ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE MANAGEMENT OF DISTANCE EDUCATION FOR UPPER PRIMARY SCHOOL TEACHERS IN ETHIOPIA

SAHLEMARIAM ABEBE

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ABBREVIATIONS / ACRONYMS

AFT: American Federation of Teacher

DAE: Department of Adult Education

DE: Distance Education

DLS: Distance Learning System

EMA: Educational Media Agency

ITCS: Information Technology and Communications System

MoE: Ministry of Education

TV: Television

UK: United Kingdom

UNESCO: United Nations Educational Scientific and Cultural Organization

USA: United States of America.

ABSTRACT

The main purpose of this study was to undertake a systematic assessment of the management of distance education for upper primary school teachers and thereby to single out the strength and weaknesses of the program and eventually to provide alternative recommendations against the identified problems. To this end, answers to the basic questions pertaining to the manner of course development, production and distribution; the nature of the management of the tutors; the characteristics of the student support service; the manner of budget preparation; and the most important constraints that affected the program were sought for.

The research methodology employed in this study was descriptive survey. Accordingly, survey questionnaires and interview question items were prepared and pilot tested and administered to a sample of 378 subjects composed of 240 tutees, 104 tutors, 13 tutorial centre coordinators, 15 university personnel, 5 heads of the distance education departments of the regional education bureaus and the head of the distance education department of educational media agency. In aggregate, 99.9 per cent of the questionnaires were properly filled in and returned, and data analysis made using both descriptive and inferential statistics such as percentages, weighted means, chi-square tests, t-tests, and Spearman's rank order correlation coefficient test.

The findings of the study showed that except for the development of quality course curriculum, the program was characterized by a multitude of problems. Chief among them were delay in the development, production, and distribution of course materials; different sorts of tutor-related, tutee-related and credit-related problems associated to assignments for exchange; schedule-related, content-related, and discipline-related problems pertinent to exams; lack of full-fledged counseling service to the learners; absence or incompleteness of resource rooms; irregularity of tutorial sessions; and lack of continued training, supervision, and reinforcement scheme in relation to the tutors.

Recommendations were also forwarded in the interest of addressing these issues. Included were: policy issues that concentrate on the institutionalization (in higher education institutions) of administrative structure for distance education, the establishment of a unit that would take care of the production and distribution of the course modules, the provision of efficient, comprehensive and multidimensional student support services, and the proper management of faculty as well as tutors.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

A variety of definitions have been given to distance education at various times by different authorities. But all of them have common tying elements, which can easily be seen in the definition given by Michael G. Moore and Greg Kearsley. These authors in their book 'Distance education': A systems view (1996: 2)'write:

> *Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, and special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements.*

This form of education has been in existence for approximately a century now. Ever since it emerged, distance education has been facing challenges from the conventional higher education institutions and hence could not build a clear reputation for years. However, over the past ten years, distance education could make the biggest tackling against the historical repercussion and is now making the biggest leap in the ladder of recognition. According to the US department of education (1997), as of September 1995, one third of the universities and colleges in the states were offering distance courses while another twenty-five percent were planning to implement distance courses within three years. The growing appearance of distance education is tied up to the changing demographics of the student population.

One of the challenges since the inception of distance education has been the continuous change in information technology and its ability to adapt to those changes. On the basis of the kind of technology that was used in the field, distance education can be said to have passed through three generations. The first of them was the print based distance education, which used to be delivered to the learners via the postal system. Then came the use of broadcast media for the distribution of the course curriculum. The third generation of distance education occurred with the coming into existence of computers and their application in the delivery of instructional materials (Chou and Sun, 1996). With the recurrent improvements in the computers and their net working, students started to expect institutions to give them courses 'on-line'. The arrival of digital information is now promising to the establishment of virtual campus.

In spite of the remarkable achievements it is making, distance education still faces some of the historical stigma (Olcott, 1997). Of course, there are certain common features of distance education that contributed to the repercussions it is identified with. These include: superficial interpretation of course materials, low motivational and learning experience and low retention rate (Abrami and Burns, 1996). These issues remained common places, despite the fact that improved technologies are being employed in distance education. Another of the major negative issues associated with a distance program that still hangs back, is the elimination of face-to-face interaction among the students and the instructors, causing the elimination of networking and interaction (Moller and Draper, 1996).

Owing to the possibility of providing high quality distance education courses with the employment of information technology, distance education could finally challenge and

somehow eradicate the misunderstanding that have survived for decades (Moore, 1993).

For many years now, distance education has been making significant contribution in the areas of general education as well as teachers education. Distance education can be used at primary and secondary education levels to provide both in-school and out-of-school programs. Teacher education is also an important area where distance education has been used extensively to provide pre-service teacher preparation, upgrading of academic qualifications, and in-service professional development in particular subjects, content areas and instructional methods. Many examples, particularly from both developing and developed countries, show that teacher training at a distance may reach large group of teachers and may have profound impact on the development of national education systems. Examples include distance education initiatives in countries such as Burkina Faso, Chile, China, India, Mongolia, Nigeria, and South Africa to prepare new teachers or upgrade skills of the existing teaching force. The use of open and distance learning for teacher education is therefore a crucial strategy when expansion or quality improvement is needed in the public education system (Robinson et.al, 2001: 28 - 29). UNESCO further asserted that distance education may play an increasingly important role in this decade in helping address the growing shortage of teachers, educational administrators and other educational professionals experienced in both developing and developed countries.

Among other things, a particular advantage of distance education is that it makes teachers' preparation and professional development programs accessible to indigenous peoples and others located in the remote, rural areas that do not have convenient

access to higher education institutions and where there is often shortage of well-prepared teachers and other educational professionals (Ibid.).

In Ethiopia, although it was in 1967 that a correspondence study unit was organized under the extension division of Addis Ababa University, it could not be functional until it was taken over by the ministry of education in 1976 (DAE 1990: 1-2). The department (in the Ministry) of adult and continuing education was responsible for the running of distance education for about eighteen years until it was eventually transferred to EMA in 1994. EMA has been producing a range of radio-supported correspondence courses at the senior secondary level catering to working adults (DAE, 1982: 3 - 6). In the latter parts of its operation, the program could televise correspondence courses, on top of radio programs, in-school students as well as out-of-school youth and adults, and teachers' education.

Currently, within teachers' education in Ethiopia, distance education is used as one approach for upgrading teachers at three levels: Upgrading from certificate to diploma - this is given to teachers who are teaching in the second cycle of primary schools without the requisite qualification; upgrading from diploma to degree - this program is given at a distance as well as in the summer face-to-face sessions. It enables practicing teachers to qualify for teaching at higher level; and upgrading to masters' degree - this helps to build on the capacity of many who are now working in the Ministry at a higher capacity (MOE, 2003: 6).

1.2 Statement of the Problem

> *Education has to be considered in its relations to global economic, social and cultural development. There is now little doubt that major changes are occurring in the world economy, mainly due to the expansion of new information bearing technologies. In what has already become known as a knowledge-based society, economic advantage will accrue to countries in which the population acquires competence in processing information into knowledge and applying it in work and everyday life. The importance of knowledge as an essential component of the economy has influenced the increasing interest of governments in human knowledge resource development*
>
> (UNESCO, 2000: 17).

Under such a condition, it is unrealistic to expect traditional educational structures alone to provide an adequate basis for knowledge. Development of new methods that can dramatically improve the existing education system has to be devised. In efforts to meeting the new and changing demands of education and training, open and distance learning may be seen as an approach that is at least complementary and under certain circumstances an appropriate substitute for the contact methods that still dominate most education systems (Ibid.: 20).

Besides, the world is moving to providing education for all within a short time frame. This has a bearing on the large-scale supply of teachers. Many countries still do not have enough teachers. In some, the expansion needed in the teaching force is far beyond the capacity of traditional colleges to produce the teachers. That means, there is a huge gap between the demand and supply of teachers that needs to be bridged as long as governments remain committed to the achievement of universal primary

education. This gap can be narrowed, if not completely bridged, by using distance education scheme in the training of the teachers.

The New Education and Training Policy of Ethiopia demands that teachers, who are teaching in the second cycle of primary education (grades 5 - 8) to be diploma holders. But, when the policy was passed, approximately 75% (or over 20,000 teachers) of the teachers teaching at this level were only TTI graduates. In addition to not possessing the paper qualifications, many of these teachers are unable to handle the content of the new curriculum. Nor are they familiar with the new teaching approaches. To alleviate these problems, distance education was sought as an important out let to upgrade the qualification of the said teachers. Besides, UNESCO (2000) recognizes it as being the only means to ensure the participation of massive number of teachers and the production of qualified professionals in a relatively short period of time. Accordingly, distance education for upper primary school teachers was launched in 2001 registering about 21000 students. This program was hopped to be completed in two years or two and a half years time (EMA, 2000).

The success of such types of programs depends largely on an effective organization and management of the system. Further more, effective communication structure through out the designed process is the major determinant to achieve successful distance education (Wossenu and Befekadu, 1999: 26). The writers further pointed that the success or failure of the program also depends on the personnel available, especially the academic staff.

Yet another key issue in planning distance education is how to design and develop courses so that they reach a large and varied number of students, allow for the experience and knowledge held by students, utilize most effectively the educational media, provide flexibility to help meet the needs and interests of learners, and provide a high quality learning experience. Any distance education can only be as strong as the courses it develops (Ibid.).

Equally important in the provision of distance education is the support that the system provides to its students. The system should be able to communicate important information about the program to the learners; it should be able to conduct face-to-face tutorial sessions and correspondence tuition (Rumble, 1992: 67 -68).

However, this program could not be concluded in the time frame allotted for it. This may be indicative of the existence of problems in its implementation. This was partly indicated by the assessment report of the performance of the system for the first one semester (EMA, 2002). The existence of the alleged problem and the essentiality of the program instigated the researcher to study the topic and thus raise the following basic research questions:

1. How was the development, production and distribution of the various forms of media in use managed?
2. How well were tutor – related issues managed?
3. How was student support service being provided to students scattered far and wide?
4. How were budgets prepared and managed?
5. What were the major constraints that affected the management of the program?

1.3 Significance of the Study

To the best knowledge of the present researcher, no full-fledged research has so far been done in this area since this particular program has been started, and thus this research may turn out to be significant on the ground that:

a. its findings may throw light into the basics of the management of distance education for teachers in particular and the management of distance education in general in the context of our country.
b. its findings may uncover the prevailing problems in the management of the program to the concerned parties and instigate them to work for improvement.
c. It may provide possible alternative solutions to the problems that it will uncover.
d. the findings of this research may stimulate other researchers to conduct further study on the topic and to that effect too it may serve as source of reviewed literature.

1.4 Purpose of the Study

This study will be conducted with the following purposes:

a. to investigate the manner in which the media employed in the training of teachers at a distance are managed
b. To examine the mechanisms employed in providing support to long distance learners.
c. To find out how the selection, training, motivation and control of the human resource element of the system is handled.

d. To investigate the procedures followed in the preparation of the budget and authority exercised in the use of it.
e. To identify the setbacks in the over all management of the system.

1.5 Delimitation of the Study

This study is delimited to the study of the management of distance education for upper primary school teachers only. The study, however, focuses only on the issues of course development, production and distribution; student support services; tutor related issues; and budget preparation and execution in the system. It does not study the organizational structure and out comes of the system, which are also elements of the management of distance education. Moreover, it is physically delimited only to the sampled colleges and universities, regional education bureaus and tutorial centers in the administrative regions of Amhara, Dire Dawa – Harari -Jijiga, and SNNPR.

1.6 Limitations of the Study

This study was strongly limited with the lack of resourceful interviewees at the various echelons because of the frequent turn over in the position holders. The study could be more objective and comprehensive if it had wider coverage of the study population. But because of the limitedness of the study period and the resources as well, it was delimited to the sampled areas only. Moreover, the use of documentary method was highly constrained because of the inexistence of the data or absence of organization of the data.

1.7 Operational Definition of Terms

Distance education: government run formal study and instruction conducted by mail, using course modules, assignments for submission, and course outlines, lesson reports, corrections, and examinations.

Management of distance education: that function which deals with the designing, production and delivery of courses to distance learners

Tutor – related issues: are issues that have a bearing to the recruitment, selection, assignment, compensation, supervision, and control of tutors of the distance education system.

Tutee – related issues: are issues that include the recruitment, selection, and admission of learners, support to be provided to the learners, the administration of assignments and exams, grading and promotion of learners etc.

Tutorial center: a center wherein the distance learners would periodically gather to receive tutorial assistance from the tutors on the subject matter of the courses they are taking.

Residential school: a facility specifically designed or adapted for use by distance learners who are majoring the science streams to conduct laboratory practical activities.

Resource rooms: are rooms in the tutorial centers wherein there will be an assortment of resources for learning that can either be borrowed or used in the center itself.

1.8 Research Methodology and Data Analysis

1.8.1 Method of the Study

Owing to its wider coverage, the methodology employed in this research was descriptive method. The source and type of data, the procedure of data collection, and the method of data analysis used in this research are discussed here under.

1.8.2 Sources of Data

The study population of this particular research included: EMA; regional education bureaus; Colleges and Universities; tutorial centers; tutorial center coordinators; heads of the distance education units of the universities, colleges, regional education bureaus, and EMA; university instructors; tutors and the tutees (learners). That is, all the components that make up the distance education system or program for upper primary school teachers constituted the universe or the study population of the research.

Data pertinent and relevant to the study were collected both from primary and secondary sources. Five groups of primary data sources viz: training colleges and universities, the trainees, regional education bureaus, and tutorial coordinators and EMA were considered. Student records and other documents were also used to some extent as sources of secondary data.

1.8.3 Study Samples

Of the universe considered above, samples were taken using both random and availability sampling techniques. Thus, thirteen tutorial centers and their coordinators;

two hundred and fifty students; one hundred and four tutors; fifteen people who are working in four of the participating universities and colleges; five people working in the regional education bureaus; and one person from EMA were taken as samples of this particular study.

1.8.4 Sampling technique

Because of the multiplicity of the sources of data, different sampling methods were used against each of the sources.

Selection of tutorial centers

Depending on where they are found, different methods were employed in the selection of the tutorial centres. Availability-sampling technique was employed in the selection of the tutorial centers in the regions (administrative council) of Harari, Somali, and Dire Dawa because there are a maximum of only two tutorial centers in each of them (*see appendix F*). On the other hand, the selection of the tutorial centers in the rest of the sampled regions was accomplished using simple random sampling technique. This technique was preferred because it guarantees the representation of each of the regions in the study.

The selection of tutorial coordinators

Availability sampling technique was employed in the selection of the tutorial coordinators. That is, all the tutorial coordinators of the selected tutorial centers were made to participate in the study.

Selection of trainees

The selection of the trainees as participants of this study was made by stratified sampling method. The procedure of doing this was such that the trainees were stratified based on the subjects they are majoring and then simple random sampling was used to do the selection.

Selection of colleges and universities

Of the total nine universities and colleges that participated in the program, four of them were selected using purposive sampling method. The universities were those ones which are found in the sampled regions, viz. Amhhara, SPNNR, Dire Dawa administrative council, Harari and the Somali.

The coordinators of the distance education sections of the selected universities, the course developers, exam setters and correctors as well were selected using availability sampling.

Selection of regional Education Bureau

Following the random selection of the five regions (administrative council) of Amhara, SPNNR, Dire Dawa, Harari, and the Somali as sample areas for the study, their respective education bureaus were picked up using availability-sampling technique.

Educational Media Agency

The head of the department of Distance education was taken as source of data.

1.8.5 Data Collection Instruments

1.8.5.1 Primary Data

Generally, two types of data gathering instruments - questionnaires, and interview - were employed to gather data from the respondents.

While structured interviews were held with the head of the distance education department of EMA, and the heads of the distance education departments of the education bureaus of the sampled regions; questionnaires were administered to the rest of the data sources.

