prepared to become registered students in any formal sense, but who can yet be persuaded to adjust to learn, without any disciplined study for qualification (Harris and Williams, 1977).

The most telling argument in favour of the creation of distance teaching institutions by educational planners, is that, it increases opportunities for education without increasing costs in proportion (Holmberg, 1981). This claim is based on the following assumptions:

- 1) distance teaching makes it possible for a few teachers to reach large number of students;
- (2) it does not require new schools to be built for expansion to take place, it can rely on the spare - time use of existing buildings and equipments;
- (3) it makes it possible for students to learn while they

continue to earn; they do not need to be removed from their productive activity while they learn; (4) distance teaching can achieve economies of scale; once the teaching materials have been produced and the system established, additional students can be enrolled with only marginal cost; the more students there are, the lower the cost per student (Dodd, 1983:8; Holmberg, 1981; Edstrom, 1970; Kabwasa, 1970; Dewal, 1988; Keegan, 1988)

Besides, Sayegh, 1989; Erdos, 1967; Wedemeyer, 1971; Allen, 1971; Stein, 1971; Sewart, 1988; Keegan, 1988; Okach, 1989; have given a list of few key advantages of the correspondence/distance education as:

1. it is very convenient for the student, (a) the student can attend to his/her correspondence course at any time of his convenience, (b) the student can work at his own speed with out the consequence of group pressure characteristics of a class room situation.
2. correspondence education is suitable for certain categories of vocational training, except in subjects like medicine and surgery. When used in conjunction with "on the job" practical experience and short residential sessions for laboratory work, it can be used and being increasingly used for teaching technical subjects.
3. a variety of educational programmes can be covered by this system of education. They include courses at primary, secondary and university level. There are also

programmes of basic education, health and agricultural education.

4. it is very flexible in terms of both the methods and the techniques used and in meeting the diverse needs of various students. It is a very important individualized method of learning.
5. many students can be reached from one centre; i.e; large groups of students can be taught with one and the same course, allowing a kind of mass communication and 'industrial method'
6. it is suitable for adaptation to a variety of difficult geographical circumstances; it can reach students in the most distant and isolated parts of the country.

Thus, in distance teaching, a matter of primary importance is organizing the different media in a systematic and complementary way, so that they reach the students for whom they are intended and provide them with a satisfying and effective means of learning (Holmberg, 1981). This indicates that, in this system of teaching, the student, his wishes and environment are of very great importance than in old fashioned classroom teaching, where the class as a unit tended to become more important than the individual, and where the teacher spoke to his class as a whole than to a particular student (Wedemeyer, 1971; 1988; Allen, 1971; Rowbotham, 1971; Baath, 1974; Moore, 1977).

2.1.3 Who Are The Correspondent Students?

What has been discussed so far should have shed some light on the types of students that distance education is particularly suited for. There is no evidence, however, to indicate that correspondence students should be regarded as a homogeneous group (Sewart, 1988). The common factor is that, with few exceptions, these students are adults and consequently as a rule are gainfully employed and/or are house wives (Holmberg, 1981:21).

Historical evidence makes it fairly safe to assume that in many countries, distance education (in the form of 'pure' correspondence study) was created to give a chance to study for those who could not go to an ordinary school or university for financial, social, geographical or medical reasons (Sayegh, 1989; Erdos, 1967; Ologunde, 1969). Harper (1971) also noted that, only those persons are encouraged to study by correspondence, or, indeed, admitted to such study, who because of age, poverty, occupation, situation or some other good reasons, can not avail themselves of oral instruction. He further indicated that it is surely an advantage of the correspondence system that it can aid this large group of people, who otherwise would have no help and make no progress.

In the late 1970's and the early 1980's however, there appeared a growing number of students who choose to study at a distance even when a similar programme is available at conventional, face-to-face educational institutions convenient to them (Keegan, 1988). These group of students may include,

according to Sewart (1988), bright school boys and girls who, for reasons of disposition and temper genuinely prefer studying on their own by means of the correspondence method than any other form of education (as part of school curriculum or as a means of improving their standard). Moreover, at a time when many young people could not get the education and training appropriate to their ability, correspondence education provided a chance for them to educate themselves as adults. Conditions of this kind do not entirely belong to the past either in the industrial or developing countries (Holmberg, 1981:39). This shows, that distance study facilities are attractive not only for people (men and women) who for many reasons are unable to avail themselves of conventional, face-to-face teaching institutions, but also for people, who for various reasons are unwilling or do not want to attend classes regularly.

Thus, distance education in the form of correspondence study has held out to many an opportunity of getting further education in a way suited to conditions imposed by modern society (Edstrom, 1970; Wedemeyer, 1971). It also provided an invaluable outlet for the educational ambitions of those who have been left outside the system of higher education or have had unsatisfactory compulsory education (Lowbeer, 1970).

In general, Keegan, 1988:123; Rekkedal, 1978; Sewart, 1988; Mackenzie, Postugate and Scupham, 1975; Erdos, 1967; Holmberg, 1967; 1981; Kempfer, 1955; Axford, 1969; 1970; 1980;

have given the comprehensive list of the type of students for whom this form of education has been found to be useful in satisfying their various needs, as has been reported by different distance teaching institutions. These, according to the authorities mentioned above include: those children and adults who live in isolated areas- geographically too far from the conventional educational institutions and are prevented by distance from enrolment; those in full-time employment, shift-workers); those in newly developing countries who have insufficient educational establishments to accommodate all who wish to learn; the home bound (house wives, the physically handicapped, etc); those who are too old to return to primary and/or secondary schools but not too old to continue an education which was earlier interrupted; the institutionalised (prisoners, patients in hospitals; men and women in the army); those desiring special courses; those who can not leave their family or afford to quit their jobs for a year or two of special training; men and women employed in shops and upon farms who can not leave their daily work to attend school; those in midlife who need to prepare for another occupation; the working older person desiring to retire to a second career. Correspondence education is for a hundred other special cases which conventional educational institutions are not able to serve.

2.2. Summary of Previous Research Findings

2.2.1 Participation in Correspondence Education

Educators, particularly distance educators use the term participation in reference to involvement in events, activities or programmes whose primary purpose is educational, and the distant students are described as participants (Kanocz, 1975:172). The predominantly voluntary nature of participation is one of the features of distance education which differentiate it from other forms of education (Prosser, 1970:31; Erdos, 1967; Edstrom, 1970). This is likely so, because the participant has a variety of life roles (social duties, responsibilities as a working member of a community, etc) that have potential for contributing to or detracting from participating in learning activities (Axford, 1970; Edstrom, 1970; Erdos, 1967). If a person sees that relevant knowledge can be gained from distance education programmes, he/she will participate, and if otherwise he/she will not (Axford, 1980). Thus, an individual student's decision to participate or not, will depend upon whether the sponsoring agency is able to provide him/her with opportunities which the student sees as making a contribution toward satisfying one or more of his/her personal needs.

Factors which may be related to an individual's participation can be thought of as two types: Positional or background (sociological) factors which refer to the position

a person occupies in the social structure; and the psychological factors which may influence the manner in which the roles associated with the former positions are performed (Knox, and Sjorgen, 1962). The former category often used for describing participation include such familiar variables as sex, age, family status, educational, occupational and financial background, and place of residence. These are the positional variables with which this study was concerned. The psychological factors include variables such as abilities, needs, interests, motives, attitudes and anxiety level. Studies dealing with these factors often answer the questions as to the "who" and the "why" of participation.

2.2.2. Participation and Positional Variables

The identification and description of participants together with the analysis of factors influencing participation has been a major concern of research in distance education for many years. The majority of participation studies undertaken in the field of distance education were mainly concerned with enrollment patterns and description of the characteristics of the participants. Among the very few research works available dealing with the characteristics of the participants are included that of; Ansere, 1978; Rekkedal, 1972; 1978; Escotet, 1988; Kinyanjui, 1975; (McIntosh, 1976; Glatter and Weddel, 1971; Flinck, 1979, cited in Holmberg, 1981); Mackenzie, Postgate and Scupham, 1975; Sewart, 1988;

Kabwasa, 1970; Wedemeyer and James, 1959). These studies clearly demonstrated that distance education is an extensive and pervasive activity involving most members of a society, at several points during their lives. And at the same time, some individuals and groups were found to be more active participants than others.

These studies have identified several variables as having strong relationships with participation, by presenting the percent participating within each category of the variables investigated.

Based on these studies, the following variables appear to be the most consistently reported findings. Accordingly, across educational levels, persons with a relatively high level of education participate more than persons who had low level of education (Mackenzie, Postgate, and Scupham, 1975; Escotet, 1988; Ansere, 1978; Rekkedal, 1972, 1978; Kinyanjui, 1975; Sewart, 1988; Kabwasa, 1970); that there is a curvilinear relationship between participation and age; i.e, participation rates decline as age increases by decades (Ansere, 1978; Kinyanjui, 1975; Escotet, 1988; Keegan, 1988; Sewart, 1988; McIntosh, Woodley and Morrison, 1980); that employed persons participate to a greater extent than the unemployed (Ansere, 1978; Rekkedal, 1978; Kinyanjui, 1975; Sayegh, 1989; Sewart, 1988; Mackenzie, Postgate and Scupham, 1975); persons with high level of income and occupational status participate more than their respective counter parts .