Altogether, three sets of questionnaires were administered to the subjects of the research. All the questionnaires except those for the trainees were prepared in English with the ground that the respondents are well-educated personalities. It is, however, proverbially known that, related to their level of education, teachers of primary schools have meager mastery of the English language. Accordingly, the questionnaire for them was prepared in Amharic for the sake of augmenting their comprehension.

The questionnaires that were completed by the students had four parts. The first part dealt with the biographical information of the respondents. As such, it looked into the gathering of information on the age, sex, years of service, major and minor subjects of the respondents. Part two was concerned with issues of admission, while part three concerned itself with the general content and distribution of the course materials. Part four, on the other hand, dealt mainly with the management of student-related issues, as so much part five was concerned with the management of tutor-related issues.

Likewise, the questionnaire, which was filled by the 'instructors' of the participating universities and colleges was divided in to five major parts. As with the questionnaire for the students, part one was devoted to collecting biographical data on the 'instructors'. Part two was a little bit extended to encompass information on the development, production, and distribution of course materials. Like the former one, however, parts three and four were developed to collect data on the management of student-related and tutor-related issues respectively. Part five was constructed to gather data on issues of budget and financial control.

Except that it did not include encompass the part that looked into the budget and financial control aspects of the system, the questionnaire for the tutors and the coordinators resembles much those of the 'instructors'.

All of the questionnaire booklets had both close-ended and open-ended question items, the balance inclining more to the close-ended ones. In all the cases, brief and concise instructions preceded the different sets of questions items.

1.8.5.2 Secondary Data

The data collection method to be employed in the case of secondary data sources was the document analysis, which makes use of compilation of data from records, reports, printed forms, letters and documents. thus, documents found in the different sections/units/ of the system were analyzed to generate data relevant to the study. But this method was not as resourceful as it was thought to be by the researcher, for there were hardly any recorded documents in most of the regional education bureaus as well as the distance education department of EMA.

It was, however, believed by the researcher that, although it was not to his maximum expectation, the data collected using this method did complement the data found using the other two methods.

1.8.6 Procedure of the study

After construction and peer review, the instruments of data collection were pilot tested in the primary and secondary schools of Debre Berhan and Nazareth teachers training college before they were administered into the final participants of the study.

The pilot study was conducted to test the validity and reliability of the instruments. That is, the pre-test was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information. Thus, in this pilot study, the majority of the personified data sources were involved.

The pre-test could not, however, be conducted in more than two places due to resource constraint and time pressure on the part of the researcher.

The participants of the pre-test were first informed about the objectives of the pilot study and how to fill, evaluate, and give feedback on the relevance of the contents, item length, type of questions, layout etc of the questionnaires. Participants were given one week to review the questionnaires and provide feedbacks, to which almost all of them did. Based on their reflections, the instruments were improved before they were administered into the main participants of the study. Thus, some relevant items were

added while others were removed; some lengthy items were shortened; item responses increased and unclear ideas rephrased.

These questionnaires were then distributed to the final participants of the study by the researcher, of course with the help of the tutorial centre coordinators, and the heads of the distance education units of the participating universities and colleges. Respondents were given ample time (three days at the least) to complete the booklets and return them to the researcher himself.

The interview with the different officials who are working in the system was carried out in such a manner that the interviewees were visited and briefed on the objectives of the study and upon conviction enquired the day and time of their utmost convenience to hold the session. The interview was, thus, conducted accordingly. The researcher has expended all sorts of efforts to create a positive atmosphere during the conduct of the session while at the same time not forgetting reading and utilizing all kinds of emotional cues.

1.8.7 Data analysis

The data collected from the respondents was organized and statistical computations made to explore the present status of the program. For the most part, the collected data were categorized and frequency distributions made from which percentages, weighted means, Chi-square values, t-test values, and Spearman's correlation coefficient were computed and inherent relationships analyzed and interpreted. While descriptive statistics were used to analyze the tabulated data based on the frequency distributions, the higher order statistical values were computed to see if the relationships asserted by

the descriptive statistics were statistically significant or not. Thus, when the responses of the respondents are more of opinions, the data analysis employs: the t-test or ANOVA to check if there was perceptual difference between respondents on the issue under consideration; or it employs the chi-square test of significance check if responses depended on the type of respondent or if there were statistically significant differences in opinion among the groups; or it employs the Spearman's Rank-order Correlation Coefficient (rho) to test perceptual relationship among different groups of respondents.

The data collected using the other instruments - the questionnaire and content analysis/ document analysis/ method - were incorporated in the analysis of the tabulated data. However, the analysis of the course distribution process, and budgeting, was based totally on data gathered through the interview.

1.9 Organization of the study

This study has four chapters. Chapter one deals with the problem and its approach, which included the background information of the problem, the statement of the problem, the purposes of the study, the significance of the study, the delimitations and limitations of the study, the research methodology and sampling technique used, and the definition of the terms used in the study. The second chapter is devoted to the review of related literature. The third chapter dwells on the presentation and analysis of the findings of the research. The last chapter comprises of summary of the findings, the conclusions drawn, and the recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter is devoted to the review of literature on different aspects of distance education. It comprises of a brief introduction on the concept, history, effectiveness and challenges of distance education and much readings on the management aspect of distance education.

2.1 Distance Education: An Overview

2.1.1 The concept and Definition of Distance Education

Many researchers to a great variety of programs, providers, audiences and media have applied the term distance education interchangeably. Its wider use and liability to a variety of interpretations has led to the consideration of distance education as a concept. Distance education is an umbrella term which is applied to all sorts of educational provisions that involves tangible distance between the source and consumer of instruction; where instruction will no more bring the learner and the instructor within the confinements of a classroom (Manjulika, 1996:3). He further asserts, "Distance learning transcends the barriers of time, space, sex, creed and community and religion." The same notion has been given by a great many prominent writers in the field. Willis (1993, :4) for instance, states "At its most basic level, distance education takes place when a teacher and students are separated by physical distance; and technology (i.e, video, voice, data, print and others) is used to bridge the instructional gap." This means, distance education does not require or constrain the learner to avail himself or herself physically in the same location as the instructor. Perraton (1988, P 300) says

that it is "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner (also in Virduin and Clark, 1999: 8). This puts distance education as any of the various forms of formalized teaching systems, which separates the teacher and the learner except for supplementary face-to face contacts and where teaching is conducted through a range of media. Students in distance education are therefore, responsible for their own progress, in the sense that they must make their own arrangements about where and when to study, work without direct supervision, basically develop skills in self-pacing and self-evaluation.

Distance education has been referred to as in many different names as given to it by different authorities; the most notable ones include (Manjulika, 1996: 3): Telematic teaching" (found in Moore 1975), "Distance study (in Delling, 1976), "correspondence education" (in Sims 1977), "Distance education" itself (in Holmberg, 1977); and many others. Manjulika further notes that the use of the terms is region specific; distance education and 'home study' are used in Europe and a few places in Canada and the USA, 'independent study' is used in Australia, the pacific Region, and South East Asian countries and 'extra-mural system' in New Zealand, etc.

Although "There is a great deal of confusion about these terminologies in the field" (Moore, 1991) there are some definitions, which describe distance education, though not to a full extent, to the satisfaction of many. In connection to this, Moore cautions us not to consider distance education, for all practical reasons, as the opposite form of educational provision to the conventional one. Neither it is very much like other forms of provisions, which are not face-to-face. To the contrary, in his edition of 1987, Moore

states, "face-to-face instructional methods can be used in distance education wherever possible and necessary and educationally appropriate."

Scholars and researchers have forwarded a range of definitions of distance education. A closer observation of these definitions shows that there is a growing trend of comprehensiveness and clarity in them. However, in spite of the fact that these definitions have a common functional element - the separation of the teacher and the learner only to be connected by some sort of media - they tend to emphasize one aspect of the system to the neglect of other features. Keegan, for instance, gives a definition of distance education, which highlights the fact of the absence or 'quasi permanent absence' of a peer group more than any other features. Cantelon (in Nania, 1999: 5), on the other hand, expands the definition further as "not merely meaning a geographic separation between learner and instructor, but also including cultural, emotional and pedagogical distance". In her writing of "issues in distance learning" Sherry (1996,2) quotes Jonassen as saying that the learner rather than the instructor controls much of the learning in distance education. Sherry (Ibid: 16) further stresses on the change in the model of schools from the traditional centralized type to a more decentralized one where 'schools' come to students rather than the reverse.

Garrison and Shale (1987: 12) for instance, gave the following definition:

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

This definition seems to place overemphasis on the non-contiguousness of distance education and the existence of two-way communication. The aspect asserted latter might not hold true to all distance education systems. For instance, two-way communication is absent in distance education systems that are based on radio or video or television unless they are coupled with other complementary media.

One of the most comprehensive definitions of distance education is provided by Keegan (1996). He reached at this descriptive definition by synthesizing all the various views held by other authorities. He suggests distance education to have the following characteristics (defining elements).

- "The quasi-permanent separation of teacher and learner throughout the length of the learning process; distinguishing it from conventional face-to-face education." According to him, various levels of separation are possible, in which contact with teacher could range from nil, to voluntary, to compulsory, with varied theoretical justification.
- The influence of an educational organization that distinguished it from private study. Keegan further elaborates this point saying that distance education is an institutionalized offering through public or private providers. It shares with private study the individualized and private nature of study outside the structures of the learning group while at the same time it maintains the administrative characteristics of institutionalized education on campus.
- The use of technical media such as print, audio, video and computers to connect teacher with students and to carry the educational content. Putting it in a nutshell, Keegan says that in distance education mechanical or

electronic communications substitute the interpersonal communication, which is an integral part of conventional educational systems.

- "The use of technology to provide for two-way communication from which students may benefit either by initiating or involving in dialogues." However, two-way communication is not possible with educational television or radio.
- Absence of learning groups in a some how permanent basis which is indicative of the fact that distance learning involves more of individual instruction. There, however, will be the possibility of occasional meetings for both didactic and socialization purposes; and he further noted that some of the synchronous technologies introduced in the 1990s, like two-way or one-way video satellite or compressed video transmissions require the students to travel to electronic classrooms at fixed schedules to join a group of students.

2.1.2 Historical Development

Global perspective

Distance education, in its most traditional form, has been functional since mid 19th century. During those days, instructional content and student responses used to be delivered by the postal system. Regarding this Rumble (1989) writes, "Teaching by correspondence education originated in the private sector as enterprising individuals realized that existence of a cheap efficient postal service would enable them to provide a teaching service to home based students."

Regarding the beginning of distance education, Manjulika (1996: 164), states:

> *The first of the tangible distance education attempts was the one made by the old Swedish University city of Lund as the advertisement in the 'Lunds Weckoblad, 'No 30, 1833 witnessed. Another earlier attempt was made in 1840 in the United kingdom when the uniform penny postage was introduced.*

This latter one, which was initiated and employed by Isaac Pitman, was totally devoted to the transcription of short passages of the Bible into short hands and sending the transcriptions for corrections (Dindale in Manjulika, 1966: 165). Charles Toussaint and Gustave Langenscheidt initiated language History teaching by correspondence in Germany in 1856 (Delling, in Cannell, n.d). The coming into existence of these two earlier systems of teaching and others have paved the way for the establishment of the phonographic correspondence society (Dindale in Manjulika, 1996:165).

The latter half of the 1800s saw the emergence of different forms of distance education institutions initiated by American universities and community groups. In Britain, the two movements called Chautauqua and British Lyceum laid a fertile ground for the then off-the-job university professors to engage themselves heavily on distance lecturing across the nation (Rohfeld, 1990: 2-3; Rossman 1995:62). "These movements made it possible for people to nurture an intellectual life based on tutoring outside lectures and musical and theatrical presentations" (Bender 1994 in cannel, n.d). The establishment of a national postal service in the late 1800s augmented the opportunity of reaching large numbers of people.

By the 1870s, correspondence courses gained international popularity (Nania, 1999:5). According to (Rohfeld, 1990:1), "Cambridge University is generally credited with

developing a formal university extension through the establishment of an extramural teaching program in 1873."

Following the turn of the nineteenth century, a number of publicly and privately funded colleges offering correspondence education have mushroomed across Europe and USA (Manjulika, 1996:165). In the early 1900s, universities and private schools were offering correspondence courses to elementary, secondary, higher education and vocationally oriented learners (Nania, 1999; Manjulika, 1996:166). Significantly much of the development and growth of distance education in England and Europe was in response to "demands from workers and women" (Rohfeld, 1990; Wiesner, 1983); whereas in Sweden and USA it was a result of the need to reach students living in isolated places. This was more dramatically experienced in countries with scattered populations, spread over large areas. (Manjulika, 1996:165).

The success stories of Australia in providing complete primary and secondary education to children through distance education has encouraged many countries to follow its example and reap the fruit (Holmberg, 1989). As noted by Ilyin (in Manjulika, 1996:166), distance education has played a key role in the eradication of illiteracy in the post revolutionary Russia. Perraton (1978) also pronounces distance education to have played a key role in the education of children in France during the Second World War. The contribution of distance education during the post world war II period was not limited to the education of children only. It has widely responded to the quest of the military adult training in specialized knowledge, linguistics, and knowledge of culture (Rohfeld, 1990:79). Distance education was thus further recognized as viable supplement to the conventional system of education (Manjulika, 1996:167).

People who were living in country sides, where there were no schools and colleges, could get access to educational offerings in what were commonly known as correspondence study. The form and structure of these early correspondence based distance education has been in a state of dynamism over the years. It has changed time and again with the advent of new technologies. The technologies have reduced the turn around time as well as improved interactivity. Audio, and video resources such as films, cassette tape, and television slowly augmented or replaced the original correspondence course formats.

In the middle of the 20th century, instructional radio and television became popular. The open university of UK was established in 1969, combining distance education programs using print and non-print resources (Willis, 1993; Fleeischman, 1998).

According to (Nania, 1999:5), "During the 1970s, professionally designed and produced television series introduced adult learners to video tape programs focused on basic skills improvements and English as a second language." The major shortcoming of this particular program, however, was the absence of two-way communication between the instructor and the learners (Flieshman, 1998:82). During this period, Athabasca University of Canada was established to conduct research and provide distance-learning opportunity that combines the traditional home study techniques with those of new technologies. In the 1980s research revealed that the use of such technologies as cable TV and video would make two-way communication possible (Flieshman, 1998:82). According to Willis (1993) the 1980s saw wide range of attempts in combining the traditional print with evolving technologies. However, Verduin and Clark (1991:81) state "print has always been the dominant medium in distance education and will continue to be the most used form of delivery in the foreseeable future."

Regarding the changes in the 90s, Fleishman (1998:82) writes:

> *"During the 1990s, a vast array of two way distance learning programs emerged as an assortment of hardware and communication tools became available, including: local area network (LAN); internet and intranets; telephone based audio conferencing; facsimile transmission; cable television videoconferencing; with one or two way video, satellite, microwave..."*

Distance Education in Ethiopia

As with the distance education in other parts of the world, distance education in Ethiopia too started as correspondence education. It was started by the continuing education Department of Addis Ababa University in the late 1960s. It was with the intention of opening up educational opportunity to those who for various reasons were unable to participate in the contact schools that the program was initiated (EMA, 2003:2).

With the objective of improving the quality of its provision, the university, in collaboration with the ministry of education, signed agreement in 1968, with a Dutch aid organization called Alley. But the contract was soon terminated for the organization was found performing below its capacity. In 1970, the Government of Netherlands gave a short-term scholarship in distance education for two Ethiopian scholars. Upon their return, these scholars initiated the provision of some specialized courses to primary school teachers so that the teachers could upgrade their qualification. Accordingly, writers were called upon to prepare course curriculum to the subjects of Amharic, English, Maths and Geography. These personnel were trained and could produce courses, which were appropriate for the continuing education of primary school

teachers. Encouraged with the progress of the initiative, the university deployed Dr. Childs from America to work as special advisor in the development particularly of the courses (Ibid.).

After having scored a measurable advance, the university handed over the responsibility of running the program to the Ministry of education in 1977. This was partly because of the absence of administrative structure and qualified personnel in the university to specifically run the program. However, in two years time after the Ministry took the responsibility, distance education shifted its attention to secondary education and achieved a lot in this direction too (Ibid.:3).

In the years between 1979 – 2001, it could provide secondary education to over 13, 426 learners found in the various regions of the country. On the other hand, as of 2001, on top of its long-standing area of operation, distance provision started to provide teachers education to over 21,000 primary school teachers at the diploma level (Ibid.).

2.1.3 Rationale for Teaching at a Distance

Distance education is being used extensively by both developing and developed countries for various purposes. However, because of the increased demand of the various sectors for trained and educated manpower, developing countries may need to run distance education widely and effectively. Moreover, this system of education may better take into account the financial constraint as well. Kuhanga (1981) and Forman and Richardson (1977) (in Wossenu and Befekadu, 1999:19) identified certain basic rationale as to why developing countries need to employ distance education.

- There is a high need for trained manpower by developing counties that serve the socioeconomic sector. This demand for educated manpower cannot be fully satisfied with the limited capacity of the conventional education system. Hence, developing countries should use distance education as an alternative approach to produce the trained manpower.
- Most of the work force in developing countries are either non qualified or under qualified. Thus, there would be a need for the majority of them to have access to up grade their educational qualification and improve their productivity or career opportunity while still working. This is only possible with distance learning arrangement.
- when seen from the point of view that distance education is serving very large group of people scattered over a wide range of area, it is quite cost effective than the conventional system. Therefore, it is justifiable for developing countries with their meager resources to opt for distance education system for the mass education of their citizens.

2.1.4 Effectiveness of Distance Education

Scholars around the world have undertaken research to determine the effectiveness of distance education mostly in comparison to the conventional mode of education. They have approached this by taking into account one to many variables in distance education including student demographics, motivation, cognitive styles, gender, achievement, and learning styles. The majority of these studies have revealed that distance education is mostly as effective as the traditional instruction and in some of the variables considered, it may even be better. There are no instances whereby distance

learning is reported to be inferior to conventional face-to-face instruction (Moore and Thompson in Nania, 1999:6).

Although the number of original research on the effectiveness of distance education is limited, they could specify three broad indicators of effectives:

> *Student outcomes, such as grades and test scores*
> *student attitudes about teaching through distance education; and*
> *overall student satisfaction toward distance learning*
>
> (AFT, 1999:2)

Several studies suggest that distance students and faculty have positive attitude toward distance learning. Most of the studies also concluded that, without regard to the type of technology the system uses, distance learners are very much satisfied with distance instruction or courses (Ibid:3)

Nonetheless, these findings are not without challenge. Some researchers caution us not to take the conclusion reached upon these researches at face value. They contend that the overall quality of the researches is questionable; they lack adherence to the commonly accepted principles of good research (Ibid).

2.1.5 Common Problems and Challenges of Distance Education

Literature shows that distance education programs of a wide variety of countries faced several challenges and problems. These challenges are even more serious for developing countries than developed ones. The most pressing challenges of distance education programs in developing countries, particularly Sub-Saharan Africa include:

funding constraints, infrastructural limitations, and administrative problems (Keegan, 2000: 12).

Lack of resources is the most commonly encountered challenge for the distance education programs of the region. Much of these problems begin with funding. This is because most of these programs rely exclusively on donor funding for their existence. Thus they will be forced either to freeze some of their services or to close down altogether when the funding agency ceases to sponsor them (Ibid.).

But, it is also important to remember that financial crises may possibly arise from the mismanagement of resources as it does to do with decreasing budgets (Ibid.).

Infrastructure limitations: the limited development of infrastructure in developing countries adds up to the constraints of resources. In developing countries, particularly Africa, distance education systems rely heavily on their postal services to support communication of geographically dispersed students. This has always been trace passed by problems, as the service is not well developed yet. Linked to these problems are severe limitations in roads and transport infrastructures in many areas, which make many student support services difficult to provide (Ibid.: 17).

There is also limitation in infrastructure to use the facilities of telecommunication. Such services as the Internet are not widely provided even in the capitals of many developing countries (Ibid.).

Moreover, the administrative system or structure necessary to undertake distance education programs either do not exist or they are highly underdeveloped (Ibid.19).

2.2 The Management of Distance Education

2.2.1 Distance Education and Its Management

The core functions of managing an institution are; planning, organizing, staffing, leading, controlling and evaluating; whilst for distance learning institutions, the main responsibility of the management is designing and delivering courses for distance learners. All planning, funds, staff and other resources are devoted to this purpose (Dist Ed Net 1999). As suggested in Dist Ed Net (1999), and Rumble (1999) open and distance learning can best be managed as a system in order to ensure effective use of various human, technological and organizational elements. However, there is no single way of organizing an open and distance learning institution because there are different modes of distance learning providers.

In addition, because of the physical separation of the tutors and the tutees, instruction is given through occasional face-to-face tutorials, course materials in text, audiotapes, video, computing facilities and so on. Hence, the planning, organizing and controlling of the development, production, distribution and use of the various forms of media is a significant part of the task facing administrators in distance learning (Rumble 1992; Cecelia et.al., N.D).

Literature suggests that there is a list of certain concerns for the management of distance education institutions. Included are:

- Developing organizational structure (Rumble, 1992)
- Organizing and controlling the academic subsystem (Ramakrishna, 1995: 246)
- Organizing and controlling the industrial subsystem (Rumble,1992; Cecelia et.al, nd; and World Bank, nd)

- The managemet of the administrative subsystem (Rumble, 1992; World Bank, nd,)
- The management of the budgeting and financial subsystem (Rumble, 1992; World Bank, nd), and
- The management of the outcomes (Rumble, 1992)

2.2.2 Organizing and Controlling Distance Education

2.2.2.1 The Academic Subsystem

2.2.2.1.1 Course Design and Development

This unit engages the staff for two main functions – course preparation and dissemination. Included in this subsystem are: the course developers, the library and evaluation and research divisions. The course dissemination may possibly be taken care of by the unit that is responsible for the student support services (Ramakrishna, 1995:246).

Course development is the process by which individuals or teams of specialists decode academic ideas into a sample course, ready for handover to the production unit (Rumble, 1992). In connection to this Nyirenda (1989) points out that this process requires extensive and careful planning on the part of the course designers and that the course designed should get approval from the higher authorities before it is send to the production unit.

There are two primary approaches in the development of course for distance delivery. Some faculty opts for developing and delivering course on their own, whereas others work in close collaboration with selected universities and colleges to implement this conversion process (Reinert and Fryback, 1997). In the case of the former, in some instances lecturers and professors who are assigned to teach the courses and who are believed to be

knowledgeable about the course content, principles of learning and the use of instructional media are requested to prepare course materials (Nyirenda, 1989). In other instances, course development is approached by a team of people where by each and every individual academic will assume the responsibility of curriculum planning, materials development (e.g. writing texts and scripts, devising experiments) and devising pedagogic strategies. "At other times, the functions are separated out among curriculum planners, subject matter experts and educational technologists" (Rumble, 1992). Any ways, course development teams should include "such people as subject matter experts, audio and video production staff, curriculum developers, the instructor, instructional designers, a course manager, tutors and writers and editors" (Murphy, 1995; Thach and Murphy, 1994; sherry, 1996). Hardy and Oclott (1996) also suggest that regardless of the size and expertise of the planning team, the faculty member should be kept at the center of the course development process. It was suggested by Naidu (1994) that teaching learners how to learn should be an important consideration for course designers. He further asserts, "The course materials must be designed in such a way that they can provide a substitute of the dialogue for all the things unsaid in class."

Even in the case of the teamwork, what is rather commonly done is the slight alteration of conventional courses in a way that suits the objectives of distance education (McLaren, 1992:62). This has, however, in many instances proved to bring about a huge impact on the provision of distance education. Therefore it is important that course design and development is properly planned and the various responsibilities involved in it be given to the various members of the course team according to their expertise and experience. This notion is supported by Eastmond (1994) who states that the most important areas to engage students and to set the condition for effective and efficient learning – the organization, logical consistency and wholeness of courses – are outcomes of proper and systematic planning and development of courses.

Stone (in Rumble, 1992) suggests that there are four development approaches to the organization and management of course development phase;

- The specialized approach

  Different tasks are assigned to different specialists according to their specialization.

- Chain approach

  This is a modification of the specialized approach. In this case, however, each specialist works with the assembly line specialist immediately before and after him or her;

- Interdisciplinary team approach

  Persons from different specialties are brought together and given joint responsibility for the over all development and production of the project or course;

- The matrix approach

  Consists of appropriate specialists who are borrowed from functional departments to perform specific tasks for the group. The specialists take these responsibilities on top of their functional responsibilities to their parent department.

The development of courses using the team approach helps to augment the understanding of how students learn as well as how the content should be reorganized to a particular level of student so that the students will be able to meet the objectives of the course effectively. Moreover, the interdisciplinary approach may help solve some of the problems associated with the complex set of interaction involved in distance education (Nyirenda, 1989). However, administration should be able to examine

collaborative partnerships with the understanding of the talents, abilities and strength of each team member. When this is so, the institution will be able to develop courses in a much effective and efficient way. Bates (2000:68) promotes this notion: "when courses are developed in the team approach with the right intervention of the administration, resources are used efficiently and individual teams contribute appropriate skills and knowledge to the project. Foster (1992:196) on his part puts the benefits of developing courses in the team approach saying that there would be chances for learning from ones colleagues and the chances for acquisition of insights into ones skills, approaches and philosophies in respect to teaching and learning.

Developing courses for distance education, however, is a relatively time consuming business. Sparkes (in Rumble, 1992) suggests that developing a lecture, which requires one hour of student work, takes an academic from two to ten hours; developing a teaching text, which takes the equivalent of one hours student work requires 50 to 100 hours of academic hour. Besides, course design and development is significantly impacted by a host of other factors. Care and Scanlan (nd) suggest that the planning and management of distance course development is affected by: 1/ faculty overload: faculty have other scholarly responsibilities on top of the designing of distance courses; 2/administrative models: some administrative models facilitate while others decelerate course design and development; 3/ ownership of materials: faculty may demand for the ownership of the material which the institution may not give away for a number of tangible reasons; and 4/ administrative costs: the cost of updating distance courses is, most of the time, higher than it can be anticipated with the best of techniques.

2.2.2.2 The Industrial Subsystem

2.2.2.2.1 Materials Production

According to Robinson (1989), "course production is the label for the academic work involved in the reproduction of the master copy produced at the course design or course creation stage." It is the sum total of the technical expertise of people who are skilled in print, audio-visual, broadcast, and computer assisted learning (Rumble, 1992). Once the learning materials have been designed they have to be produced in a form suitable for distribution. This means, for example, printing copies of the text, producing television and radio programs in the studio, or making multiple copies of video and audiocassettes for postal distribution.

The production of course materials, however, requires the managers of distance learning systems to watch out the following two important considerations:

1. establishing match between production capacity and demand. It is important that managers identify and specify the different courses that the system is envisaging to offer and the number of each item required estimated in advance and thereby production scheduled within capacity. This kind of aggregate production plan is not an easy staff to accomplish. It is usually better done when it is guided by "standard course model, which specifies, the number of texts, audio cassettes, etc, which a course will have." Yet this should be handled with maximum care as it may deny flexibility and hinder inclusion of innovations. It should make room for academic innovations where they are pilot tested and proved desirable (Rumble, 1992: 60).
2. to ensure that academics meet the production schedule. Late handover disrupts production schedule and quite possibly the schedule of the entire program. Thus, managers should spend appreciable time and effort in scheduling production and

in making it known to the people who are related to it particularly the ones who develop the master copies (Rumble, 1992: 60). He further contends that production schedules are determined, among other things, by the individual course study schedule.

Production may take place 'in house' or be contracted out (Perry and Rumble, nd: 13). According to them, there are three important strategic decision areas to take care of in managing the production of course materials. These are:

Project control: it is very crucial that materials reach the learners either in advance or at the right time. Experiences show that this is usually hampered by a number of factors including failure of the course team to design the course on time, failure of any part of the production process to operate on time, and others. Thus, it is important that the system has a powerful project control unit that prepares the development, production and distribution schedules, monitors progress, and signals any potential failures.

'In house' production or external contract? 'In house' facilities are easier to control but are expensive to set and run. They must be used to full capacity in order to compete economically with the external contractors. Furthermore, once these facilities are established 'in house', the institution will be virtually committed to using them, and this can impose inflexibility in the choice of media that can be used. It is therefore wise to rely on external contractors until it is absolutely certain that a facility is needed on a long-term basis and can be fully utilized. Of course, if the external contractors do not do the job properly or cheaply enough, then instituting the 'in house' will remain to be the only option. Within the 'in house' it is important that balance is drawn between a centralized and a decentralized production units (also in Rumble, 1992)

Stock control: materials, once produced, are used up, as they are given to students, lost or wear out. It is possible to order quantities large enough to last for several years. This has benefits of cheaper unit costs. On the other hand, large stocks mean that alterations are much more difficult and costly to make, however necessary they may be. Thus, good anticipation of demand and possible alterations is necessary to benefit from large-scale production.

According to Rumble (1992), "the balance to be drawn between long production runs, with the economies of scale inherent in these against the benefits of just-in-time production, which reduces inventories and hence storage should receive adequate attention." Experience around the world indicate a shift in the balance towards the just-in-time approach.

2.2.2.2.2 Materials Distribution

Course materials distribution is an important facet of a distance education system. It includes the dispatch of print materials, audio and videocassettes and other supplementary materials; print still being the most important component of the system (Rao, 1994). Rao goes on to say that the effectiveness of distance education mostly depends on the efficient distribution of course materials to students in advance. Distance education systems should be able to choose those methods of course materials distributions that are cost effective and convenient. According to him, the cost of distribution depends on the method chosen based on student number and other factors. Distribution can be done either by sending the material directly to the students' residence or indirectly to a local study center from where the students can collect it. It is, however, important to check out if the local centers are at easy access to the student and they are open at times convenient to them.

Distribution is closely tied up to warehousing. Regarding this Rumble (1992) writes, "Of particular concern to management is the control of inventories of new materials, work in progress, and finished goods, and policy regarding the level of stocks held." Otherwise, the decision about the kind of mechanism to be used for distribution purposes and the specific points of delivery will be drawn based upon a thorough analysis of local circumstances (Ibid.).

What media are there to deliver the instruction?

Quite a wide range of technologies are available for distance educators to draw upon, from the earliest print to the most recent computer based information and communication technologies. The technologies can be used singly or in combination for various effects.

There are a number of considerations that distance education systems should take in to account in their choice of media. The most important ones include: question of access and practicalities, costs, and educational purpose (Rumble, 1992; Perraton, 2003). Firstly, distance educators should check out the market accessibility of the media chosen, i.e. if the target population is making use of the technology and if it is affordable for them. By and large, "print, correspondence tuition, radio, audiocassettes and teaching aids such as photographs are readily available and relatively inexpensive. Video and computer-based systems are more expensive and hence less commonly available" (Rumble, 1992: 26). Highlighting the practicality aspect, Perraton suggests that in choosing a particular technology planners need to seriously consider if both the institution and the learner have access to it. Secondly, the educators need to find out if it is affordable for them to employ the technology they chose. Expounding on this Perraton put forward that it would be significant to check if the cost behaviour of the media considered involves economies of scale. Thirdly, planners need to decide which media is pedagogically acceptable and why in light of the course objectives (Rumble, 1992: 26). The media considered should also be able to distribute the material to the best interest of the institution and the learner as well as allowing enough room for interaction (Perraton, 2003: 21).