(Kinyanjui, 1975; Rekkedal, 1978; Ansere, 1978; Holmberg, 1981); that married persons and housewives participate more than persons who are not married, widowed or separated (Rekkedal, 1972; 1978; Ansere, 1978; Kinyanjui, 1975; McIntosh, Woodley and Morrison, 1980; Sewart, 1988); that couples with children participate more than those who have no children (Ansere, 1978; Kinyanjui, 1975; Rekkedal, 1978; McIntosh, Woodley and Morrison, 1988; Sewart, 1988).

Thus, individuals who are well established in family, social and vocational life participate in correspondence education programmes than do, younger individuals who are not married, living with their parents and often coming directly from other conventional schools, and having only minor vocational experience, and having a relatively low level of education and income (Rekkedal, 1978:37).

The findings on the positional variables of sex, and place of residence appear to be inconsistent in the research studies reported. In developed countries, it was investigated that across educational levels, men and women participate at about the same rate (James, and Wedemeyer, 1959; Mackenzie, Postgate, and Scupham, 1975; Mackenzie, 1971). In less developed countries, men participate to a greater extent than Women (Ansere, 1978; Kinyanjui, 1975; Rekkedal, 1978)

Similarly, in industrial and well developed countries, most students come to the correspondence education programme from towns and urban areas than and/or at the same rate as do,

the students from rural areas (McIntosh, Woodley and Morrison, 1980; Mackenzie, 1971; Rekkedal, 1978; Kato and Postgate, 1975; Saxe, 1971). On the other hand, in developing countries the correspondence programme students were found to come usually from rural areas than from urban areas (Kinyanjui, 1975; Ansere, 1978; Sewart, 1988; Yeshimebet, 1982 E.C.). Accordingly, McIntosh, Woodley and Morrison (1980) have commented that, in less developed countries, the barriers to access - educational, financial and cultural - are formidable and unlikely to be overcome by many, other than the most able and motivated of people from such disadvantaged background.

2.2.3 Motivational Basis of Participation

Motivation is a very general term for factors and conditions which cause a person to begin an activity and pursue it with vigour and persistence. In everyday terms, motivation refers to the "whys" of behaviour, as ability means the "cans". When we question students' motivation for learning, we assume they can try to learn but ask "Why do they?", "Why don't they?", or perhaps, "How can we get them to?" (Clarizio, Craig and Mehrens, 1981:278).

Various studies [Ansere, 1978; Lowe, 1975; Prosser, 1970; (McIntosh, 1976; Glatter and Weddel, 1971; Flinck, 1979; cited in Holmberg, 1981); Rekkedal, 1972; 1978; Axford, 1970] have been carried out in order to investigate into the motivational orientations (Objectives for continuing education, and reasons

students had for choosing the correspondence study method) of the correspondence programme students. The findings of these studies showed that people do differ in their objectives for undertaking further studies, and the reasons provided by students for their choice of the study method were also found to vary depending upon the type and level of the programmes offered.

Similarly, the findings of studies on the motivational orientations of the students in other forms of adult and continuing education, showed that people do differ in their motivational orientations for undertaking further studies, and that there is a significant and positive relationship between the type of continuing education which the person attends and his/her primary reasons for participation (Boshier, 1971; 1976; Burgess, 1971; Dickinsen and Clark, 1975; Doguiah, 1970; Doguiah and Moss, 1968; Abebe, 1977; Sheffield, 1962 cited in Inelide, 1962:192; Carter, Kerr & York, 1962; Morstain and Smart, 1974)

2.2.3.1 Objectives For Continuing Education

Correspondence programmes, operated by institutions of higher learning are designed for students with degree objectives or course credits, for professional workers in many fields, for technicians, for teachers and others who must meet certification requirements, and for those whose purposes are primarily cultural (Sayegh, 1989; Wedemeyer, 1971:15)

Allen, 1971; Mackenzie, Postgate and Scupham, 1975 and Sewart, 1988 also noted that among the many learning goals of correspondence study students, the vocational pre-dominate: to raise, enlarge, update technical or professional qualifications in order to seek advancement, a better job, avoid redundancy, gain some new skills created by a technological advance. An understanding of one's own responsibilities in public affairs, together with the skills associated with home and family life, are other main areas of interest for students learning through correspondence.

A response secured from 135 students by Sloan and reported by Childs (1971:231), showed that the most frequent reasons for enrolling in correspondence education were "to meet a degree requirement, for personal development and for certification purposes."

Two of the studies (McIntosh, 1976; and Flinck, 1979) reviewed by Holmberg (1981:21-22), indicated that "most of the students seem to be studying to attain competence for better jobs or similar qualifications, and/or to be learning oriented, i.e, seeking knowledge for its own sake, where as reasons like gaining social recognition, escaping daily routine or personal problems seem to have little to do with the study motive." Of the reasons given by the open university students, the younger students stressed educational qualifications and jobs, where as, reference to the general widening of knowledge increased with age.

On the basis of a study of 309 students who have been enrolled in the correspondence education programme, offered by the Institute of Adult Education, University of Ghana, Anserere (1978:14) reports that:

Occupational objectives weighed heaviest on the students' decision to take further studies. And within in the occupational category, career preparation was the most important, followed by career change, and professional advancement in that order.

A second incentive to study was, according to Anserere's investigation, the wish to gain admission into higher educational institutions. Where as reasons like to gain respect from friends and other members of the society, in order to be of service to society and leadership seemed to have little to do with the study motive.

Prosser(1970) has also made a similar observation :
 - - - Their interest is to secure the paper-certificate and formal qualifications' which they can get as supposed keys to employment. - - - Their objective is to get through the course as quickly as possible and pass the required examination (Prosser, 1970:251-252).

In general, among the many objectives for studying by correspondence are to be found the desire to prepare for examinations by which professional or vocational qualifications are to be gained, to further general education either for personal cultural enrichment or for professional reasons; to take a refresher course in order to overcome inadequacies in the knowledge or skills required in one's vocation (Kabwasa, 1970; Ologunde, 1969; Okach, 1969; Erdos, 1967).

Therefore, it is interesting to note that a closer analysis of the educational goals or objectives of the distance education students for undertaking further studies seem to lend strong support to Houle's (1960) typologies, (cited in Prosser, 1970:244) concerning adult motivation to participate in educational activities.

2.3.2.2 Why Learn Through Correspondence?

Allen (1971) noted that, man can learn from any well-organized educational programme, no matter what method is used. There appear to be no significant differences in learning when teaching methods are compared by research psychologists and educators. Childs (1971), after having made a review of several studies, dealing with the use of different methods of instruction, have reported that, "people can, and do, learn adequately well under the different methods of instruction" Childs (1971:248)

Perraton (1981) indicated that, it is no doubt true that some students will prefer one method of instruction over another, that some subjects or courses of instruction will lend themselves to one method than another, that some people will find it more convenient to study by one particular method or even be limited to one method which is available, and that costs of providing instruction by various methods will differ.

These, then, are the factors a student should be able to consider when selecting the method or methods of instruction

through which he will learn (Wedemeyer, 1988), and that the method of teaching is simply a reflection of the needs of the student, the community, and the nature of the subject to be learned (Allen, 1971).

Hence, there are a variety of reasons which likely lead the learner to adapt the correspondence study method.

Harris and Williams (1977) reviewed several studies dealing with the reasons as to why the students of different distance teaching institutions have preferred to learn through the correspondence study method. These authors indicated that, the findings of the studies they reviewed suggests that

The first group of reasons as to why the students preferred the correspondence study method relate to the independence of this form of study, i.e, the respect it has for the freedom and autonomy of the individual student, it will allow him/her to begin a course when ever he chooses and to finish it at his convenience, the absence of suitable educational facilities for classroom learning, and the possibility of individual attention and help provided (p. 6-7).

These authorities concluded that, the reasons given by students for their choice of the correspondence study method are numerous, and not all systems of distance teaching institutions serve to meet equally all these reasons.

Three of the studies (McIntosh, 1976; Glatter and Weddel, 1971; and Flinck, 1979) reviewed by Holmberg (1981), showed that majority of the students chose the correspondence study method because it was felt easier than other study forms, to facilitate the planning of the study programme chosen and to assess the progress made; the predilection of individual work,

i.e, they preferred studying on their own to studying in a classroom with other people; the convenience and adaptability of the method of study, and this was particularly important for housewives; the current or past lack of necessary facilities for learning; failed to get into or to complete courses at conventional, face to face teaching institutions; and that they were being attracted by the innovatory character of the study form (Holmberg, 1981:21-22).

Rekkedal (1978) also investigated that, in Norway, most of the students preferred the correspondence study method because of the convenience and adaptability of the study form, and due to the inaccessibility of educational facilities in their neighbourhood. On the basis of the study of 309 correspondence students in Ghana, Ansere(1978), observed that the three dominant reasons for choosing the distance type study by most of the students were: 'because correspondence study makes it possible for me to earn while learning'; 'because correspondence study enables me to study at my own time and place of convenience', and 'because correspondence study develops my initiative for learning' (Ansere, 1978:14-16).

Thus, as was evidenced by the results of the above studies, the reasons given by most of the students for their preference of the correspondence study method are numerous. Some chose it because of the freedom and responsibility inherent in independent study, others offer as reasons for

choosing it the fact that distance education allows them to plan their own study programme, assess their own progress and establish their own pace of work, and still others, because of work and family responsibilities distance education is the only form of education which provides reasonable learning opportunities for them.

For such students, the possibility of working at their own time and pace can eliminate the frustrations resulting from incorporating their job, family and other social responsibilities and educational ambitions into a too exhausting time table of the conventional face-to-face teaching institutions.

CHAPTER - THREE

3. DESIGN OF THE STUDY

The main purpose of this study was to investigate into some characteristics, reasons for participation, and study problems of a group of students, namely students who have been enrolled and pursuing their secondary courses through the correspondence programme, offered by the Distance Education Division(DED) of the Department of Adult Education (D.A.D) in Ethiopia. Based on the nature of the problem under investigation, the design of this study followed the procedures of the descriptive survey method of research.

The following section will, therefore, present the description of : the sources of data and methods and procedures of data collection.

3.1 Sources of Data

The sample population for the present study consisted of 560 students who were found to be actively pursuing their senior secondary courses, through the correspondance proramme, offered by the Distance Education Division in Ethiopia, until June, 1992/93 academic year (the time the population for the present study were selected). During the selection process, students who had submitted at least one assignment, or reported to have had contact of any sort with the D.E.D with

in the duration of the latter semester of 1992/93 academic year were taken to be active, and inactive if otherwise. This was made with the belief that those who ceased to submit assignments for correction, or failed to contact the D.E.D for the purposes related to the programme, were considered to have had either dropped-out and/or discontinued. And also, it was thought that students who were found to be active would responsibly furnish the data required for the success of the study. The 560 active students were found being scattered throughout the various administrative regions of the country. Table II shows the distribution of the sample population for whom the questionnaire were distributed and from whom questionnaire responses were secured.

TABLE II
DISTRIBUTION OF SAMPLE POPULATION BY REGION

Administrative Region	Questionnaires	
	Sent (N°)	Returned (N°)
1. Shewa	97	76
2. Addis Ababa	73	52
3. Hararjje	57	33
4. Sidamo	47	26
5. Gamo Gofa	46	32
6. Gojjam	39	24
7. Arsi	38	22
8. Wollega	37	20
9. Illubabbor	29	12
10. Bale	28	20
11. Wollo	21	18
12. Gonder	18	9
13. Keffa	16	10
14. Tigray	14	11
Total	500	362

As can be seen from the above table, the sample population were found being distributed over the various administrative regions of the country. Since the sample population were scattered over vast areas through out the country, it was found to be difficult to collect the required data in a face-to-face situation using interview within the

limited time and resources available. Consequently, the survey was carried-out through a questionnaire sent to the 560 active students through mail. This was accomplished through the postal addresses of each individual sample student, obtained from Record and Registration section of the office for Distance Education Division.

Out of the 560 questionnaires sent to students, 382 questionnaires returned filled in correctly, a response of 68.2 percent. Considering the return rate of questionnaires distributed through mail, the response was satisfactory.

3.2 Methods and Procedures of Data Collection

As was indicated above, the data gathering instrument employed for the purpose of this study was a questionnaire subdivided into four sections. Each of the four sections of the questionnaire were developed for gathering data concerning the different variables. The items under each section of the questionnaire were secured from the literature and were adjusted for use after being validated with the help of a group of judges. The judging task was performed by six Masters' students of the Faculty of Education, Addis Ababa University. The judges were selected from the three Departments of the Faculty. That is, each two of them were selected from the Departments of, Curriculum and Instruction, Educational Psychology, and Educational Administration. Prior to judging, the persons who performed the judging task were

made clear about the objectives of the study by the investigator. Each of the six persons selected, performed the judging task independently in the presence of the investigator. On the basis of the collective judgements, items which were identified to be significant for the problem under investigation were selected and used for the collection of data.

The variables gathered for the purpose of this study with part I of the instrument were sex, age, family status, educational background, occupational background, financial background, and place of residence of the correspondence students of the D.E.D. The variables gathered with part II and III of the instrument were related to the learning objectives of the students, and reasons as to Why the students chose the correspondence method of study, instead of other forms of instruction.

The last section of the questionnaire was designed to gather data about the study problems of the students. In this section, the investigator was interested to know about some of the major difficulties the students found themselves confronted with while learning through the correspondence programme, offered by the Distance Education Division. The students were also asked to suggest the mechanisms through which the problems they identified could be resolved, and through that improvement in the teaching-learning process of the correspondence programme would be attained. The questions

designed to gather data on student reactions were deliberately made open-ended, to enable them mention as many difficulties (problems) they came across while learning, together with the feasible suggestions they felt were helpful for minimizing the severity of these problems on the proper operation of the programme.

The questionnaires were sent to the sample students through mail. Enclosed with in the envelopes used for sending the questionnaire were, pre-paid stamped envelopes for returning the questionnaires. The students were encouraged to respond to all items of the questionnaire candidly and to fill up and return the questionnaire as soon as possible. This was done through a covering letter, written by the investigator, indicating the purpose and significance of the study, and that the data collected will be used only for educational purpose.

Besides, on the basis of the request of the investigator for cooperation, the DED wrote and sent a general covering letter to each student in the sample by the order of Ato Getachew Kelemu, Head, Distance Education Division, seeking the cordial cooperation of the students, to fill up, and send back the questionnaire as soon as possible.

The responses secured to each item of the questionnaire were tallied, tabulated and finally the data were expressed quantitatively on the basis of the number of persons who replied to each item of the instrument. Accordingly, the interpretation of the data analyzed and the conclusion arrived

at were based on the percentage of responses secured for each item of the questionnaire.

CHAPTER - FOUR

4. RESULTS AND DISCUSSIONS

The study was carried out through a questionnaire sent to the 560 students, who have been enrolled and actively pursuing their senior secondary courses through the correspondence programme, offered by D.E.D. in Ethiopia, *until* June 1992/93 academic year. The problem was to investigate into some characteristics, reasons for participation, and reaction toward the programme of the senior secondary level correspondence programme students of the Distance Education Division. This chapter, therefore, presents the results and discussion of the data collected from 382 of the 560 students of the programme, who correctly filled and returned the questionnaires.

In the analysis of data, the responses secured from each sample student, were tallied, tabulated, and described by presenting the percent responded to each item of the questionnaire within each category of the variables investigated.

4.1. Characteristics of the Students

The question as to who the correspondence students are can be more directly answered by reference to their biographical and socio-economic characteristics, such as, their sex, age, marital status, number of children, their educational, occupational, financial backgrounds and

residential areas of the students. The presentation of results and discussion of the study will, therefore, begin by looking at these characteristics.

4.1.1. Sex of the Students

The following table presents the sex distribution of the students.

TABLE III
DISTRIBUTION OF THE STUDENTS BY SEX

Sex	Number	Percentage
Male	312	81.7
Female	70	18.3
Total	382	100.00

As can be observed from Table III above, only about 18 percent of the students were female, the remaining majority (about 82 percent) were male. This shows that the female students are grossly under represented in the population of correspondence students in the senior secondary level courses, offered by the Distance education Division in the country.

In the studies conducted in some African and Scandnevian countries about correspondence students, similar results were reported. In Ghana, for instance, Ansere (1978), investigated that 92 percent of the 309 correspondence students he studied were male and the remaining 8 percent were female.

The survey conducted in Kenya in 1968 about the correspondence course unit students, as has been reported by

Kinyanjui (1975), revealed that 97 percent of them were male, and 3 percent were female. Similarly, in his study of the correspondence students in Norway at NKI, Rekkedal (1978), reported, that the student body consisted particularly of men only, 2 percent being women.

On the contrary, in the study conducted by James and Wedemeyer (1959), about correspondence students engaged in high school courses in Winconsin, United States of America, it was discovered that the ratio between the male and female students was evenly balanced.

Perhaps, not so many women participate in the correspondence programme, offered by the Distance Education Division, because the courses that are made available do not suit their needs. Thus, in order to encourage more women, to take part in the correspondence education programme, the organizers should include courses that appeal to women.

4.1.2. Age of the students

Table IV illustrates the way in which the students were distributed according to age. In order to know the variation that exists among the students, the data on age have been cross tabulated with the data on sex.

TABLE IV

DISTRIBUTION OF STUDENTS BY AGE/SEX

Age Group	Number			Percentage	Cumulative Percentage
	Male	Female	Total		
below 20	17	9	26	6.8	6.8
20-30	187	47	234	61.3	68.1
31-40	98	14	112	29.3	97.4
above 40	10	-	10	2.6	100.0
Total	312	70	382	100.0	-

The bulk of correspondence students, that is about 97 percent fell below 40 years of age, with only about 3 percent falling above age 40. And among the students who were aged below 40 years, the highest concentration was in the age bracket of between 20 and 30 years. These numbered 234 students and represented nearly two-thirds of the sample.