Rowntree (2000: 98) on his part suggests that checking whether or not the learning objective dictates the use of certain media, the convenience of the media to the learner and if the learner already has the necessary skill to use the media are some of the possible and additional criteria in choosing media.

It is practically difficult to say this technology is the best or the most effective. For that matter, media do not differ in their effectives, in spit of the fact that offering a particular subject may lend itself more to one media than the other. We can choose our media on the grounds discussed above but certain research findings show that a combination of media are likely to be more effective than any single medium. But the media should be carefully blended should they bring the required effect (UNESCO, 2002: 38). Perraton (2003:21) also argues for blended media as having a better effect partly because the multiplicity of the media is likely to be more interesting for the learner, to a degree as a guarantee (if one doesn't reach, the other does) and partly because there may be educational advantages in using one medium rather than another (audio tapes have an advantage over print in teaching the pronunciation of a language). Besides it provides for the evaluation of the weakness and strength of the media employed and to establish the preconditions for their use. Quoting Sparkes (1984), Rumble (1992:27), on the other hand, asserts that the use of several media to transmit the same material is essential in "driving new concepts and thought processes through the learners mind several times and in different contexts" and thereby helps with effective learning.

Some of the technologies for teacher education with their application, identified strength and weakness, prerequisites, and cost behavior is presented in the table below as adapted from Perraton (2003).

TABLE 1
SOME TECHNOLOGIES FOR TEACHER EDUCATION

Technology and application	*Strengths and weaknesses*	*Prerequisites*	*Cost behavior*
Print **C**an provide information, in a structured way. **O**ften used as major teaching medium in teaching academic subject content, education theory and knowledge about pedagogy.	**P**ermanent, convenient, medium. **C**an play a variety of Roles. **M**ay not motivate students if used alone.	**M**odest for production and reproduction **L**engthy preparation time **A**rrangements needed for physical distribution	**F**ixed costs for development of master copy, variable costs for reproduction and distribution
Radio **U**sed to provide topical information, motivate teachers, and provide variety of authentic voices	**C**an be topical and lively Can reach all or most teachers at the same time **E**phemeral **C**onstrained by available time slots and sometimes regulations	**B**asic studio and production facilities **A**ccess to broadcasting agency **A**vailability of radios and mains, electricity or batteries	**P**roduction cost higher than for print **M**ost costs fall on producer not receiver **E**conomies of scale possible
Audiocassettes **M**any functions comparable to radio **C**an provide aural examples (e.g. languages)	**C**an provide useful, permanent resource without time constraints inherent in radio **D**emands physical Distribution	**M**odest, subject to technical quality required **N**eeds physical distribution and availability of cassette recorders	**C**osts for production, reproduction and distribution **N**o economies of scale
Television **T**o reach large audiences, raise awareness, show variety of processes and school contexts	**V**isual interest and appeal **N**ot always accessible to teachers	**A**ccess to broadcast production and transmission facilities	**H**igh central costs for production and transmission; may be 10 times cost of radio **E**conomies of scale make it appropriate only for large audiences
Audio and Videoconferencing **A**llows live interaction with learners	**C**an support development of scattered groups of teachers **N**eeds access to sophisticated equipment at both ends	**D**etailed preparation needed for multi-site group discussions **T**echnical facilities both for institutions and teachers or groups of teachers	**H**igh cost (especially for video) for conference equipment Costs may be acceptable
Computers **T**o provide access to material on cd-roms and local databases Necessary for some teaching about ITCS themselves	**P**otential availability of huge amount of material	**N**eeds availability of software, technical support services, and training opportunities for teachers	**C**osts incurred for hardware, software, maintenance and training **S**ignificant costs borne at reception end especially for peripherals (e.g. printer, toner,
Computer communication **E**nables teachers to participate in large professional communities. **A**llows rapid learner –tutor interaction; and access to internet resources **A**llows easy distribution of resources to teachers	**E**ase of communication is balanced against costs and convenience of access to computer facilities	**A**s for computers, but also demands working access to internet service provider	**A**s for computers, but local costs increased. **S**avings for institution if used to distribute materials but costs then falling on recipient

2.2.2.3 The Administrative Subsystem

2.2.2.3.1 Administration of Student Issues

2.2.2.3.1.1 Recruitment and admission of Students

The recruitment of distance students begins with the provision of all kinds of information pertinent to the program through the means of communication available. Informed individuals then apply for a specific program or a particular course of their interest. The admission process would not however be effected right away. It requires a number of management decisions that include whether to admit students in cohort or as individuals; whether to employ open admission or to use certain performance standards; and whether to discriminate tuition fee levels, based on gender, physical ability or other social factors (World Bank, nd).

2.2.2.3.1.2 Keeping Student Records

Distance education systems start keeping record of their students from the very first day they are registered with them. The student record is the central resource for all processes related to students. It can provide the basis for: mailing material to the correct address, asking for fee payments, informing students about local tutorial arrangements, and prompting students to choose course for the following year (Ibid.)

2.2.2.3.1.3 Evaluation

In most distance education systems, evaluation is done using a combination of continuous assessment and final examinations (World bank, nd) and in some mid exams may be given as well (Rumble,1992). Continuous assessment is formative and usually determined by performance in written assignments. It accounts for varying credits or

percentages of the overall evaluation of learning depending on the philosophical out look of the system (World Bank, nd). Exams will be conducted in centers or examination hall in somehow median localities. Special provision or arrangement should be made for the examination of very remote students. All sorts of security such as guarding the exam paper, invigilation, the answer sheets and genuinely marking of the answer sheets would apply prior to, during and the post periods of the examination. (Rumble, 1992).

2.2.2.3.1.4 Student Support Services

Regarding student support services, Rumble (1992: 63) writes,

> *"Student services exist to ensure that students are admitted to the institution and enrolled on courses; allocated to tutors and where appropriate counselors; told what is expected of them in terms of their formal commitment to the institution (e.g. payment of fees adherence to regulations), told where and when to appear to sit for any examinations, and generally provided with help to get them through the system.*

Why student service? Rowntree (2000:72) answers, "The package – glossy workbooks, videotapes, audiotapes and other is not enough" Learners need support beyond the package or for the comprehension of the package. "Learners without support are most liable to delay their completion of a program or to drop out altogether. They have no one to turn to when they have problem" and hence need service from the institution. Rowntree goes on to say that it is only within the capacity of only the few to survive on the package alone. Otherwise, the great majority needs the support of other people. As long as this is the case, the management of DLS shall plan student services as much vigorously as the package materials.

Learners who are deprived of support are found to experience anxiety which usually emanates from the major concerns of "whether the learning is worth the time and effort, how other people react to their learning and how successful they feel they are at it." (Rowntree, 2000:73).

According to Rumble (1992:63) student services may include advice on and help in respect of:

a. Choosing what to study (this involves the service of pre application enquiries and course choice guidance). This requires the student to get the counseling service of a network of professional educational guidance, admission advisors and career advisors.
b. The subject matter of the course (tuition)
c. Counseling on personal problem, which hinder them, to study. The counselor may help students on health, psychological, marital etc problems that relate to their study and not strictly to their personal life. For instance, he may advise disabled students on how to use equipment and aid.
d. Career and further study. This again may require the combined expertise of professional career advisors and education guidance agencies.
e. Institutional regulations affecting study and administrative procedures and appeals against administrative decisions

Approaches to Student Services

There is no one universally accepted model of student service approach that can be applied by all distance education institutions. The approaches to student services vary from institution to institution depending on the guiding philosophy, the pedagogical method, the size, and other features of the institutions. This provides

distance education managers with a number of strategic options for the planning and organization of student services (Rumble, 1992: 64 - 65). Rumble identifies the following:

- Distant versus face-to-face
- Delivery at home versus in some local centre
- Level of student -student interaction
- Synchronous versus asynchronous delivery
- Generalized versus individualized

Regarding the last alternative option, Rumble suggests that "the majority of transactions with students be handled routinely; using standard procedures, forms and records" provided that they are easily accessible. He further points out that certain transactions be dealt with individually in a much efficient, effective and human manner.

Ways of Providing Student Support Services.

i) Administrative Processes: Admission, Changes to Student Status, Student Allocation to Services.

A good many of the administrative processes are everyday activities which can be handled using standard procedures that can be exchanged between the institution and the students through regular communications channels. (Rumble, 1992: 65).

iii) Advisory and Counseling Services

Other than the need for help in the subject matter itself distance learners may need assistance in getting started, organizing their time, coping with self-doubt, and deciding on career issues etc. They badly need support in these areas because they are denied of the chances of picking up cues from other learners or from the advantage of frequent face-to-face contact with their teacher (Rowntree, 2000:83). However a great

proportion of such services are of routine nature that they may be provided simply through such standard publications as leaflets booklets and prospectus (Rumble, 1992). Rumble goes on to say that certain areas of counseling like advice on study techniques, examination techniques are not of individualized nature and hence can be provided through publication. In contrast certain queries or problems may need the intervention of more specialized advisors, e.g. persons trained in responding to the needs of disabled students.

Different methods and media have been used for the purpose of counseling. The dominant forms are correspondence, telephone and face-to-face (where possible). Sending encouraging letters, which of course contain pertinent questions, have proved to be important in helping students who for various reasons show minimum commitment and devotion while telephone plays particular importance in counseling at a distance. Otherwise, other methods like the computer can serve the purpose (Holmberg, 1995). Thornton and Mitchell in Holmberg (1995) state that regardless of the kind of medium used, "counseling must evidently promote a sense of close rapport between the student and the counselor. The latter 'needs to demonstrate empathy' and be sensitive to the needs, spoken or unspoken of the student."

iv. Assignment Handling and Correspondence Tuition

Like conventional educational institutions, distance-learning institutions, conduct assessment on the performance of their students. Most commonly, they do it through correspondence tuition, which entail two possible functions: provision of help to the student by giving feedback on his/her work and grading the students' work for assessment purposes. To realize these potential advantages, prompt marking and reply is expected from the side of the teachers (Rumble, 1992). Thus, it remains to be true in

some distance learning systems that the tutors most fundamental and most challenging task is to read, assess, and write constructive feedback on the regular assignments that the learners send them (Rowntree, 2000: 81). Otherwise, it may lead to student dropout (Rekkedal, 1983 as quoted by Rumble, 1982).

V. Face-to-face, Telephone and Two-way Radio Tuition and Residential schools.

In face-to-face tutoring, the tutor appears physically in a tutoring center and meet a group of tutees to assist them in their learning. According to Gibbs and Northedge in Rowntree (2000:80) in face-to-face tutoring, the tutor plays the role of a "facilitator" mediating and helping with group collaboration from which learners benefit from one another's insights and experiences. Where there are a number of students in a given locality, it may be feasible to arrange regular evening or weekend face-to-face tutorials. However, in distance learning systems operating over wide areas and dealing with both concentrated populations and very remote students, it helps if the precise pattern of tutorial support provided can be adapted to local circumstances. Although some systems require students taking certain courses to attend a compulsory residential school lasting from two days to a week, because of cost reasons, face-to-face particularly one-to-one sessions with a tutor are used only once in a great while (Rowntree, 2000). In some cases, telephone and two-way radio tutorials may substitute the face-to-face contact.

In places where face-to-face tuitions will be conducted, it is important that appropriate technician be appointed to help with technical support. Besides the centres should have a head and a janitor who would look after the coordination of the face-to-face sessions and the sanitation of the centre respectively (Rumble 1992).

Much important tutoring is done at a distance. It is usually done via telephone or correspondence. As a supplementary or sometimes as alternative by itself, some tutors send personally recorded audiotapes to their learners and some exchange messages via a computer network. Some systems operate 'dedicated line' enabling learners to telephone when they need help or when they have queries (Rowntree, 2000:81)

VI Mentoring

The most important function of the mentor is to give the learner someone to talk to. Rowntree (2000: 86) describes the mentor as someone:

- *On whom the learners can try out new ideas.*
- *Who will encourage the learners to reflect on what they are learning and how it relates to their life and work and*
- *Who will look out for his or her interests in the organization. He or she is the learner's ally and perhaps their champion.*

VII Learning Centers

These might be a "drop in" or "learning by appointment" centers which learners may visit frequently or occasionally. They may include practical training facility, residential period or weekend workshop, or libraries. In such centers, on top of the learning resources, learners may meet people who can provide them with significant support (Rowntree, 2000:88).

As discussed in the previous sections, distance students have a number of particular reasons for their choice of distance education rather than the conventional one. To mention but a few: work and family commitments, geographic isolations, and perceived quality of distance courses. Some may opt for it merely because they enjoy the autonomy and flexibility it provides (peters as quoted by purnell et. al, 1996:1). These

learners, however, with their diverse experience, personal circumstances and learning preferences, need a corresponding diversity of support from providers. In response to the demand of their clienteles, providers are offering various levels of support, including orientation sessions, library services, telephone conferences, and study center activities (Purnell et al, 1996:1). When these services are provided it is with the intension of easing student problems relating to access, academic matters, administrative matters and counseling of a personal matter (King, 1998:1).

To further facilitate support of distance education students, educational technology is being employed to disseminate information, deliver some study materials, and provide additional communication links between students and staff and between students and students. New study and teaching techniques are being employed with such technologies that allow, for example, greater interactions between students for group work and increased access to lecturers and tutors (Purnell, et al 1996:5). Studies, however, indicate that the productivity of these media is closely tied to or greatly influenced by the extent of interactivity they involve. This notion is found in the study of Zirkin and Sumler who are quoted in Purell (1996) as saying "overall, interactivity was found to be an important factor in student achievements whether in classroom or through video/audio instruction." McMurtrie also in Purnell (1996:6) stands somehow indifferent regarding the use of technology in student support. He suggests that

> *The introduction of technology in distance education is often more problematic than helpful, more exclusive than inclusive, and more limiting than equitable. This emanates from students' lack of access to technology, a lack of competence or confidence in using the technology, or a hesitancy to try it out.*

These two opposing viewpoints may have some contextual truth in them that can be reconciled and show the place of technology in distance education systems. It is true that newer technology when properly planned and appropriately used can promote distance education to a more efficient and productive nature. But, when the use of newer technologies is sought for, its use should be analyzed in the existing context of the system; care should be taken not to introduce them only for their sake. Whenever technology is considered to supplant older ones, the advantages and disadvantages that it may bring with it to the system shall be studied sufficiently. Moreover, the extent of training it needs, access to the training, the availability of technical assistance, the ability and willingness of learners to acquire new skills related to the new technology, the cost of administration of the new tech and other factors shall receive adequate attention before any decision is passed on.

2.2.2.4 Administration of Tutor and Counselor Issues

The management of tutors and counselors is one of the most important areas because they appreciably influence the success of the system, indeed. However, the management depends on a number of key considerations. Rumble, (1992) identifies the following considerations as important:

- The status of the tutor and counselor; part-timer or full-timer?
- Location of tutor and counselor; campus-based or off-campus?
- Involvement in course development
- Assumed role; would the two roles be combined or separated?

Rumble goes on to give some accounts of each of these. It is possible that institutions work with either full-time or part-time tutors or counselors. Both of these arrangements have their own advantages and disadvantages. For instance, it is easier to manage full timers than part-timers. Moreover, any investment in the training of the full timers pays back since they stay longer with the system. However, it is hard to find good tutors who are willing to work on the undeniably laborious and tiring job of tutoring and counseling on permanent basis. Conversely, it is possible to recruit and assign personnel for this job on part-time basis. The unfortunate thing with the part-timers, however, is the difficulty involved in controlling their work and the continued pressure from the side of their main employer (if they have any).