The finding that arises from these data is that the senior secondary level correspondence course students of the D.E.D. in Ethiopia are a relatively young adults. But the female students were younger than their male counter-parts, the respective proportions being 67 and 60 percents. There was no female students who was older than 40 years of age, where as there were 10 male students who passed that age. The conclusion to be derived from this data is that, the correspondence students of the D.E.D. are concentrated neither in the oldest age group (above 40), nor in the youngest age group (below 20), but rather in the middle age group, i.e,

between 20 and 40 years of age.

The age structure of the correspondence students of the Distance Education Division in Ethiopia, as the evidence shows, corresponds with the age structure of the correspondence students elsewhere in the world.

The study conducted about correspondence students in Norway, for instance, seemed to tally with the findings of this study. In that study, Rekkedal (1972), reported that the students were concentrated in the age group 20-24, with two-thirds of the students being in their twenties as was virtually the case with the secondary level correspondence students in Ethiopia.

There was a parallel situation in the United States of America. In their research about correspondence students in that country in 1959, James and Wedemeyer (1959), discovered that the majority of the students were no younger than 15 years of age and no older than 35 years of age. McIntosh and Others (1980), reported that about 80 percent of the Open University students of United Kingdom were under 30 years of age. Keegan (1988) also reported that only 12 percent of the Athabasca students, and 16 percent of the UNED, Spain distance students were over 40 years of age in 1981 the remaining being under 40.

In his study of correspondence students in Ghana, Ansere (1978) investigated that an overwhelming majority of the

students, i.e; 95 percent fell between the late teens and early fourties age group. Among the students who were aged between 14 and 43, the highest concentration was in the age bracket of under 30 years.

Thus, whether in developed societies or undeveloped societies, correspondence students tend to be young adults.

All this fits the sociological picture of what is known generally about adult students, at different stages of their lives. Adults are generally known to be eager about educational activities from their late teens until their late thirties, or atmost, until their early fourties (Lowe, 1975).

Perhaps, the specific reason for the preponderance of the young adult in the correspondence education programme, offered by the Distance Education Division can be found in the type of courses offered. The DED offers senior secondary level courses which are designed as to provide an alternative learning opportunities for persons who, for various reasons have been unable to attend regular classes in the conventional secondary schools. These courses were originally prepared for students of formal secondary schools who are, with in the normal age group for secondary level education.

4.1.3 Marital Status of the Students

How many of the students were married and how many were unmarried? Among those who were unmarried, how many were single (i.e, not having ever married), separated or divorced?

Table V answers the question.

TABLE V
MARITAL STATUS OF STUDENTS/SEX

Sex	Married	Single	Separated/ divorced	Total
Male	254	50	8	312
Female	42	24	4	70
Total	296	74	12	382
Percent	77.5	19.4	3.1	100.0

As can be seen from the above table, most of the students were married. Close to 78 percent of them were married, leaving about 22 percent of them in the unmarried category. That is to say, out of every five students, four of them were married.

This finding is to be expected, considering that most of the students (93.2 percent) were over 19 years of age, and, therefore, were old enough to marry. Another interesting fact is that the larger proportion of the male students were married as compared to the female students. The respective proportions being 81.4 percent and 60 percent. Ofcourse, one would have expected a much larger proportion of the female students to be married than were actually married, because in Ethiopia women generally marry earlier than men.

4.1.4 Number of Children of the Students

Students were asked whether or not they had children. The significance of this question is, that it helps to know something about the conditions under which the students live and study. Correspondence students, being persons who study at home, the number of children living with them in the home will have great impact on their learning activity. Table VI provides the data on the number of children students had.

TABLE VI

NUMBER OF CHILDREN OF STUDENTS/SEX

Category	Sex		Total	Percent
	Male	Female		
No children	66	31	97	25.4
1-3 children	208	35	243	63.6
4 and above	38	4	42	11.0
Total	312	70	382	100.0

As was revealed by the data in Table VI, about one-fourth of the students (25.4 percent) had no children. And among the students who had children, the large majority had few rather than many children. Out of a total of 285 students who had children, 243 students (85.3 percent) had one to three children, and the remaining 42 students (14.7 percent) had four or more children. It appears that increasing family responsibilities are associated with increased participation,

possibly because the demands of a larger family on a limited income may lead some persons to use the advantages of available educational opportunities for upgrading themselves in an attempt to increase their earning capacity.

4.1.5 Educational Background of the Students

The following Table shows the educational background of the ~~correspondence students, i.e.;~~ the level of schooling completed by the students before joining the correspondence education programme, offered by the Distance Education Division.

TABLE VII

LEVEL OF FORMAL EDUCATION COMPLETED/SEX

Level of Education completed	Number			Percent
	Male	Female	Both sexes	
Grade 8	59	12	81	21.2
Grade 9	42	9	51	13.4
Grade 10	98	24	122	31.9
Grade 11	88	10	98	25.7
Grade 12	25	5	30	7.8
Total	312	70	382	100.0

As can be observed in Table VII, majority of the students were concentrated in the category of complete the lower senior secondary level schooling while joining the programme, i.e; they joined the correspondence programme after having had a

minimum of 10 grades of schooling and above. These constituted about 65 percent of the students, and among these group, those who had completed 10 grades of schooling were larger in number than the other groups, followed by those who had completed 11 grades of schooling prior to joining the programme.

From these data, it can be concluded that the correspondence programme students of the Distance Education Division are dominantly, those who, have had completed their lower senior secondary level schooling.

In relation to the findings of this study, Mackenzie, Postgate, and Scupham (1975:45) have noted that "the higher the level of formal education, the more positive becomes the attitude toward continuing education and the greater the capacity for it" Quoting Jonstone and Rivera (1965), Knowles (1980) explained the effect of previous formal education on participation in any form of adult education, including correspondence education. He noted, that the annual rate of participation was 6 percent among those with only a grade school education, 20 percent among those who completed high school, and 38 percent among those who had been to college.

This finding is not surprising, since in order to learn by the correspondence study method, the student has to have certain functional capabilities. These, according to Mackenzie, Postgate, and Scupham (1975) include the skills of purposive reading, of self-expression in writing, and of self-organization. Students who left full time education early are

unlikely to possess these to a high degree, nor is their subsequent work experience to have developed them. Similarly, Ansere, 1978; Edstrom, 1970; Kabwasa, 1970 have also observed that those with more education to be persistent in attendance.

It is, ofcourse, not surprising to see persons with incomplete senior secondary education enroled in the programme, because such students would want to utilize the correspondence programme to complete the courses. But, one may be surprised to see persons who have acquired complete secondary education engaged in a correspondence programme meant for secondary education. The explanation is that, such persons take the correspondence programme in order to improve upon the grades they have already obtained in the formal so as to join higher educational institutions.

Regarding the different sex groups, it is noticed that the female students joined the correspondence programme with a slightly lower educational background than their male counter parts. The respective proportions being 44.2 percent and 33.4 percent. This shows, the male students entered the programme with a relatively higher educational background than the female students.

4.1.6 Occupational Background of the Students

Tables VIII and IX show the data on the occupational background of the students.

TABLE VIII

EMPLOYMENT STATUS OF STUDENTS/SEX

Employment status	Number		Total	Percent
	Male	Female		
Employed	278	28	306	80.1
Unemployed	34	19	53	13.9
Housewives	-	23	23	6.0
Total	312	70	382	100.0

The data on the employment status of the students indicated that an overwhelming majority of them were gainfully employed while learning by correspondence. Out of the total of 382 students, 306 (80.1 percent) were employed, and 13.9 percent of the students declared themselves unemployed, while the remaining 6 percent of the students were housewives. A greater proportion of the male students were gainfully employed than the proportion of the female students who were so employed. The respective proportions were 89.1 percent and 40 percent.

The results of this study, seemingly confirms the findings of the studies reviewed by Bock (1980). In the studies reviewed by Bock (1980) it was investigated that the less advantaged individuals, especially the unemployed tend to possess the characteristic associated with low participation rate. Bock (1980) noted that when a low sense of educational efficacy is combined with low self-confidence, it is not surprising that participation rates are so much lower for the

unemployed disadvantaged than for middle class individuals.

After having found how many of the students were in or out of employment, it was necessary to inquire further into what types of occupation those who were employed were in, and what things the unemployed were doing.

Thirty (56.5 percent) of the unemployed students were students in the formal schools. These may be those students who might have felt, it would be to their advantage to combine a correspondence course with class room learning. This is quite permissible not only in Ethiopia, but elsewhere in the world. In Ghana, for instance, Ansere (1978) investigated that about 20 percent of the correspondence students he studied were also students in the formal school system.

Nine (about 17 percent) of the unemployed correspondence students were farmers, ten (18.8 percent) were daily labourers, and the remaining four (7.6 percent) students have declared themselves to be full time home servants. And 23 (6 percent) of the students were full-time housewives.

Thus, the employed persons participate to a greater extent than do housewives and the unemployed, in the senior secondary level correspondence courses, offered by D.E.D.

The employed students were distributed among the following occupations as follows:

TABLE IX

OCCUPATIONAL DISTRIBUTION OF STUDENTS/SEX

Occupational category	Number		Total	Percent
	Male	Female		
Health workers	92	13	105	34.3
Teachers	68	2	70	22.9
Armed forces (Police & Military)	50	1	51	16.7
Clerical/service	30	7	37	12.1
Technical/Mechanical	18	4	22	7.2
Managerial/administrative	20	1	21	6.8
Total	278	28	306	100.0

As can be seen from the data in Table IX, a relatively large number of the employed correspondence students were concentrated in the occupational categories of health workers (34.3 percent), teachers (22.9 percent), armed forces (16.7 percent), and clerical/service workers (12.1 percent) in that order. These constituted 86 percent of the total sample of the employed correspondence students.

A greater proportion of the female students were in the occupational category of health service than any other occupation, representing 46.4 percent of the female students who were reported to have been employed while learning by correspondence. The findings of the data regarding the primary occupational background of the correspondence students of the D.E.D seem to partially support what was generally known about

the occupational distribution of the correspondence students as were reported by Yeshimebet (1982 E.C.), and Flinck, R. and A.W. Flinck (1989). According to Yeshimebet (1982 E.C.), of the total enrolment at the D.E.D. 31.6 percent were military personnel and 27.4 percent were teachers. While Flinck, R. and A.W. Flinck (1989) reported that 45 percent of the total enrolment at the D.E.D were primary school teachers. In both cases, it was indicated that teachers represent either the largest or the second largest occupational group of the D.E.D. students. The findings of this study also revealed that teachers represent the second largest occupational group of the correspondence students. This might be ascribed to the minimum amount of money the primary school teachers are required to pay for the correspondence courses. According to DED (1982:9), an elementary school teacher who is eligible for participation in the programme for upgrading unqualified elementary school teachers through distance education will pay only birr 2 per subject and a registration fee of one birr, i.e; eleven birr per grade level for five subjects, in contrast to a charge of birr 143.00 per year for five subjects at a grade level required from other students of the programme.

It is interesting to note, that 51 of the employed students were members of the armed force (police and military personnel). This number is very low in comparison to the findings reported by Yeshimebet (1982 E.C) in which 31.6

percent of the D.E.D. students were military personnel, and in comparison to the situation in the United States of America where tens and thousands of correspondence students are members of the Armed Forces. In fact, it was to satisfy the felt needs of the Armed Forces personnel for further education that the United States Armed Forces Institute (USAFI) was established in 1942 (Brothers, 1971).

If the occupational categories of health, teaching, clerical/service, and managerial/administrative are regarded as white collar occupations, and the remaining categories as blue-collar occupations, then the majority of the employed correspondence students are workers in white collar occupations, while a small number of them were workers in a blue-collar occupations. The proportions were 76.1 percent for the former and 23.9 percent for the latter.

4.1.7 Financial Background of the Students

Participation in any educational activity depends not only on the possession of a reasonable level of intelligence and learning skills, but also, in a more practical sense, on the ability to bear the financial encumbrances involved. The D.E.D. being subsidized by the Ministry of Education, and being a non-profit making organization, was established to serve those persons who are interested to receive their education through the correspondence programme with a minimum payment (DED 1982). The motive being so, the Division charges

birr 28.60 per subject at a grade level. And in order to pass from grade-to-grade the student must take a minimum of five subjects (Amharic, English, Mathematics, and any other two subjects). Thus, in order to take the required subjects at a grade level, the correspondence student has to pay birr 143.00. If we add the same amount of money for books and stationery, the student has something like birr 246.00 to pay. And the institution expects the students to complete the payment within the first semester (DED 1982). This is by no means a light burden considering the financial position of the average student, and the economic hardships being experienced by most Ethiopians.

For this reason, the investigator inquired into the monthly income of the students together with the sources from which the students obtain funds to finance their courses. Tables X and XI present results of the data on monthly income of the students and sources of funding for the courses.

TABLE X

MONTHLY INCOME OF THE STUDENTS/SEX

Monthly income in birr(\$)	Number		Both Sexes	Percent
	Male	Female		
No income	14	42	56	14.7
0-\$105	-	-	-	-
\$106-\$250	182	21	203	53.1
\$251-\$500	111	7	118	30.9
above \$500	5	-	5	1.3
Total	312	70	382	100.0

On the basis of the data yielded by this study, about 15 percent of the students had no monthly incomes. Seventy five percent of these students were female and the remaining 25 percent were male. These students might be those, who, declared themselves to have been not employed. Thus, since about 20 percent of the students, including the housewives were in the status of the unemployed category, these group have no regular monthly income.

Persons with monthly incomes of between \$106 and \$250 constituted 53.1 percent of the total sample. The second largest group of the students were those with monthly incomes of between \$250 and \$500. The students with monthly incomes of above \$500 were under represented in the population of the correspondence students. And those students with monthly incomes of between \$0 and \$105 were totally non-existent.

The under representation of students within this income category might have been due to the fact that they could not afford to pay for the courses.

TABLE XI
SOURCES OF FUNDING FOR THE COURSES/SEX

Source of funding	Number		Both sexes	percent
	Male	Female		
Own income	296	30	326	85.3
Spouse	2	25	27	7.1
Parent	8	14	22	5.8
Employer	6	1	7	1.8
Total	312	70	382	100.0

An overwhelming majority of the students pay for the courses from their own resources, the proportion being 85.3 percent. This might be due to the fact that most of the students were gainfully employed and were earning incomes regularly. Consequently, they likely use some of their monthly income to finance their correspondence courses.

A smaller proportion (13.7 percent) pay for the courses from sources outside of themselves. Among the outside sources, spouses were the greatest providers of financial assistance. Relatively very little came from parents, and resort to employers was very limited.

It is interesting to note that there were 27 students (2 male and 25 female) who obtained funds from their marital

partner to pay for the courses. It seems curious that the two male students obtained funds from their wives for the course, because in Ethiopia most men consider it out of place to depend on their wives for financial support. For the female students, the second largest source from which they secured funds for the courses was their spouses. This is to be expected, because in Ethiopia, women normally depend on their husbands for financial and other support. This finding is quite interesting in that, the husband or wife who is supportive of education seems to act as an encouragement to the spouse to continue his/her education. One of the observations made by Houle (1960) as cited in Axford, (1969:80) in his study of adult learners is that, no matter how intensely an individual may desire to learn, he or she usually does not do so actively, if the marriage partner has an objection to the learning activity. Book (1980) has also noted that encouragement by significant others to obtain further education is a factor influencing participation of an individual in educational activities.

4.1.8 Residential Area of the Students/Sex

Table XII presents the distribution of the students by area of residence.

TABLE XII

DISTRIBUTION OF STUDENTS BY AREA OF RESIDENCE/SEX

Place of Residence	Number			Percent
	Male	Female	Both Sexes	
Town	130	41	171	44.8
Country side	182	29	211	55.2
Total	312	70	382	100.0

A relatively large number of the students (about 55 percent) lived in rural (country side) areas than they did in towns (urban areas) while learning by correspondence. The findings of this study seemingly supports the findings of the studies reported by Kinyanjui (1975) and Ansere (1978). These authorities respectively investigated that the correspondence programme students they studied, (i.e; the correspondence course unit students in Kenya, and the correspondence students in Ghana) lived dominantly in rural areas than in urban areas.

On the other hand, Rekkedal (1978), in his study about correspondence students in Norway, at NKI, investigated that correspondence students often come from urban (towns and industrial) areas where traditional educational opportunities were offered. He concluded, that geographical reasons do not seem to be of major importance for an individual student's participation in the correspondence education programmes.

In the Ethiopian case, however, it is not surprising, if

the majority of the correspondence students respond that they live in rural areas than in towns, because for one thing, as the population of Ethiopia itself is largely a rural resident. Rather, what is likely surprising is that despite the less access to information that persons in the country side had, about the availability of educational opportunities, offered by the D.E.D., they represented a relatively larger proportion of the correspondence programme students in the country.

Another reason that might have accounted for a larger proportion of correspondence students in rural areas than in urban (towns) areas, is that an overwhelming majority of the students were gainfully employed (Table VIII), and that health workers and teachers who formed the larger proportion of correspondence students of the D.E.D (Table IX) were themselves located mostly in rural areas.

4.2. Reasons For Learning By the Correspondence Method

In the preceding section, attempt has been made to describe some characteristics of the correspondence programme students of the Distance Education Division in Ethiopia. In relation to this, Sidhu's (1984) statement is worthwhile quoting. According to Sidhu (1984:283), "One desires to know not merely that the sun rises regularly in the east, but why it rises in the east and why it is likely to do so for some time to come. It is not merely that certain phenomena behave in certain observed uniform ways, but why they behave as they

do is also to be known". Thus, by analogy, after having known who the correspondence students of the Distance Education are, it is necessary to investigate into the motives behind their learning, and reasons the students had for their choice of the correspondence study method. The following sections describe these aspects of the correspondence students in Ethiopia.

4.2.1 The Educational Goals of the Students

In order to know the students' objectives (motives) for undertaking further studies, the investigator provided a list of items which were indicative of the possible motives of the students for learning. When answering this question, the students were given the opportunity to choose from among the several alternatives provided, the one's which they believe were indicative of their real objectives (motives) for learning. The students were also allowed to add their own objectives for learning, if what satisfies their taste was not included in the list of items. As was expected, each respondent selected more than one reason as their motives for learning. Consequently, the total sum of responses exceeded the total sample, and the sum of percentages exceeded 100. Tables, XIII and XIV present the results of the data on students' objectives for learning.