Depending on the size of the system, tutors may be located either in campuses or elsewhere. In small distance learning systems, the most appropriate site for tutors and counselors is the campus itself. This may provide the opportunity of involving tutors in course development. However, with large systems, it is appropriate to recruit and appoint, with all its problems of management, local tutors and counselors. In such cases, it is advisable to establish regional centers so that the distance between the learners and the institute would be minimized and the associated problems of management curbed (Ibid.)

Rumble goes on to argue that because of the tremendous practical experience that tutors possess, it would be more sound to involve tutors in course development than not. This arrangement is to the advantage of the tutors themselves as well at least in the sense that they would better be acquainted with principles, procedures, schemes, underlying rationale and pedagogic strategies that have to do with the course. Where

this is not the case, the course developers may need to develop briefing and training materials and sessions and where possible tutors course manuals to orient tutors.

Rumble contends that distance education systems provide a separate counseling service for at least the following reasons:

- Tutors may lack the knowledge, competence and skills to deal with all the questions and concerns of enquirers and applicants
- Counseling may involve playing advocacy role on behalf of the students, which is beyond the reach of the responsibility of a tutor. Counselors may try to see ways by which certain regulations are relaxed or specially applied to the interest of students (e.g. arranging make up exams for students who were ill on the day of the main exam)
- The counselors may be the first contact for resolution of appeals against unsatisfactory or unfair performance of tutors (e.g. appeal against grades).

2.2.2.4.1 Recruitment and Selection of Tutors and Counselors

The recruitment of tutors and counselors is one of the core tasks for the administrator. In most cases, there is a core procedure, which is used in the recruitment process. The procedure encompasses such issues as job description, personal specifications, good short-listing practices; good conduct of interviews etc. Different criteria apply to the recruitment and selection of tutors and of counselors. In general, tutors may be selected largely on the basis of their subject matter expertise as teachers or instructors of various capacities. The selection of counselors on the other hand, is based mainly on their human relations skills. However, it is very important to assess if both of these groups have the interest in distance education (Rumble, 1992).

2.2.2.4.2 Induction and Training of Tutors and Counselors

It is vital that tutors and counselors receive some formalized induction and training before they start working. They should be induced about the concept, governing principles and procedures, and the general requirements of distance education systems. They will also need to be induced about their roles in the system. These help tutors and counselors to understand better the course material and the standards and practices of assessment (Rumble, 1992).

Written materials produced by the system will provide part of the induction. However, there will also be briefing sessions – these are usually face-to-face sessions, and where possible, include the opportunity to meet other new colleagues (Watts, 1995:22). One of the most important areas in the briefing is correspondence tuition. Watts suggests:

> *The comments written by the tutor on the student's tutor-marked assignment, submitted as part of the continuous assessment process provides the one guaranteed element of individual learner support since not all students can or want to attend face-to-face tutorials. Effective correspondence tuition is a skill, which many new members of tutorial and counselors find difficult initially. Hence a number of different 'hands on' exercises have to be devised to try and help at the induction stage.*

2.2.2.4.3 Conducting Staff Development Programs

Literature asserts that there is a growing trend in the perception of administrators that the quality of distance education is based almost exclusively on the performance of the faculty (Husmenn and Miller, nd). This generalization points to the need to invest heavily in programs that enhance faculty performance. Husmenn and Miller further contend that, on top of faculty development, "it is important to find ways of

transforming faculty to the distance learning mindset and craft a different set of skills and expectations for faculty performance."

Staff development in distance education is a continual process of addressing faculty concerns. Hall and Loukes (1979) portray staff development as including four levels of concerns: awareness, consideration, implementation and innovation. In the first stage, staff requires general information about distance education. They may, for example, require information on the why, how and to whom aspect of distance education. They may also enquire about its effectiveness. Consideration is the stage at which staff usually decides on pursuing with or aborting the idea of distance education. During this stage they do some sort of cost-benefit analysis and see for themselves if distance education is worth the effort. "Consultation and dialogue with other staff who have taught via distance and detailed information about the support available to them is critical at this stage" (Clay, 1999). At the third stage, staff becomes overwhelmed with the demands of preparing and training for distance course delivery. This is the stage at which much of the support and training should go to the staff. Staff starts to enquire about detailed information and certain technicalities. They may, for example, ask about the technical procedures involved in testing students. As such they try to conform to the established procedures and proven methods that they have learnt from the training or from other staff. It is worth nothing here that the chances that staff would precede to the next stage are largely affected by the level of assistance they get at the stage of implementation. At the stage of innovation, staffs often develop new ways of distance learning from which even others may benefit. At this stage, "Staff's support needs are less but they do need encouragement and recognition for their efforts."

However, staff development programs should not be dogmatic in their content and approach. They should be evaluated from time to time and important amendments made. Regarding this, Clay (1999) writes: "Staff development programs for distance teaching faculty should be periodically evaluated to determine whether or not to continue the existing training or to modify it."

2.2.2.4.4 Mentoring

"Mentoring is a phenomenon by which new members of tutorial and counseling (the mentees) are paired up with existing and experienced members with the same course/ role responsibility for the purpose of coaching." Usually the mentor is compensated for his service (Watts, 1995).

2.2.2.4.5 Monitoring of Tutors and Counselors

Giving induction and training or involving staff in staff development programs does not by itself guarantee the efficient and effective performance of the faculty through out the implementation period. Administrators should monitor faculty to ensure that they are doing their jobs properly and to find out if they need any help that would maximize their efforts. In fact the issue of monitoring is not always easy. Some aspects of the work of faculty are particularly difficult to monitor. For example, it is very difficult or almost impossible to monitor some interactions of tutors and counselors. Rumble (1992) contends that it is, however, possible to monitor the job of counselor simply by looking at the copies of letters of advice they send to their students, and the ways in which individual student cases are put forward to the administration.

Monitoring the work of correspondence tutors is a relatively easy task. In this case, it is possible to intercept all the messages they send to their students and see the kind of comments they give on assignments, the profile of grades they give, the quality of scripts they make etc (Ibid.)

2.2.2.4.6 Rewards and Incentives to Tutors and Counselors

For quality distance programs to succeed, administrators shall address, among other things, issues that raise the motivation and commitment of the staff. Many institutions do not establish systems of motivation and recognition that many of their staff particularly the new ones lose motivation and withhold their efforts (Thach and Murphy as quoted in clay, 1999). There is a range of ways to open up and sustain the motivation of faculty: stipends for greater class loads, release time, administrative support, fund to attend related conferences, formal and informal recognitions through newsletters, e-mails, and awards (Wolcott and Haderlie, 1996 as quoted in Clay, 1999).

2.3.2.4.7 Tutor and Counselor Records

Detailed records on a variety of issues pertinent to the work of the tutor and counselor should be kept and periodically updated. This record will serve as a resource profile (Rumble, 1992).

2.2.2.4.8 Discipline

It is a common place that some individuals in educational and non-educational institutions misbehave themselves or misuse the authority vested on them. It is not uncommon in educational institutions that some teachers disclose examination questions in advance or to deny grades regardless of excellent achievements. Some may even

involve in unnecessary relationships (such as sexual affairs) with their students. Such kinds of misbehaviors play a significant role in the failure of distance education programs. Therefore, a code of conduct needs to be in place to cover any disciplinary problems by tutors or counselors (Rumble, 992).

2.2.3 Budgeting

Distance education institutions, like other conventional educational institutions and business enterprises, need to budget and subsequently exercise financial control.

In their simplest forms, "budgets are statements of the money planned to achieve desired objectives" (Rumble, 1997:7). It is customary in all institutions that records of transactions that involve finance are kept and their effects analyzed for the purpose mainly of managerial decision.

Budgets have a variety of purposes: they may serve as realistic estimates of as to what the organization may achieve in the fiscal period; they may serve as yardsticks against which performance will be measured; they may serve as targets towards the achievement of which organizational efforts will be directed (Rumble, 1992: 80).

Because budgets play a central role in the operation of an organization and because that they are very sensitive by their nature, their preparation should be dealt with the utmost care. Managers, says Rumble (1992) should receive the assistance or at least the consultation of accountants to ensure that the budgets prepared are realistic, achievable, and reasonable. The most common problems encountered during the implementation of budgets are over or under-spending. It is therefore important for

managers to track down and understand the factors that may lead to future over- and under-spending. It is also important to plan shorter periods (from as short as one month to as long as three) of budget control. This helps in identifying deviations and rectifying them timely (Rumble, 1992)

2.2.3.1 Preparation of Budget

A forecast of the revenue budget of the distance education enterprise shall precede other functions of budget preparation. Revenue may be raised from: general (non-specific) grants, earmarked grants for specific projects, income from fees and sales of materials (Rumble, 1992), community support, non-governmental sectors, donors and funding agencies (UNESCO, 2002). UNESCO further discusses the possibility that government funding of some parts of a program can be arranged in a way that does not affect the budget of the ministry of education. For example, the program may get access to state broadcasting time and facilities for cheap or free of charge. It is therefore important for managers to identify and estimate the source and amount of revenue before getting started with the preparation of budget.

The revenue budget depends upon and shall start with sales forecast (forecast of sales of materials and revenue from enrolled students) and grant forecast. Sales and thereby revenue is affected by the extent of student dropouts and the number of courses that students take at anyone time. Thus to scale down the future impacts of these two factors on the patterns of expenditure, adequate and careful forecast should be made in advance (Rumble, 1992). Normally, expenditure is a function of revenue. It rises with increased revenue, and it is hold down or put off when revenue falls.

Budgeting is planning to make sure that the necessary amount of fund is available to meet program goals (World Bank, 2003). The achievement of program goals, however, requires the proper planning and subsequent implementation of all the activities that make up the program. At this juncture, it will be very important to make reliable estimate of the costs of these activities appropriate to their magnitude (Rumble, 1992). This and other pertinent information would help in the development of accurate budget for the program. In connection to this, World Bank (2003) suggests, "Management must decide (or at least create a system in which employees decide) up on the activities that comprise the distance education enterprise and make sure that adequate resource is allocated for them. Although variation is a common place among institutions and managers, conventionally the following categories of expenditure are being used (Rumble, 1997: 7):

- ◊ Human resources
- ◊ Premise and accommodation
- ◊ Equipment and furniture
- ◊ Stock, supplies, consumables and expenses

Human resources: cover staff on the payroll. This includes academics, administrators, and support staff. The human resource expenditure therefore encompasses all the costs that have to do with deployment and service. According to Rumble (1997), this cost includes salaries, wages, and costs involved in hiring staff. When short-term consultants are employed, there are two options of accounting the expense. Either it is included with the human resource expenditure provided that the consultants are salaried or waged, or the expenditure on them will be regarded as expense.

Premises and accommodation: covers all the expenditures that include the purchase or rental of buildings, utilities, repair and maintenance, ground and gardens and their up keeping, security, and the management of all these activities.

Equipment is fixed assets that usually have a useful life of more than one year.

Stocks, also called 'inventory' are holdings of goods and raw materials and components, work in progress, or finished goods. Course texts and cassettes are examples of stocks, as is paper prior to its use in books.

Supplies are materials used in production for which it is impossible or not worthwhile determining the amount attributable to each unit of production.

Consumables are materials used by the organization but not incorporated into its products (e.g. office stationary).

Expenses are the cost of something other than materials, supplies, or labour (e.g. postage costs).

CHAPTER THREE

3. PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the findings of the research. It comprises of two main parts. The first of them presents the characteristics of the respondents of the study. Thus, it discusses the study population in terms of sex, age, service year, academic qualification, and field of study. Part two, on the other hand, deals with the analysis of the findings of the study. In this part, the reflections and opinions of the five groups of respondents on the following chief variables were organized and analyzed.

1. Course development, production and distribution
2. Management of tutor – related issues
3. Management of student support services
4. Management of budget

In doing the analysis, the following statistical instruments and procedures were employed:

1. Data collected from the respondents by way of restricted questionnaire items were organized into tables and frequencies and percentages were computed and presented for each data entry.
2. "In converting frequency counts to percentages, rounding to the nearest percentage point is preferable. Because the type of data presented in educational research is not very precise, there is little value in expressing percentages in

decimal values" (Best, 1999: 264). Thus, all the percentages in the data analysis part were rounded to whole numbers.

3. At times, sums of frequency counts and percentages may not add up to N or 100%. This may happen, for example, when the condition is such that respondents are at liberty to choose more than one answer to a question.
4. Where Likert's scaling technique was the case, scale values of 5,4,3,2,1 were used.
5. "If a Likert – type scale is used, it may be possible to report percentage reports by combining the two outside categories "strongly agree" and "agree"; and "disagree" and "strongly disagree"." (Best, 1999: 247). Therefore, percentages associated with a Likert-type scale are computed in the prescribed fashion.
6. Where the Likert – type scale was used, weighted means were sometimes calculated to find the average responses.
7. Where the data collected from respondents are more of opinions, the data analysis follows descriptive as well as inferential statistics. Thus,
   - 7.1 the t-test or ANOVA was computed to find if there was perceptual difference between respondents on the issue under consideration.
   - 7.2 the chi-square test of significance was computed to check if responses depended on the type of respondent or if there were statistically significant differences in opinion among the groups.
   - 7.3 the Spearman's Rank-order Correlation Coefficient (rho) was computed to test perceptual relationship among different groups of respondents.

3.1 CHARACTERISTICS OF THE STUDY POPULATION

As previously mentioned in the research methodology section of chapter one, the questionnaires and the interview were the two major data collection instruments used in this study. As noted previously as well, the questionnaires were distributed to 264 tutees, 110 tutors, 13 tutorial centre coordinators (hereinafter will be referred to as coordinators), and 15 people from the participating colleges and universities including the heads of the distance education departments of the institutions, course developers and distance staffs (hereinafter will be referred to as instructors). Out of these distributions, 250 (95%) from the tutees, 104 (95 per cent) from the tutors, 100 per cent from the coordinators and 100 per cent from the instructors were filled in and returned. Nonetheless, ten of the returned questionnaires, all of which from the tutees were completely discarded because some were inappropriately filled in and others were highly incomplete.

Therefore, the characteristics of the study population in terms of sex, age, service year, academic qualification and field of study were examined based on the data obtained on the biographical section of the returned and valid questionnaires only. Tables 2 and 3 are devoted to this purpose.

TABLE 2

RESPONDENTS BY SEX, AGE AND SERVICE YEAR

Variables	Frequencies and percentages of responses					
	Tutees (N = 240)		Tutors and coordinators (N = 117)		Instructors (N = 15)	
	f	%	f	%	f	%
1. Sex:						
A/ male	128	52	108	92	14	93
B/ female	106	45	9	8	1	7
No responses	6	3	-	-	-	-
Total	240	100	117	100	15	100
2. Age:						
A/ 25 and below	-	-	-	-	-	-
B/ 26 – 35	12	5	18	15	2	13
C/ 36 – 45	140	59	86	74	11	74
D/ 46 – 55	80	33	7	6	2	13
No response	8	3	6	5	-	-
Total	240	100	117	100	15	100
3. Service year						
A/ 10 and below	11	5	12	10	2	13
B/ 11 – 15	33	14	24	20	3	20
C/ 16 – 20	32	13	57	49	7	47
D/ 21 – 25	98	40	21	18	3	20
E/ more than 25	66	28	-	-	-	-
No responses	-	-	3	3	-	-
Total	240	100	117	100	15	100

As can be seen from item (1) of Table 2, 52 per cent, 92 per cent, and 93 per cent of the tutees, the tutors/ coordinators, and the instructors respectively were male respondents. It can be inferred from the same item that the participation of female tutees in the program is almost in proportion to that of males. This clearly was indicative of the fact that the program had special provision for the admission of female applicants, which otherwise could have been in accordance at least with the ratio of the two sexes in the primary schools. To the contrary, the representation of females as tutors or coordinators, or as instructors, is quite minimal (8 and 9 per cents respectively) reflecting the low participation rate of females in Ethiopian education system particularly at the levels of tertiary education.