TABLE XIV

OBJECTIVES FOR LEARNING AS RELATED TO SEX, AGE, AND LEVEL
OF SCHOOLING COMPLETED

(Percent with in each group)

Objectives	Sex		Age				level of education completed				
	Male	Female	less than 20	20-30	31-40	above 40	8	9	10	11	12
Social interaction	10.3	5.7	15.4	11.5	6.3	-	20.9	13.7	11.5	2.0	20.0
Service to society	12.8	12.9	34.6	12.0	9.8	-	17.3	13.7	22.1	6.1	-
Professional promotion	27.4	31.4	3.9	33.8	43.8	-	27.0	54.9	45.1	14.3	-
Knowledge advancement	8.6	11.4	11.5	10.3	7.1	30.0	11.0	3.1	16.5	19.6	-
Self esteem & confidence	18.9	21.4	7.7	22.7	20.5	-	10.2	14.5	27.0	14.1	-
Social acceptance	32.1	45.7	19.2	33.3	41.1	20.0	44.4	31.4	45.1	17.3	-
Pass examination	43.9	30.0	50.0	50.0	43.8	-	54.3	62.7	60.7	75.3	60.0
Secure employment	24.4	24.3	57.7	19.7	16.1	-	38.3	31.4	23.0	2.0	-
Changing Profession	41.4	32.9	11.4	39.7	48.2	10.0	44.4	56.9	48.4	20.4	-
Certification	65.7	74.3	53.9	68.8	70.5	-	90.1	88.2	81.7	24.5	-
Educational supplementation	1.6	4.3	-	1.7	3.6	-	2.5	3.9	3.3	-	6.7
Total number (N=382)	312	70	26	234	112	10	81	51	122	98	30

Judging by the number of students who chose particular objectives or by the frequencies with which particular

objectives were chosen, 67.3 percent of the students responded that they study in order to gain an officially recognized certificate. This alternative was more frequent among students of the different grade levels, other than those who had completed their senior secondary level education. It is also more frequent among students within the age groups of between 20 and 40 years. This is not surprising, since the certificate issued by the Distance Education Division is officially recognized by the Ministry of Education, as of equal value with that of the formal school systems (DED, 1982). The explanation is that, the Distance Education Division is part and parcel of the Ministry of Education. Its courses are based on the current curriculum and prescribed text-books of the Ministry, with slight modifications. Therefore, as has been described by the DED (1982:17) a student who successfully passed the eighth grade National Examination or one of the senior secondary grade levels, can enrol for correspondence courses given at a grade level he is entitled to join, in the formal schools; and also, a student who has successfully completed a certain grade level with a minimum of five subjects, through correspondence can join the equivalent grade level in the formal school system.

About 36 percent of the students responded that they learn in order to pass examinations. This alternative was chosen by students across the different grade levels, including those who had completed their senior secondary level

education. These group of students might be those, who, had been failures in the examinations of the formal school systems, and were learning in order to improve upon the grades they already had, so as to join the next ladder of education, be it post-secondary educational institutions, or the immediate next grade level of schooling to what they were in. Or as has been revealed by the data on the occupational ~~background of the students, majority of them were health~~ workers, teachers, armed forces, clerical/service workers. These individuals might have been learning in order to acquire higher academic qualifications through the Ethiopian School Leaving Certificate Examination, so as to leave their present jobs for the university or take jobs in other sectors of the economy where their superior academic qualifications give them better conditions of service and/or enable them earn better incomes. May be also, his/her employers expect him/her to undertake further studies, or the individual is fearful of becoming stale.

On the other hand, a relatively large proportion of the students (about 58 percent) responded that they are learning with the desire to secure employment. These students might be those, who reported to have been students in the formal schools, and/or those persons who had not been employed. According to Prosser (1970), the major characteristic of these group (the unemployed), is frustration, tempered by a thirst for more learning. The main causes of this frustration include

unemployment.

In general, apart from using correspondence courses for certification purposes, the students were studying in order to pass grade level or E.S.L.C.E. examinations so, as to be admitted into higher educational institutions, for securing employment, to secure professional advancement, and in order to change from present employment to a different one. They also desired to use it in order to get respect from their peer groups and other members of a society.

Nevertheless, the students seemed to be reluctant to choose such objectives as knowledge advancement, supplement for the inadequate previous formal education, and to be of service to society.

4.2.2. Reasons For Choosing The Correspondence Study Method Instead of Other Forms Of Instruction

The Distance Education Division of the Department of Adult Education is charged with the responsibility of helping those persons, who, for various reasons have been unable to continue their education in the formal school systems, by offering the senior secondary courses through correspondence (DED, 1982).

In order to know exactly what these circumstances were, the investigator asked the respondents as to why they chose to study by the correspondence method, instead of other forms of instruction. As was done in the previous question, the

students were instructed to select and indicate from among the many reasons provided, the one's that led them to adapt this form of study. In addition to the list of possible reasons provided, the respondents were given an opportunity to state their own reasons, for their choice of the study form, if what suits their taste was not included. Besides, the respondents were also given an opportunity to select as many reasons as possible provided that the students believe it is the real cause behind his/her choice of the study form. Table XV, furnishes the data.

TABLE XV

REASONS FOR CHOOSING THE CORRESPONDENCE STUDY METHOD

Reasons	Number	Percent of total sample (N=382)
Deterred by the nature of my job from attending classes regularly	219	57.3
because of the opportunity it provides to study in my own time and at my own pace	187	48.9
It enables me to earn while learning	167	43.9
Because I prefer to study in my own	76	19.9
Inorder to comply with the wishes of other people who have influence in life	74	19.4
Deterred from attending classes because of age and/or higher social position	73	19.11
Because of the opportunity it provides to learn subjects of my own choice	59	15.5
because of the inaccessible educational facilities in the area of my residence or place of work	43	11.3
because it enables me to get rid of physical confrontations	41	10.7
because physical disabilities hindered me from attending classes	5	1.3

As can be seen from the data in Table XV, the predominant reason as to why the students preferred the correspondence study method is that due to the nature of work (job) they were engaged in, they were impeded from attending classes regularly, be it on part-time or full-time basis. This finding satisfies one of the general purposes of the correspondence

instruction, which according to Allen (1971:87), is that it appeals to people who have a desire to learn, but who, are unable to enjoy the luxury of "going away" to school, leaving a job and shedding personal and financial responsibilities.

The second and third reasons chosen according to the students preference were "because of the opportunity it provides to study in my own time and at my own pace." (48.9 percent), and "because it enables me to earn and learn simultaneously" (43.7 percent).

As we saw in our previous discussion (see Table VIII), an overwhelming majority of the students were gainfully employed, then it is logical to reason that the same students would prefer to study by the correspondence method, because they could hold their jobs while learning. These students may usually have considerable professional, social and family commitments which make it unreasonable to expect them to give first priority to their studies. Instead, they want to adapt their study to their living and working conditions. Thus, it might be due to these practical reasons, that these students preferred, the correspondence method of study, as it gives them the freedom to pace their studies as they can and want to. The finding of this study seem to confirm, what Beardsley (1975:191) wrote about the needs of adult students. He said:

The adult needs to integrate his studies freely with his everyday working and social activities; he needs a very flexible means of gaining new knowledge and skills; one, which allows him to study at a time and place of his own choosing.

About 20 percent of the students provided as reasons for their choice of the correspondence study method, the fact, that they were attracted by the opportunity it provides to study independently. The explanation is that, the correspondence programme students of Distance Education Division, recognize the fact that studying independently develops initiatives for learning and by implication, maturity. In relation to this, Harper (1971:12) noted, that the correspondence student, given all necessary assistance, but compelled to obtain everything else for himself, or write out his questions and wait for the written answers is led to investigate, to be independent in his study and to have confidence in the results of his own investigation, which the student who has constant recourse to his instructor does not have.

Moreover, the correspondence education programme, offered by Distance education Division, seemingly embraces a social objective, i.e; to educate older people and those who do not have an opportunity to educate themselves in a formal school systems, because of their higher social responsibilities and positions. In addition to this, as was revealed by the data on student characteristics, majority of the students were married, had children, and that some of them were found to have been supported by their spouses to finance the courses. These students, might have been obliged to obey the wishes of their marital partners or families to learn by the

correspondence method.

About fifteen percent of the students had chosen the correspondence study method, because of the freedom it allows to learn subjects of one's own choice. The explanation is that in contrast to the formal school systems, where students are required to learn a relatively large number of subjects, with in each grade level of the senior secondary schools, the number of subjects to be studied by the correspondence students of the Distance Education Division depends up on their prescribed learning goals.

That is, if the objective of the correspondence student is "to pass from grade to grade, he/she must take a minimum of five subjects", (DED, 1982:7). And "if it is for the purposes of revision or enlightenment, the student can register for a course or courses of grade levels he has already passed in the conventional secondary schools or for courses of equivalent grade level he is entitled to join ^{it} the normal secondary schools", (DED, 1982:17-18).

About eleven percent of the students had chosen the correspondence study method because of the inaccessibility of class room teaching facilities be it, on part-time or full-time basis, in areas of their residence, and/or place of work. This finding seem to justify what was ones stated in the "Forward" section of the General Information Bulletin, DED (1982), by Ato Girma Gebeyehu. He then, Head of the Distance Education Division in Ethiopia, adult students had to stay

away from their families and friends, and had to suspend their work in order to pursue their education in conventional secondary schools. In fact, the only few lucky and able ones could afford to attend these formal schools." Thus, the choice of this reason by the students is logical and clearly demonstrates the contribution made by the correspondence programme, offered by the Distance Education Division in helping those persons who, could not, otherwise receive the education they desired because of the absence of suitable oral tuition, in the face-to-face situation.

The last of the least important reasons according to the students preference, might have been given by students, who, were physically incapacitated in one way or another. In spite of the small number of students who chose it (1.3 percent), this reason was important to learners who were too ill or unable to attend regular classes.

4.3 Reaction of The Students Towards The Correspondence Programme

The students were asked to pin point the major difficulties they found themselves confronted with while learning by the correspondence method, as well as to suggest the mechanisms through which these problems could be resolved. Table XVI presents the summary of the main short-comings of the correspondence programme, offered by the Distance Education Division as was experienced by the students.

TABLE XVI
STUDY PROBLEMS IN CORRESPONDENCE COURSES

Problems*	Number of responses	Percentage of the total sample (N=382)
Delayed feedback in tutors comments	293	76.7
Environmental Difficulties (Unfavourable conditions)	259	67.8
Lack of face-to face contact with tutors & fellow students	198	51.8

*Since most student mentioned more than one item sum of responses exceeds total sample, and sum of percentages exceeds 100

As can be seen from the data in Table XVI, a relatively large number of the correspondence students (about 77 percent), indicated that delayed feedback in tutors comments the major obstacle they found themselves confronted with while learning through the correspondence programme, offered by the Distance Education Division. This shows that the correspondence programme students me studin Ethiopia, are seemingly dissatisfied in the frequency and spped of the feedback system provided by the Distance Education Division.

The explanation is that, majority of the students were found to be located in rural areas, where the main means through which the two-way communication between students and tutors could take place, i.e; the postal service, is less accessible. Thus, in a developing country like Ethiopia, where communication network facilities are not developed, the inadequacy of postal services and the long desistance the

instructional materials have to travel, might have contributed to the low turn-round time of assignments for correction. Under such conditions, it may take weeks or months for the turn-round time of tutor comments on the assignments submitted for correction by students, through the post office.

This finding seem to tally with the out-comes of Rekkedal's (1978) experiment. In an experiment carried by Rekkedal (1978) at NKI in Norway, on the effects of the turn-round time of the written assignments, he investigated that irrespective of which group the students belonged to, they seemed to be satisfied with the turn-round time of one week or less, more than one week seemed to result in a large proportion of the students becoming dissatisfied. Holmberg (1981) also noted, that students seem to accept and profit from comments and corrections given within seven to ten days after an assignment has been completed, but are usually dissatisfied if the delay is of longer duration. Saath's (1974) study also confirmed that a suitably high frequency of turn-round time is motivating, in that they demonstrate to the students that he/she makes progress, and leads a student to greater success than low frequency of turn-round time. Moreover, Beardsley (1975:204) indicated that the shorter the lapse of time between the exchange of the communication, the better. If students have to wait up to two or three weeks before responses to questions and reaction to work submitted, the effectiveness of the system can be jeopardized.

This shows that delays in the turn-round time of tutors comments and distribution of other study materials might likely disrupt students study patterns, and may result in high drop-out rate, and lower completion rates among the correspondence students of the Distance Education Division.

Another reason that could be mentioned as to the delayed feedback on tutors comments may be because of the heavy reliance of the Distance Education Division on the services of part-time tutors to whom students assignments are submitted for correction. In relation to this, Dodds (1983) noted that the advantage of part-time tutors include, the difficulty of control over scheduling, speed and quality, the consequences of which are the delay in the turn-round time of the assignments submitted for correction. The explanation is that, either the assignments may reach the part-time tutor when he is away, or he/she may be too busy in his/her full-time job, or he/she is quite simply not sufficiently interested and committed to the students, to bother to try to keep to the deadline.

Rekkedal (1978) has also investigated that one of the big problems which occur when using part-time tutors is that the turn-round time i.e; the lapse of time from the point when the student sends in his/her answer until he/she gets it back from the school with the tutors comments on it - will be relatively long.

This shows that one of the basic ingredients of distance

tutoring seems to be lacking in the correspondence programme, offered by the Distance Education Division. Thus, ways of offering quicker personal advice and help to individual correspondence students, in response to their specific problems and needs is crucial, as to minimize the severity of the problem forwarded by the correspondence programme students of the Distance Education Division.

The second major problem the students found themselves confronted with while learning by the correspondence method was environmental difficulties, or problems arising from unfavourable conditions, such as the lack of time to study, family problems, and poor physical settings.

Since majority of the correspondence students of the Distance Education Division were found to be employed, parents, and situated in the county side, this finding has to be expected. Because correspondence study, especially for those with domestic and work responsibilities, is an extremely demanding way to achieve their learning goals, as it requires among other things "the existence of an environmental conducive to study, namely, a private, quite and well-lit rooms", (Beardsley, 1975:204). However, it is unlikely to be true of the majority of the correspondence programme students of the Distance Education Division, to have these facilities.

Lack of face-to-face contact with tutors and fellow students was the third major problem identified by the data on student reactions. Regarding the problem of isolation, Dodd

(1983) has noted that students studying alone at home, far from their tutors, have no immediate source of help, no one to answer questions about things they do not understand, and no one to seek encouragement from. This is also true of the correspondence students in Ethiopia. The students indicated that they do not even have the support of fellow students experiencing similar difficulties since they are scattered over vast areas through out the country.

Thus, the problems identified by the correspondence programme students of the Distance Education Division might have been emanated from the weakness inherent in the correspondence method itself, and are not typical of the correspondence programme, offered by the Distance Education Division in Ethiopia.

In response to the request for suggestions regarding the mechanisms to be employed in order to overcome these difficulties in an attempt to improve the teaching-learning process of the Distance Education Division, the responses were very limited.

CHAPTER - FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

The purpose of the study was to investigate into some characteristics, reasons for participation, and study problems of a group of students in Ethiopia, namely, students who have been enrolled and pursuing their senior secondary level courses through the correspondence programme, offered by the Distance Education Division of the Department of Adult Education.

More specifically, the study was carried out on 560 correspondence students of the institution who were found to be active, *Until* June 1992/93 academic year.

An instrument for data collection, namely, a questionnaire was prepared and used in the study. The questionnaire were distributed to the total sample of the 560 students of the correspondence education programme of the Distance Education Division through mail. Out of the total of 560 questionnaire sent, 382 questionnaires were returned came back filled in correctly, i.e., a response of 68.2 percent, and was taken to be satisfactory. The 382 students who completed and returned the questionnaire formed the sample population of this study.

In the analysis of data, the responses secured to each item of the questionnaire were tallied, tabulated and described by presenting the percent responded to the items with in each category of the variables investigated.

Thus, from what has been discussed in the preceding sections, following are the summary and conclusions of the main findings of the study followed by recommendations, based upon the analysis of the data collected from the 382 correspondence programme students.

5.1. Summary and Conclusion

1. Of the 382 students who were actively pursuing their education through the correspondence programme, offered by the Distance Education Division, 81.7 percent were male, and the remaining 19.3 percent were female. That is, the correspondence programme students of the D.E.D are predominantly male, and the female students are grossly under represented.

2. In terms of age, nearly two-thirds of the student were within the age category of between 20 and 30 years (about 68 percent) and about 29 percent of the students were between 31 and 40 years of age. Students within the age categories of below 20 and above 40 years were largely under represented. Thus, since the students were concentrated neither in the youngest (below 20) nor in the oldest (above 40) age groups, but rather in the middle age group (between 20 and 40), it can be concluded that the correspondence programme students of the Distance Education Division are relatively young adults.

3. Majority of the correspondence programme students of the Distance Education Division were found to be married (77.5

percent), had more than one children (74.6 percent), and had a paid job (80.1 percent). Thus, it appears that increasing family responsibilities are associated with increased participation in educational activities, possibly because the demands of a larger family on limited income might have led these persons to use correspondence education in an attempt to increase their earning capacity.

The combination of family life, work and study is by no means easy, but if it can be done, its advantages to the learner are great. He avoids the dislocation that often occurs in family life and career when he leaves home and work to undertake full-time education in the conventional secondary schools. And the experience he gains while still participating in work and family affairs may give him wider perspective, maturity, and confidence which may help him succeed in his learning task. While the combination of the three roles bestows advantages on the individual, it nevertheless puts a heavier burden on him. Many a time, the three roles clash and the student often finds himself in a dilemma as to which role he should satisfy at the expense of others. But since family and job are generally regarded as more important, the tendency for many people is to sacrifice study when there is a clash. This may explain in part the reason why students delay in sending their assignments and in some cases decide to dropout of the course completely.