In terms of age, item (2) of Table 2 shows that 59 per cent of the tutees, 74 per cent of the tutors/coordinators, and 74 per cent of the instructors fall under the same age

bracket (36 –45). This might entail its own advantage in that the three groups of respondents might have similar levels of maturity and may be able to discuss things over and understand each other. The age distribution particularly of the tutees with 59 per cent in the age range 35 –45 and 33 per cent in the age range of 46 – 55 indicates that the entire group is made up of only two big homogenous groups. As such the tutors may not find age difference as a drawback in undertaking the face – to - face tutorial.

Section (3) of Table 3 witnesses that the vast majority of the respondents – about 40 per cent and 28 per cent of the tutees, for example, - were found to have 21 – 25 and more than 25 years of services respectively. This shows that service year must have been given due attention during the selection of the tutees. Like wise, half of the tutors and coordinators, and slightly less than half of the instructors have also 16 – 20 years of service in teaching. This can be taken as an advantage since instructors and tutors of this much experience may have ample accumulated and proven experience and a wealth of knowledge to pass to their tutees.

TABLE 3

RESPONDENTS BY QUALIFICATION AND FIELD OF STUDY

Variables	Frequencies and percentages of responses							
	Tutees (N = 240)		Tutors and coordinators (N = 104)		Coordinators (N = 13)		Instructors (N = 15)	
	f	%	F	%	f	%	f	%
1. Academic qualification								
A/ diploma			-	-	-	-	-	-
B/ B.A. / B. Sc. / B.Ed.			89	86	10	77	4	27
C/ M.A. /M. Sc. /M. Ed.			15	14	2	15	7	46
D/ PhD.			-	-	1	8	4	27
No response					-	-	-	-
Total			104	100	13	100	15	100
2. Field of study								
A/ Ahmaric	32	13.3	13	12.5	-	-		
B/ English	31	12.9	13	12.5				
C/ Maths	27	11.3	13	12.5	1	8		
D/ Physics	28	11.6	13	12.5	-	-		
E/ Biology	32	13.3	13	12.5	1	8		
F/ Chemistry	29	12	13	12.5	-	-		
G/ Geography	29	12	13	12.5	1	8		
H/ History	32	13.3	13	12.5	1	8		
I/ Educational administration	-	-	-	-	3	23		
J/ pedagogy	-	-	-	-	3	23		
K/ Psychology					2	14		
L/ other	-	-	-	-	1	8		
No response	-	-	-	-	-	-		
Total	240	100	104	100	13	100		

According to item (1) of Table 3, the vast majority (86 per cent) of the tutors are first-degree holders while the remaining14 per cent of them have done their second degrees. This shows that the people employed to do the job of a tutor are qualified at least to undergraduate level and will hopefully be knowledgeable on the subject they are tutoring. Similarly, the same item shows that 77 per cent of the coordinators have first degree, 15 per cent of them have masters' degree, and the remaining 8 per cent of them are PhD. A composition of people of these levels of qualifications entails that the coordinators are individuals who have the required academic competence to do the job of organizing the tutorial centre and coordinating the programs that take place in the centres.

On the other hand, roughly half of the instructors have masters' degree, and the remaining equal per cents of them have first degree and PhD. This means, the instructors that took part in this program have a requisite qualification to discharge the responsibilities of course development and editing; exam setting, correcting and keeping records thereof; and coordinating the program at the university or college level.

Since the questionnaires have been distributed purposefully to equal number of tutees, which study the eight different subjects, item (2) of Table 3 reflects almost just this fact. Accordingly, the representation of the tutees that are majoring Amharic, English, Maths, Biology, Chemistry, Physics, Geography, and History is nearly the same; it varies within a very narrow range of (11.6 – 13.3).

By the same token, item (2) of Table 3 shows that the representation of the tutors follows a similar pattern as those of the tutees. Thus, there were 12.5 per cent of the tutors from each of the fields indicated in the table. This kind of distribution in both cases is instrumental in the collection of objective and heterogeneous data from the respondents and thereby augments the representation of the study. The fields of specialization of the coordinators, on the other hand, involve great diversity with educational administration and pedagogy accounting for the highest percentages, 23 per cent each.

3.2 ANALYSIS OF THE FINDINGS OF THE STUDY

1. Course development, production and distribution

The respondents of the study were asked different questions pertinent to course development, production and distribution. Their responses were organized into tables and then frequency distributions, percentages and weighted means were computed for the purpose of analysing and interpreting the findings.

Accordingly, as a forerunner, the respondents (particularly the heads of the distance education departments of the participating universities and colleges, and the head of the distance education division of EMA) were asked two questions that have a bearing on course development, specifically as to who developed the courses. Their responses are presented in Table 1.1 and the analysis follows.

TABLE 4

BODIES RESPONSIBLE FOR COURSE DEVELOPMENT

	Frequency and percentages of responses from respondents (N = 15)	
	f	%
1. course development was:		
A/ given to selected universities	-	0
B/ shared among participating universities	15	100
C/ contracted out to part-time specialists	-	0
D/ courses were adopted from out side	-	0
2. Individual courses were developed by:		
A/ selected individuals	3	20
B/ a team of specialists	4	27
C/ both approaches were used contingently	8	53

Table 4 witnesses that the responsibility of course development for the program was laid totally on the shoulders of national experts and that it was shared among the participating universities and colleges. Further more, it clearly showed that different approaches for developing individual courses were used. Some of the courses were developed by individual specialists (20 per cent), while the development of other

courses is done by a team of specialists (27 per cent). Still the vast majority of the respondents (53 per cent) said that the development of individual courses was dealt with selected individuals as well as a team of specialists according to the prevailing situation of the universities and colleges. This finding was reinforced by the responses given by the head of the distance education program at the national level. The head further noted that great care has been taken in the selection of the individuals. It was after a thorough and careful examination of the profiles of the nominated individuals that the selection was made.

In connection to this, the respondents were asked if the course developers had the requisite knowledge, expertise, training, and other necessary attributes, to the effect of which the respondents were made to provide their opinions against five assertive statements. The responses obtained are organised in Table 5:

TABLE 5

QUALITY OF COURSE DEVELOPERS

Item	Frequencies and weighted means of responses form respondents (N= 15)							
	SA	A	UD	D	SD	NR	Total	Wtd mean
1.Course developers A/ are knowledgeable about the subject matter	2	11	2	-	-	-	15	4
B/ have special training for course development	10	5	-	-	-	-	15	4.66
C/ are well acquainted with the pedagogic potential of the media	-	5	7	3	-	-	15	3.13
D/ are well motivated and their institutional requirements well addressed	1	9	2	2	-	1	15	3.4
E/ are rationally selected	1	8	1	2	1	2	15	3

Note: the following scale values were used. SA = Strongly agree = 5; A = Agree = 4; UD = Undecided = 3; D = Disagree = 2; SD = Strongly disagree = 1; NR = No response; Wtd = weighted.

As is markedly shown in Table 5, the course developers were graded high, by the respondents, in all of the key issues considered to assess their qualities. The respondents asserted that the course developers were knowledgeable not only about

the subject matter (8_w = 4) but also about the pedagogic potential of the media available for use (8_w = 3.11). More over, the respondents were of the opinion that the course developers have received special training on course development before they got started (8_w = 4.66). In connection to this, the respondents believed that the developers were also well motivated and their institutional requirements properly addressed (8_w = $_{3.4}$). Helping with all these was the rationality of the selection of the individuals for the purpose.

In connection to this, the respondents were asked if the course development process was in fidelity to the schedule and the budget allocated to it. The reactions are tabulated in Table 6:

TABLE 6

ADHERENCE OF COURSE DEVELOPMENT TO SCHEDULE AND BUDGET

Item	Frequencies and weighted means of responses form respondents (N= 15)							
	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	No response	Total	Weighted mean
1. Course development is generally adherent to schedule	-	-	2 13%	5	8	-	15	1.6
	0%			87%				
2. Course development is generally adherent to budget	-	5	5 33%	3	-	2	15	2.73
	33%			20%				

As is evident in Table 6, it is quite interesting to see that none of the respondents were on the positive about the adherence of the course development process to schedule. On the contrary, quite a big number of the respondents (87 per cent) judged the course development process as not adherent to the schedule set for it. Only about 13 per cent of the respondents expressed their uncertainty on the issue. The weighted mean value of 1.6, which is far below the average value, is also in strong support of the finding.

Although the finding seems to go against the asserted quality of the course developers in the previous discussion, the delay might be attributable to other factors. According to the respondents, it might be due largely to an ambitious timetable for course development or because of the excessive workload that the course developers are shouldering as they are instructors in the traditional system as well.

The result of the interview with the head of the distance education division of EMA, however, showed that the delay in course development was due largely to the leniency of the developers themselves. The distance involved between the two parties made it impossible for EMA to exercise close control over the progress of the process. Because of this the development of some of the courses was delayed from few weeks to months and even years. This has caused the postponing of those courses to other semesters.

Regarding the adherence of the course development process to the budget allocated for it, 33 per cent of the respondents expressed their agreement that it was adherent, while 20 per cent of them disagreed to that. The remaining 33 per cent of the respondents said that they have no knowledge about it. The findings of the interview were in agreement with the foremost assertion.

Respondents were also asked questions that have to do with the quality of the course materials. The responses are organized in Table 7.

TABLE 7
COURSE QUALITY

Items	Frequencies, percentages, mean responses, f-values and p-values of responses																
	Instructors (N= 15)					Tutors (N = 117)					Tutees (N = 240)					f- value	P value
	SA	A	ND	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD		
1. Course materials have appropriate academic quality	2	8	1	3	1	47	70	-	-	-	90	130	5	15	-	11.636	.000
	67%		6%	27%		100%		-	-		92%		2%	4%			
Mean	3.4667					4.4017					4.2292						
2. Course materials have appropriate pedagogic quality	1	6	4	3	1	47	23	-	47	-	30	195	8	7	-	13.458	.000
	47%		26%	27%		60%		-	40%		94%		3%	3%			
Mean	3.2000					3.5983					4.0333						
3. sound integration between the main course materials and supporting ones	2	2	7	2	2	90	-	20	3	4	105	130	3	12	-	18.402	.000
	27%		46%	27%		77%		17%	6%		98%		1%	1%			
Mean	3.0000					4.4444					4.3120						
4. Course materials generally contain enough self-assessment materials	3	7	1	2	2	63	20	4	3	-	25	196	10	9	-	35.982	.000
	67%		6%	27%		74%		14%	12%		93%		4%	3%			
Mean	3.4667					4.5889					3.9875						
5. Course materials generally contain enough assignments for submission	2	9	-	3	1	11	71	14	18	3	10	201	9	20	-	4.720	.009
	73%		-	27%		70%		12%	18%		88%		4%	8%			
Mean	3.5333					3.5897					3.8375						
6. Course materials are generally instructive and self-sufficient	1	10	2	1	2	45	48	15	9	-	29	123	46	28	14	13.787	.000
	73%		13%	20%		79%		13%	8%		63%		19%	18%			
Mean	3.4375					4.1026					3.5208						

SA = strongly agree= 5; A=agree=4; UD = undecided = 3; D = disagree = 2; SD = strongly disagree

Item 1 of Table 7 shows that 67 per cent, 100 per cent, and 92 per cent of the instructors, the tutors/ coordinators, and the tutees respectively believed the course materials developed for the program to have an academic quality appropriate to the level of the learners. Similarly, despite the fact that the stregth of agreement is of consderable difference, item 2 of the same table shows that all the three groups of respondents (47 per cent of the instructors, 60 per cent of the tutors, and 94 per cent of the tutees) are on the positive regarding the appropriateness of the course materials with respect to pedagogic quality.

Although, the three groups of respondents agreed on the fact that the materials are of apprpriate academic quality, because the associated p-value of the the ANOVA test is less than 0.05 level of significance, it is safe to say that there was statistically significant difference among the mean responses of the three groups, particularly between instructors and tutees and between tutors and tutees. Like wise there is statistically significant difference in the mean responses of the three groups of respondents regarding item 2 of Table 7. The difference is significant between the mean responses of the instructors and the tutees, and between again the tutors and the tutees.

As can be seen in item 4 of Table 7, since the mean responses of each group of respondents are greater than the test value (which is 3), there is a good ground to say that the three groups of the respondents agree on the statement. However, because the associated p-value of the ANOVA test was found to be less than 0.05 level of significance, we see that there was significant difference in the mean responses of the three groups of respondents.

Requested if the program provides enough of assignments for submission, well over 70 per cent of the respondents responded in the affirmative.

Respondents were also requested to give their general opinion if the course modules are self sufficient and instructive by themselves. The agregate mean response of 3.699, which is greater than the test value, indicates that the respondents agreed on the statement. On the other hand, further statistical analysis shows that the mean resonses of the respondents do exhibit stattistically significant difference among themselves, more so among the tutors and the tutees and also between the instructors and the tutors (refer to the p-value).

Course production

The production of the course modules and the radio cassettes for the English courses was within the domain of the responsibility of EMA. In discharging this responsibility, EMA has entered contractual agreement with the course writers to develope the master copies of the courses, edit and send them on an agreed upon date. Unfortunately, however, the majority of the developers couldn't meet the deadlines. Although EMA said it has expended significant effort and time to get the course writers conversant to schedule, the plan couldn't work out for a number of reasons. The late handover of the master copies has disrupted the production of some of the courses specifically and the master schedule of the program at large. Not only were the master copies delayed but they were also unedited and EMA had to do the job of editing and that has contributed further to the delay in the production schedule.

Because in-house production of course materials reqiures significant costs of setting up institution, and staffing the various specialized functions constituting it, EMA liked to use outside producers for the production of the course modules. In contracting out the production, EMA has announced competetion for bid and entered the contract with a couple of printing houses which offered reasonable prices. According to the interviwee, contracting out the work with more than one printing house was done deliberately with the intention of hastening production and meeting deadlines for distribution. Nonetheless, even with this arrangement, the interviwee said, delay was inescapable.

More over, inspite of its advantages, the production of the modules with outside contacters had presented itsown problems. Most important was the lack of close control over the standard and quality of the products at each stage of the production process. As a result many of the tutees and the tutors said that the materials lack the standard quality.

Course distribution

The respondents of the study were also asked questions that are pertinent to the distribution of courses from their source to their users. The responses of the respondents are presented in the following two tables – Table 8 and table 9.