4. In terms of the levels of formal education completed by

students, before joining the correspondence programme, by far the largest group (31.9 percent) had 10 grades of schooling, the next largest group (25.7 percent) had 11 grades and third largest (21.2 percent) had 8 grades and the fourth largest (13.4 percent) 9 grades of schooling. Students who had 12 grades of schooling were small in number (7.8 percent). By closer analysis of the data, it can be discerned that there are two distinct classes of students, one with a relatively high level of schooling (Complete lower senior secondary level, i.e, complete grade 10 and above), and the other with a relatively low level of schooling (incomplete lower senior secondary level of schooling, i.e; incomplete grade 10 and below). Thus, students in the former category seem to participate in the correspondence programme, offered by the Distance Education Division than do the latter, the proportion being 65.4 percent and 34.6 percent, respectively.

3. Nearly 86 percent of the 362 students were employed while learning by correspondence, the remaining 13.9 percent were unemployed and 6 percent were housewives. Thus, students who are employed seem to be more interested to receive their senior secondary level courses through the correspondence programme than the unemployed and the housewives.

About 34 percent of the employed correspondence students were health assistants, about 23 percent were teachers, and 16.7 were armed forces, and 12.1 percent were clerical/service workers. In general, majority of the correspondence students

were employed in a white collar occupations.

6. 53.1 percent of the 382 correspondence students had monthly incomes of between \$105 and \$250, and about 30 percent of the students had between \$250 and \$500 per month. Persons with monthly incomes of less than \$105 were under-represented in the population of the correspondence students. It was also found that about 85 percent of the students pay for the courses out of their own resources.

In general, the data on the educational, occupational, and financial background of the students revealed that persons of high socio-economic status seem to participate more in the correspondence education programme, offered by the Distance Education Division, than individuals of low socio-economic status.

7. A relatively large number of the correspondence students came to the programme from rural areas (55.2 percent) than they did from urban areas (44.8 percent).

As to motives, more students seem to be studying to secure an officially recognized certificate (67.3 percent); to pass examinations (46.3 percent); to attain competence for better jobs, i.e; to change from present occupation and/or employment to a different one (39.8 percent); to obtain professional promotion (34.6 percent); where as reasons like seeking knowledge for its own sake, educational supplementation, gain self-esteem and confidence, seemed to have little to do with the students motives for learning.

From the type of objectives students gave for undertaking further studies, it can be concluded that most of them were not likely to remain continuous learners. These students seem to cease learning as far as they achieve the purpose for which they desired learning. This was further evidenced by the fact that only about 9.2 percent of the students responded that they study to know something new and broaden their minds.

If the students' own verdict is dependable, then the practitioners of the programme in the Distance Education Division and other concerned persons in the Ministry of Education, who provide the programme are failing in one of their most important duties, namely, to make people want to continue learning.

5. As to why the students chose the correspondence method of study instead of other forms of instruction, most of the students responded that, because of the nature of my job, I had no time to attend classes regularly (57.3 percent; "because it enables me to study in my own time and at my own place" (49 percent); "because it enables me to earn while studying" (43.7 percent); and "because I prefer to study on my own" (19.9 percent).

Thus, from the predominant reasons students gave for their choice of the study form, supported by the findings on the students objectives for learning, and student characteristics, it was concluded that the correspondence education programme, offered by the Distance Education

Division in Ethiopia, is primarily chosen as a means of study by persons who, because of family situation, vocational engagement or other obligations, were not able to take advantage of educational offers which demand regular class attendance.

Therefore, although there were certain students who mentioned current lack or past lack of educational opportunities because of inaccessibility of rural areas, most of the students rated convenience as the main advantage of the method. That is, the students of the correspondence education programme, offered by the Distance Education Division are predominantly, those who will not, otherwise have been able to continue their education in conventional secondary schools, due to family, social, vocational responsibilities, or other obligations.

3. Regarding the major difficulties students found themselves confronted with during their study process, most of them indicated delayed feedback in tutors comments (80 percent), environmental difficulties, particularly lack of sufficient time to study, personal and family problems and unfavourable conditions (70 percent), lack of face-to-face contact with tutors and fellow students (50 percent).

Thus, if the students own verdict is accepted, the D.E.D of the Department of Adult Education in Ethiopia, seemingly failed to satisfy one of the general functions of distance teaching institutions. That is, it seemed to have failed in

providing learning materials regularly, assuring frequent contact between students and tutors, and organizing support service - such as study groups among students, and other forms of human contact between students and the institution, which were found to help the enrolled student to persevere with their courses.

5.2. Recommendations

The following recommendations have come out of this study:

1. The Distance Education Division is today organized into five panels: course development panel, Tutorial panel, Guidance and Counselling panel, Radio and TV programme producers panel, and Registration and Records Panel. In addition to these, it would have been good if the Distance Education Division sets up an Evaluation Panel, to assess the effectiveness of its various programmes and activities. This panel would for example, work out and students' response to each lesson in terms of the number of response sheets submitted by them and the quality of their performance. Similarly, they can find the students' real reactions to the programme, personal contact programmes, frequency of the two-way communication and

other activities organized by the Institute.

- 2.3. The most common complaint from students was the delayed feedback in tutors comments. So, devising means of minimising these problems is crucial to the effective operation of the correspondence programme of the Distance Education Division. One of the basic assumptions underlying these problems was, that the postal service which the institution utilizes as the main method of offering the programme to the students is too slow or too unreliable. Thus, in order to justify whether the assumption made is correct or not, it is recommended that, the Distance Education Division, through its Evaluation panel and/or research personnel, to organize a simple test of the postal system, by posting cards or other learning materials to persons in a number of different places through out the country, and asking them to post them back, recording the dates they are posted and delivered back to the DED, and checking as far as possible the number lost. This may help the institution to know the average length of time from the date on which the institution posted the study materials until they were returned to the institution. If the turn-round time of the material were found to be too slow or too unreliable, as was assumed, then the institution has to look for other methods of reaching students. Among the many alternative methods may be included, official

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transports, commercial delivery systems (such as those used for newspapers, beer or soft drinks).

Another alternative method for overcoming these problems may be, to decentralize tutoring by setting up a network of local study centres through out the country. In the Distance Education Programme, the Awraja Pedagogical Centres can serve as a mini-centres where the students can be provided the study materials, and where they can deliver for correction and receive corrected assignments for submission. In this case, it is important if short term training programmes have to be arranged for the coordinators of the Awraja Pedagogical Centres and other concerned officials in the District Education offices, to make them familiar with the Distance Education Programme and also to have them to serve as an important link in the chain.

3. As was mentioned in the preceding sections, the Distance Education Division is operating courses at secondary level for persons who for various reasons have been unable to continue their education in the conventional schools. Within 15 years of its operation (October, 1978/79 - June 1992/93), about 6600 students have been enrolled, and the enrollment rate of the students was also found to be *fluctuating* from year to year.

It is clear that people cannot be expected to apply to an institution if they have not heard of it. Not

surprisingly, the level of knowledge in the country as the DED started was seemingly quite low among the general public, although it seems to be likely higher among the better educated. Thus, a programme of information dissemination to attract potential learners to the correspondence programme, offered by the DED is necessary, using news media, brochures and posters, as well as the facilities of educational radio programmes.

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Appendix - ALetter of cooperation by the DED, to students

Ref-Nº. 44/257/144/85

Date - July 2, 1985 E.C

To Ato/W/rt _____

Subject: Questionnaire filling

Ato Abraham Amsalu, a Graduate student at the Addis Ababa University, is doing his Master's Thesis on Distance Education Participation in Ethiopia. Accordingly, the curriculum and Instruction Department of the Faculty of Education, Addis Ababa University, has requested the DED to cooperate him in all possible ways at our disposal.

Hence, since you are one of the many students who have been enrolled and currently pursuing their senior secondary level courses through the correspondence programme, offered by the DED, you are elected to fill-up the questionnaire. So the questionnaire is hereby attached and you are strongly requested to fill up and return the questionnaire, as early as possible.

Thank you in advance

signature & seal

Getachew Kelemu,

Head, D.E.D.

Reasons

- _____ 1. Because the nature of my job impeded me from attending classes regularly
- _____ 2. Because it enables me to study in my own time and at my own pace
- _____ 3. because it enables me to earn and learn simultaneously
- _____ 4. because I preferred to study on my own
- _____ 5. in order to comply with the wishes of other people who have influence on my life
- _____ 6. because I am too aged to attend classes in regular schools
- _____ 7. because it makes it possible for me to learn subjects of my own choice
- _____ 8. because of the inaccessibility of educational facilities in the area of my residence or place of work
- _____ 9. because it enables me to get rid of physical confrontation and gives me an opportunity to learn safely
- _____ 10. because physical disabilities hindered me from attending classes regularly
- _____ 11. If other reasons, please specify
- a. _____
- b. _____
- c. _____
- d. _____

Part - IVReaction of the participants towards the correspondence programme

Instruction: Respond to the following questions in your own words.

1. What are the main shortcomings of the correspondence education programme, offered by the Distance Education Division, as applied to you?
- a. _____
- b. _____
- c. _____
- d. _____
2. What suggestions and strategies would you recommend as solutions to the main problems of the correspondence education programme?
- a. _____
- b. _____
- c. _____
- d. _____

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

Name Abraham Amsalu

Signature 

Place and Date of Submission

Addis Ababa, June 6, 1994