TABLE 8

MEDIA EMPLOYED IN COURSE DISTRIBUTION AND PROBLEMS ASSOCIATED TO IT

Item	Frequencies, percentages, and chi square values of responses of respondents												
	Instructors (N = 15)				Tutors and centre coordinators (N = 117)				Tutees (N = 240)				No response
	Yes		No		Yes		No		Yes		No		
	f	%	f	%	f	%	f	%	f	%	f	%	
1. Media used in the distribution of courses													
A. course modules	*15*	**100**	-	**0**	*117*	**100**	-	**0**	*240*	**100**	-	**0**	
B. Radio	*6*	**40**	*9*	**60**	*23*	**20**	*94*	**80**	*68*	**28**	-	**0**	
C. Television	-		-		-	-	*117*		-	**0**	*240*	**100**	
D. Radio and video cassettes	*5*	**33**	*10*	**67**	-	-	*117*		*20*	**8**	*220*	**100**	
2. Means by which modules reach learners													
A. mailed to private box	-	**0**	*15*	**100**	-	-	*117*		-	**0**	*240*	**100**	
B. mailed to work place	-	**0**	*15*	**100**	-	-	*117*		-	**0**	*240*	**100**	
C. collected from the tutorial centres	*15*	**100**	-	**0**	*117*	**100**	-	**0**	*240*	**100**	-	**0**	
D. collected from universities/ colleges	-	**0**	*15*	**100**	-	**0**	*117*	**100**	-	**0**	*240*	**100**	
3. modules reach the students at the right time	*3*	**20**	*12*	**80**	*17*	**15**	*100*	**85**	*69*	**29**	*171*	**71**	
4. Problems pertinent to module distribution													
A. general deficiency of modules	*12*	**80**	*3*	**20**	*70*	**60**	*41*	**40**	*122*	**51**	*118*	**49**	
B. could not get modules at all for some of the courses	*11*	**73**	*4*	**27**	*33*	**28**	*84*	**72**	*137*	**57**	*103*	**43**	
C. some modules are missing (e.g. Module 2 may be missing)	*13*	**87**	*2*	**13**	*93*	**79**	*14*	**21**	*170*	**71**	*70*	**29**	
5. Problems encountered with the radio program include													
A. time of broadcast is not at the convenience of learners	*4*	**67**	*2*	**33**	*20*	**100**	-	**0**	*68*	**100**	-	**0**	
B. insufficient shot time	*3*	**50**	*3*	**50**	*2*	**10**	*18*	**90**	*62*	**91**	*6*	**9**	
C. language is beyond the scope of learners	*1*	**17**	*5*	**83**	*3*	**15**	*17*	**85**	*8*	**12**	*60*	**88**	
D. not attractive and barely supportive	-	**0**	*6*	**100**	*4*	**20**	*16*	**80**	*10*	**15**	*58*	**85**	

Item 1 of Table 8 shows that it was within the agreement of virtually all of the respondents that the most prominent medium used in this system to distribute courses to the learners was the course module (print). About thirty percent of the instructors and twenty percent of the tutees, however, said that the radio is also used in the distribution

of language courses. Nonetheless, 100 per cent of the tutors declared that none of the courses were broadcasted in the radio.

Requested as to how the courses reach the learners, literally hundred percent of the respondents asserted that the course modules (the principal media of course distribution) are collected by the users from the tutorial centres they belong to.

Inquired to indicate any problem that they encountered in relation to course distribution, appreciably large number of respondents of the three groups – 80 per cent of the instructors, 85 per cent of the tutors and 71 per cent of the tutees- declared that one of the most important problems is the delay in course modules distribution. The respondents further asserted that course modules distribution is not free of problems even after the course modules were dispatched. They claim that either the modules are not in proportion to the number of students (as evidenced by 80 per cent of the university personnel, 60 per cent of the tutors and coordinators, and 51 per cent of the tutees, shown in item 4 of Table 8), or modules for some of the course are not shipped at all (as indicated by 73 per cent of the university personnel and 57 per cent of the tutees; however, the majority of the tutors disagree to it, shown in item 5 of the same table), or one of the modules in a series may be lacking (as indicated by well over 70 per cent of the three groups of respondents, shown in item 4C of the same table).

Respondents were also asked if the radio program had involved problem(s) with regard to the time of broadcast, the length of lesson transmission, the language used, and its attractiveness. Item (5) shows that, it is in the opinion of 100 per cent of the tutors, 100 per cent of the tutees, and 67 per cent of the instructors that the time of broadcast was not convenient to the learners. Respondents, however, were found to have extremely

varying opinions on the sufficiency of the shot period (length of lesson broadcast). While 90 per cent of the tutors said that the shot period is sufficient, almost the same per cent of the tutees, however, said it was insufficient. University personnel on the other hand seem to strike balance between the two groups of respondents and hence held a 50 – 50 opinion. Well over 80 per cent of respondents of the three groups claim that the radio program has no problems with regard to the scope of the language and it was attractive and supportive as well.

TABLE 9
QUALITY, COST BEHAVIOUR AND SUITABILITY OF MEDIA

	Frequency, percentages and weighted means of responses															Weighted mean
	SA	A	UD	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD	
1. The media have standard quality	2	8	2	2	1	3	90	14	7	3	28	105	14	42	51	3.33
percentages	**67**		**13**	**20**		**79**		**12**	**9**		**55**		6	**39**		
2. The media are suitable to distribute courses	1	4	3	5	2	5	92	15	5	-	14	119	14	70	23	3.33
Percentages	**33**		**20**	**47**		**83**		**13**	**4**		**55**		**6**	**39**		
3. The media are attractive and stimulate learning	1	9	1	3	1	20	47	3	47	-	40	126	4	50	20	3.43
percentages	**67**		**6**	**27**		**57**		**3**	**40**		**69**		**2**	**29**		
4. The media are relatively cost effective	1	10	1	2	1	6	91	8	7	5	10	28	166	22	14	3.24
percentages	**73**		**7**	**20**		**83**		**7**	**10**		**16**		**69**	**15**		

- The scales in the table represent: 5 = strongly agree; 4 = agree; 3 = Undecided; 2 = disagree; 1 = strongly disagree

As can be seen in item (1) of Table 9, the majority of the respondents – 67 per cent of the personnel from the universities, 79 per cent of the tutors/coordinators - claimed that the educational media used for the distribution of the distance courses were of high (standard) quality. Similarly, a little more than half of the tutees were of the same

opinion. However, it may remain important to mention that about 39 per cent of the tutees and 20 per cent of the university personnel were in disagreement to the assertion made by the majority.

Responses from 83 per cent of the tutors and the coordinators showed that the media employed for the distribution of the course curriculum were suitable for the purpose. This opinion of the tutors was supported by 55 per cent of the tutees. On the other hand, as it is referable from item (2) of Table 9, a little less than half of the instructors believe that the media are not suitable for course distribution.

On the whole, however, the weighted mean value of the responses of the respondents (δ_w = 3.33) tells us that the media used were suitable to distribute the courses to the learners.

Requested if the media in use are attractive and of a good quality to stimulate learning, 67% of the instructors, 57% of the tutors/coordinators, and 69% of the tutees said that they are attractive and stimulate the learners to do by themselves. And yet significant numbers of the respondents (27%, 40% and 29% accordingly) were found to alienate the above opinion. However, the calculated weighted mean value of 3.43 is indicative of the perceived fact that the media in use were attractive and stimulating.

The educational media that were being used to deliver the courses in the distance education system were believed by many of the respondents (73 per cent of the university personnel, and 83 per cent of the tutors) to have been relatively cost effective. However, the majority of the tutees (69 per cent) were found to be undecided about the issue. This may probably be true as the tutees may not have as much information as the

other two groups of respondents on the cost behaviour of the media. Nonetheless, the calculated mean value confirms the assertion made by the two groups of respondents.

2. Administration of student issues

2.1 Recruitment and admission

TABLE 10:

PROCEDURES FOLLOWED IN THE RECRUITMENT AND SELECTION OF STUDENTS

	Frequencies and percentages of responses of respondents							
	Instructors (N=15)				Tutees (N=240)			
	Yes		No		Yes		No	
	f	%	f	%	f	%	f	%
1. Was information pertinent to the program released to potential applicants?	12	80	3	20	197	82	43	18
2. Media used to convey information was:								
A. the news papers	-	0	15	100	-	0	240	100
B. the radio	-	0	15	100	-	0	240	100
C. television	-	0	15	100	-	0	240	100
D. circulars	15	100	-	0	240	100	-	0
E. pamphlets	-	0	15	100	-	0	240	100
3. admission was open to all applicants	-	0	15	100	70	29	170	71
4. were selection criteria employed	15	100	-	0	240	100	-	0
5. the selection criteria includes								
A. TTI results	13	87	2	13	230	96	10	4
B. Result of performance appraisal	11	73	4	27	233	97	7	3
C. service year	14	93	1	7	237	99	3	1
D. administrative service	10	67	5	33	120	50	120	50
E. gender	11	73	4	27	171	71	69	29
F. results of placement test	-	0	15	100	-	0	240	100
6. criteria used were objectives	13	87	2	13	227	95	13	5

According to both groups of respondents, all sorts of information pertinent to the program were released to potential recruits. This is evident from item (1) of Table 10, which reads that about 80 per cent per cent of both groups were on the positive regarding the release of information. The information was made to reach the recruits through circulars, which were dispatched to their work places (evidenced by 100 per cent of the respondents, shown in item (2D) of Table 10).

Inquired if all the recruits who had the information and applied for admission were accepted, 100 per cent of the instructors and 71 per cent of the learners responded that it was not the case. As further declared by hundred per cent of both groups of respondents, which can be read from item (4) of Table 10, the applicants had to go through certain selection criteria to get the admission. According to the overriding majority of the respondents (above 70 per cent in each case), the selection criteria included: the result of the applicants in their certificate education, the cumulative reports of their school performance appraisals, the number of years of service, and gender. Sixty seven per cent of the instructors and 50 per cent of the trainees said that administrative services were also considered in the selection process. Above all, it is quite interesting to note that 87 per cent of the instructors and 95 per cent of the trainees were of the opinion that the selection criteria are generally objective.

2.2 Methods of Evaluation

Respondents were also enquired about the types of methods used in the assessment of their performance. Their responses were tabulated in Table 11.

TABLE 11

METHODS OF ASSESSMENT AND EVALUATION

Item	Frequencies and percentages of responses					
	Instructors (N = 15)		Tutors/coordinators (N = 117 & N= 39 for item 1D)		Tutees (N= 240 & N=90 for item 1D)	
	f	%	f	%	f	%
1. performance evaluation is made by						
A. continuous evaluation	15	100	117	100	240	100
B. mid exams	-	0	-	0	-	0
C. final exams	15	100	117	100	240	100
D. lab reports and practical exams			11	28	18	20

As revealed by Table 11, virtually all the respondents of the three groups claimed that the assessment of the performance of the learners in their courses was made by continuous evaluation (assignment), and semester final exams. In addition, as can be seen from item 1D of Table 11, twenty percent of the tutees who were majoring the sciences and a little more than a quarter of the science tutors also indicated that reports of laboratory practical activities and practical exams were used in the assessment process.

The respondents were asked questions that assessed their opinion on the number of assignments per semester, the significance of the assignments, the adequacy of the credits attached to the assignments, and possible problems associated to it. The responses they gave to these questions are presented in Table 12.

TABLE 12

FREQUENCY, CREDIT, SIGNIFICANCE, AND PROBLEMS OF CONTINUOUS EVALUATION

Item	Frequencies, percentages, and f and p values of the chi-square test				total	F -value	P value
	tutors (N=15)		Tutees (N= 240)				
	f	%	f	%			
1. Significance of the assignments							
A. very high	16	14	40	17	57	.251	.617
B. high	50	43	80	33	130		
C. average	33	27	80	33	113		
D. low	10	9	20	8	30		
E. very low	8	7	20	8	28		
Total	117	100	240	100	357		
Mean	3.4786		3.4167		3.4370		
2. number of these assignments is							
A. very large	5	4	10	4	15	63.841	.000
B. large	92	77	62	26	154		
C. average	12	10	115	50	127		
D. less	8	9	40	17	48		
E. very less	-	0	13	3	13		
Total	117	100	240	100	357		
Mean	3.8034		3.0667		3.3081		
3. assignments take into account the differences in the geographic locations of the learners						Chi-square value	
A. yes	10	9	50	21	60	8.492	.004
B. No	107	91	190	79	297		
Total	117	100	24	100	141		
4. Assignments receive some credits							
A. yes	109	93	177	74	286	18.604	.000
B. No	8	7	63	26	71		
Total	117	100	240	100	357		
5. Credits given to assignments are enough							
A. Yes	30	26	9	4	39	38.735	.000
B. No	87	74	231	96	318		
Total	117	100	240	100	357		
6. Major problems encountered from the side of the learners include:							
A. delay in assignment submission	70	60	174	73	244	22.434	.000
B. incompleteness with their answers	70	60	69	29	139		
C. copying from each other	111	95	180	75	291		
D. getting it done by subject specialists	113	97	137	57	250		
7. major problems encountered fro the side of the teachers							
A. delay in giving feedback	70	60	206	86	276	103.528	.000
B. insufficiency or lack of comments	95	81	235	98	330		
C. vagueness of comments	-	0	133	55	133		
D. unfair grading of the assignments	-	0	175	73	175		

The significance of the tutor marked assignments was perceived positively by both groups of respondents. As a whole, it can be inferred from the aggregate mean value of 3.437 that the agreement of the respondents on the significance of the tutor marked assignments is only slightly higher than the moderate value. However, further statistical manipulation of the individual mean responses revealed that there was no statistically significant difference in the degree of their agreement on the subject. On the other had, it may remain important to make known the fact that 27% of the tutors and 33% of the tutees attached only moderate significance with the assignments.

Regarding the adequacy of assignments for submission, it is possible to infer from the mean responses of 3.80 and 3.06 for the tutors and the tutees respectively (shown in Item 2 of Table 12) that the respondents were in agreement that at least average numbers of assignments for submission were given in a semester. The associated p-value, however, indicated that there was statistically significant difference between the mean responses of the two groups, with more agreement from the side of the tutors than the tutees.

In spite of their significance, one of the most obvious inherent problems of the assignments was that they did not take in to account the wide geographic difference among the residences of the learners where they should. This is clearly inferable from the entries of item (3) of Table 12. The learners advanced to say, in their answers to the open-ended question items, that some of the assignments were much ideal to urban dwellers and imperceptible to those who are in the countryside. Moreover, as found in items 4 and 5 of Table 12, close to three fourth of the tutors and nearly all of the tutees claimed that the tutor marked assignments have never been given enough credit. Some reported that the assignments account for only as high as 5 per cent of the total and that

this is a value that the learners could not find worth the time spent in dealing with the assignments.

A chi-square test of significance computed resulted in a p-value of 0.004 showing that response was dependent on the type of respondent.

Both groups of respondents were also requested to indicate the type of problems observed in dealing with the assignments. According to the majority of them, the issue of assignments was associated with both tutee-related and tutor-related problems. The most vital problem identified so far by 95 per cent of the tutors and 75 per cent of the tutees (item 5, Table 12), is dependency, i.e., students exchange answers of the assignments among one another or at least get answers from those who are more able. Another and yet most important problem which of course is a variety of dependency is the fact that some of the students got the assignments done by people who are subject specialist (people who have either first degree or second degree in the particular subject). This has been witnessed by 97 per cent of the tutors and a little more than half of the tutees themselves. Second place in importance according to the frequency of responses is the problems of delay in the submission of the assignments as asserted by 60 per cent of the tutors and 73 per cent of the tutees. Although it involves a big gap in the responses of the two groups (60 per cent of the tutors and 29 per cent of the tutees), the learners were reported to be incomplete with their answers to the assignments.

A chi-square test of significance was computed to check if the responses given were dependent on the type of respondents. The test resulted in a p-value of 0.00, showing

that the kind of tutee-related problems identified in relation to the assignments for submission were dependent on the type of respondents.

Regarding problems related to the tutors, virtually all of the tutees and the overwhelming majority of the tutors ascertained that tutor marked assignments were usually devoid of sufficient remarks and comment. On top of this, tutors have been judged by 86 per cent of the tutees as not giving timely feedbacks on the assignments submitted to them. It is interesting to note that about 60 per cent of the tutors themselves to have confessed in the same line.

Very marked differences in the responses of the tutors and tutees have been observed in their opinions on the vagueness of the comments given on the assignments and on the unfairness of the grading system. While a little more than half of the tutees said that comments given were vague, none of the tutors seconded it. Similarly, it was in the opinion of 73 per cent of the tutees that the tutors do mischief or miscalculation in giving grades, while this was unacceptable by literally all of the tutors.

Respondents were also asked five questions related to the nature of the examinations and issues related to it. Their responses were organized in table 13.

TABLE 13
NATURE AND CONDUCT OF EXAMS

Items	Frequencies, percentages, f-values and p-values of responses															F value	P value
	Instructors (N= 15)					Tutors (N = 117)					Tutees (N = 240)						
	SA	A	ND	D	SD	SA	A	UD	D	SD	SA	A	UD	D	SD		
1. Exam schedules are given in advance	-	10	2	3	-	-	35	47	35	-	5	69	3	70	93	21.561	.000
	67%		13%	20%		30%		40%	30%		31%		1%	68%			
2. Exam schedules are highly consistent	-	8	4	3	-	6	27	9	38	38	-	14	22	177	27	14.967	.000
	53%		27%	20%		28%		7%	65%		6%		9%	85%			
3. Exams are appropriate to objectives set	-	5	7	3	-	-	16	12	67	22	8	39	33	111	49	5.920	.003
	33%		47%	20%		14%		10%	76%		20%		14%	66%			
4. Exams have good coverage of taught portions	-	8	4	3	-	-	53	23	31	10	28	33	67	93	19	2.415	.91
	53%		27%	20%		45%		20%	35%		25%		28%	47%			
5. Time allowed for the exams is generally enough	-	9	3	3	-	-	70	23	24	-	13	185	20	17	5	9.993	.000
	60%		20%	20%		60%		20%	20%		83%		8%	9%			
6. Feedbacks on exams are given timely	-	7	4	4	-	-	22	23	61	11	8	71	10	99	52	2.844	.059
	46%		27%	27%		18%		20%	62%		33%		4%	63%			

Item (1) of Table 13 reveals that there is a wide variation in the opinions particularly of the tutees and the instructors, with regard to the time of dispatch of exam schedules. While the instructors by and large indicated their agreement on the issue with a mean response of 3.466, the tutees, on the other hand, expressed their disagreement with their mean response of 2.26, which is less than the test value.

Analysis of the variances of the two groups was computed to see if there was statistically significant difference in the mean responses of the three groups. Since the associated p value is less than the 0.05 level of significance, we can conclude that there was statistically significant difference in the mean responses of the three groups of respondents on whether or not exam schedules were given to the tutees in advance. Post hoc tests showed that the difference was little or inexistent between the instructors and the tutors.

The great majority of the tutees (85 per cent) and large number of tutors (65 per cent) emphasised on the point of inconsistency of exam schedules. Exam schedules were for the most part liable to frequent changes, according to the respondents. This assertion, however, is unacceptable to a size (55 per cent) of the instructors. On the other hand, significant number (20 per cent) of the instructors, however, could not deny the variability involved in the exam schedules, while 27 per cent of them said that they have no idea if schedules were inconsistent. Moreover, ANOVA test computation, which resulted in a p-value of 0.00 showed that there was statistically significant difference among the mean responses of the three groups of respondents.

Item (3) of Table 13 reads that 33 per cent of the instructors, 14 per cent of the tutors, and 20 per cent of the tutees acknowledged that semester final exams set for evaluation

purposes were within the boundaries of the objectives of the specific courses. This concession was, however, strongly objected by the great majority of the tutees and the tutors (66 and 76 per cents respectively) and of course by considerable number (20 per cent) of the instructors. On the other hand, almost half of the instructors, 14 per cent of the tutees and 10 per cent of the tutors were found to be undecided on their answers to the question.

As can be seen from the same raw, the p-value of 0.003 (which is less than the 0.05 level of significance) shows that there was statistically significant difference in the mean responses of the three groups of respondents. Further extrapolation showed that the difference was particularly between the instructors and the tutors and also between the instructors and the tutees.

Respondents were also enquired if exams had good coverage of taught materials for which the instructors and the tutors responded similarly whereas the tutees demonstrated an opposing view on the matter. Item (4) of Table 13 presents that 53 per cent of the instructors and 45 per cent of the tutors were of the opinion that the exams generally had good coverage of all the portions that have been touched upon in the process. Similarly, while 27 per cent of the instructors and 20 per cent of the tutors said that they are undecided on the issue, the remaining 20 and 35 per cents of the two groups of respondent accordingly were found to disagree on the assertion made. It is also inferable from the same item that almost half of the tutees denied the appropriateness of the exams in terms of coverage of topics that have been dealt with during the academic year or semesters. Yet 25 per cent and 28 per cent of them responded positively and undecided respectively. Similarly, the mean responses did show the same fact that the instructors and the tutors did agree at least moderately that the

exams had good coverage of taught materials; while the mean response of 2.82 (which is less than the test value) for the tutees indicates their disagreement on the assertion made.

The ANOVA test of significance computed for this particular response showed that the calculated f - value, which is 2.415, is less than the tabulated value of f at a 0.05 level of significance and a 2 degree of freedom, which is 3.04. Therefore, this gives a good ground to conclude that there is no statistically significant difference among the three groups of respondents in their opinions on the appropriateness of the exams in relation to the objectives set for the courses.

Examination of item (5) of Table 13 makes it evident that people who have set exams at various times could allot enough time for the students to do on the exams. This is quite obviously indicated by the overwhelming majority (83 per cent) of the tutees themselves and of course by significantly large number (60 per cent) of both the tutors and the instructors. On the other hand, 20 per cent of both the tutors and the instructors, and 8 per cent of the tutees said that they were unable to say that time allotted for exams was generally sufficient or insufficient. The ANOVA test of significance came out with a p-value of 0.00, which is much less than the 0.05 level of significance, showing that there was statistically significant difference in the mean response of the respondents. Post Hoc tests showed that the difference was marked between the mean responses of the tutors and the tutees.

Concerning the timeliness of feedbacks on final exams, large number (63 per cent) of the tutees claimed it to be untimely, while 33 percent of them said it was timely (item 6 of Table 13). The same item also shows that 62 per cent of the tutors believed that

feedbacks on exams are not given at the appropriate time. However, 18 per cent of the tutors remained different to this opinion, while the rest 20 per cent of them said they were undecided.

A t-test of significance among the mean responses of the three groups of respondents at a 0.05 level of significance was made and resulted in a p – value of 0.059. Since this value is greater than the 0.05 level of significance, it would be sound to conclude that there is no statistically significant difference among the mean responses of the three groups of respondents in their perception of the timeliness of feedbacks on exams.

In connection to this, the respondents were asked questions to indicate the type of problems (if any) that were encountered prior to, during, and after exams are conducted. The responses obtained thereof were presented in Table 13.

TABLE 14

PROBLEMS ENCOUNTERED IN THE PRE-, EFFECTIVE, AND POST- PERIODS OF EXAMS

Item	Frequencies and percentages the responses												
	Instructors (N = 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)				
	Yes		No		Yes		No		Yes		No		
	f	%	f	%	f	%	f	%	f	%	f	%	
1. Problems encountered include	2	13	13	87	40	34	77	66	92	38	148	62	
A. loose security of exams	11	73	4	27	85	73	32	27	145	60	95	40	
B. leniency of invigilators	3	20	12	80	34	29	83	71	71	30	169	70	
C. loose security of answer sheets	7	47	8	53	69	59	48	41	211	88	29	12	
D. unfair marking of exams	8	53	7	47	11	9	106	91	141	59	99	41	
2. Misdeeds are reported	5	63	3	37	2	18	9	82	10	7	131	93	
3. Necessary institutional corrective actions were taken													

As can be referred to item (1) of Table 14, technical problems related to exams occur mostly during the conduct of exams than in the pre and post periods. Accordingly, the kernel problem reported by the majority of the three groups of respondents (73 per cent of the instructors, and the tutors, and 60 per cent of the tutees) was the leniency of invigilators while exams were going on. That is, examinees were at liberty to do what ever they feel was right to help themselves with the exams. In their answers to the open-ended question items the respondents mentioned that some irresponsible invigilators have overlooked all sorts of mischief including copying from the exam booklets of others and referring to modules and notebooks.

Item 1D of the same table also presents another problem, the problem of unfair marking or denial of grades, which was rated by most (88 per cent) of the tutees as very important. It is interesting to note here that 47 per cent of the instructors and 59 per cent of the tutors themselves, who were most likely to have been involved in the process, admitted that the marking of the exams or the grading of the performance of the learners was affected by personal relationships and biases.

However, 53 per cent of the instructors and 41 per cent of the tutors refused to accept the allegation.

Although the great majority (87 per cent) of the instructors believed that exams were well cared for and secured, significant number of the tutors (40 per cent) and the tutees (38 per cent) said that exams have most of the time been given loose protection.

According to the overriding majority (91 per cent) of the tutors and a little less than half of the tutees and the instructors, the problems asserted to have occurred in any of the pre -, effective - , and post-periods of the exams have duly been reported to higher authorities. Unfortunately, however, more than eighty per cent of the tutors and more than ninety percent of the tutees claimed that the higher bodies have never responded to the problems entrusted to their jurisdiction. On the other hand, significant number (63 per cent) of the instructors contended that disciplinary defaults encountered in relation to exams were met with institutional corrective actions.

2.3. Student support services

Respondents were also asked to indicate the type of services that the system has been rendering to its learners. For them to answer, three major questions with their own breakdowns have been presented. Their responses were organized in Table 15.

TABLE 15

KINDS OF SERVICES GIVEN TO THE STUDENTS AND THE METHODS EMPLOYED

Item	Frequencies, percentages of responses of respondents												
	Instructors (N = 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)				
	Yes		No		Yes		No		Yes		No		
	f	%	f	%	F	%	f	%	f	%	f	%	
1. support services provided by the system													
A. advisory and counselling services	9	60	6	40	22	19	95	81	35	15	205	85	
B. subject matter tuition	14	93	1	7	90	77	27	23	232	97	8	3	
C. popularising institutional regulations and procedures	7	47	8	53	23	20	94	80	202	84	38	16	
D. resolutions to conflicts and appeals	8	53	7	47	21	18	96	82	81	34	159	66	
2. advisory and counselling service is given in the areas of													
A. pre-application inquiries	2	22	7	78	6	27	16	73	3	9	32	91	
B. field choice	-	-	9	100	-	-	22	100	-	-	35	100	
C. counselling on personal problems that have a bearing on the study	5	56	4	44	4	18	18	82	2	6	33	94	
D. advice on career and further study	1	11	8	89	3	14	19	86	-	-	35	100	
E. advice on study techniques	5	56	4	44	5	23	17	77	5	14	30	86	
F. advice on exam taking strategy	3	33	6	66	8	36	14	92	4	11	31	89	
3. Methods employed to provide the service include													
A. correspondence	-	-	9	100	5	23	17	77	14	40	21	60	
B. Telephone	4	44	5	56	6	27	16	73	-	-	35	100	
C. Face-to-face	15	100	-	-	15	68	7	32	33	100	-	-	

According to item (1) of Table 15, more than eighty per cent of the tutors and the tutees declared that the system did not provide any service in the direction of counselling and professional advice. Whereas 60 per cent of the university personnel and less than twenty per cent of the other two groups of respondents claimed that it did provide guidance and counselling services to its students. Those respondents who answered on the positive about the existence of guidance and counselling service were asked to identify the specific types of services that were being provided. Accordingly, for almost all the alternatives presented for them, the number of respondents who replied on the positive was only about a quarter or less of the tutors and the tutees. This implies that guidance and counselling service was almost nominal. However, item (1C) shows that the participating universities claimed the system to have provided services at least in the areas of counselling on personal problems that were directly related to the education of the individual and were likely to hinder his/ her participation. Similarly, item (1E) shows that, the instructors were of the opinion that the system has also provided advice on study techniques.

The other kind of service being rendered to the learners by the system included communicating and discussing the rules, regulation, working principles and procedures of the system, according to the great majority (84 per cent) of the tutees, about half of the university personnel, and less than a quarter (20 per cent) of the tutors (referable from item 1C of Table 15).

Although it is declared by about half of the instructors that the system operates grievance and conflict management procedures, item (1D) shows that the overwhelming majority of the tutors and large number of the tutees overruled this opinion.

Item (2) of Table 15 on its part presents that it was within the opinion of the majority (well over seventy per cent) of the respondents that the system provides support to its students to learn the subject matter of the course better.

In relation to the subject matter tuition asserted here above, the respondents were requested to identify the alternative mechanisms employed to provide this particular assistance. Their responses were organised and presented in Table 16.

TABLE 16

FORMS BY WHICH SUBJECT MATTER TUITION IS PROVIDED

Item	Frequencies and percentages of responses											
	Universities/colleges (N = 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)			
	Yes		No		Yes		No		Yes		No	
	f	%	F	%	f	%	f	%	f	%	f	%
1. The form of assistance in subject mater tuition is												
A. correspondance tuition	15	100	-	-	117	100	-	-	230	96	10	4
B. face-to-face tuition	15	100	-	-	117	100	-	-	232	97	8	3
C. two-way-radio tuition	-	-	15	100	-	-	117	100	1	.4	239	99.6
D. residential tuition	8	53	7	47	24	21	93	79	60	25	180	75
E. telephone tuition	-	-	15	100	-	-	117	100	-	-	240	100
F. tuition through mentoring	-	-	15	100	-	-	117	100	-	-	240	100
G. use of the resource rooms	6	40	9	60	26	22	91	78	80	33	160	67

Table 16 reveals that, it was within the opinion of virtually all of the respondents that the two most important mechanisms employed to help the learners with their study were the face-to-face tutorial service and the correspondence tuition. Helping with these principal means were the residential schools, which deal with the execution of laboratory practical activities for the science students (as reported by roughly half of the instructors, a quarter of the tutees and about twenty per cent of the tutors) and the use of the

resource rooms in the tutorial centres (as given by 40 per cent of the instructors, 22 per cent of the tutors, and 33 per cent of the tutees).

Questions that investigated into the regularity of the learners for the face-to-face tutorial session and factors that hold back their participation were then posed to the respondents. The responses were organized and presented in Table 17.

TABLE 17

DEGREE OF REGULARITY OF STUDENTS FOR THE FACE-TO-FACE TUITION AND THE WHYS OF THEIR ABSENCE OR IRREGULARITY

Items	Frequencies, percentages, t-test values as well as rank orders of the responses of the respondents							
	Tutors/coord (N= 117)		Tutees (N=240)				F value	P value
	f	%	f	%				
1. Students avail themselves for the face – to- face tuition:							7.2.82	.007
A. strictly regularly	-	-	42	18				
B. regularly	21	18	40	17				
C. sometimes	69	59	90	38				
D. rarely	27	23	68	28				
E. not at all	-	-	-	-				
2. If students generally demonstrate irregularity the reasons are:	F	%	Rank	F	%	Rank		
A. tutorial centres are often remote	76	65	1	121	50	2		
B. schedules are inconsistent	64	55	2	168	70	1		
C. they are financially incapable	57	49	3	51	21	3		
D. they are dissatisfied with ability of some of the tutors	23	20	5	34	14	5		
E. some tutors are in a habit of absenteeism	28	24	4	38	16	4		

As observed in Table 17, item (1), significantly more than half (59 per cent) of the tutors and 39 per cent of the tutees declared that the learners avail themselves for the tutorial sessions only sometimes. On the other hand, while roughly equal per cents (17 per cent) of the tutors and the tutees expressed that the learners come to the tutorial classes only

rarely, 23 per cent of the former and 28 per cent of the latter asserted the regularity of the tutees for the tutorial sessions.

A t –test was computed to check if there was significant difference in the mean responses of the two groups of respondents on the issue. The associated p value of .007, which is less than the test value, shows that there was statistically significant difference in the mean responses of the respondents.

Respondents were then requested to identify the major reasons that contributed for the irregularity of the students for the face- to –face tuition, and thereby to give them rank orders. As presented in item (3) of Table 17, the majority of the tutors identified the remoteness of the tutorial centres and the inconsistency of the schedules as the first and second most important factors that encumbered the learners from availing themselves for the tutorial classes. These two reasons, however, were ranked in a reverse order by the tutees as inferred from the percentages of their responses, 70 per cent for inconsistency and 50 per cent for remoteness of the tutorial centres. The incapacity of the tutees to cover expenses for food and lodging was cited by both groups of respondents as the third significant reason for the irregularity of tutees for the face-to-face tuition. It is also worth mentioning that, although they are not as strong as the aforementioned factors, the inefficiency of some of the tutors and absenteeism on the part of others have been sufficient reasons for some of the tutees to absent themselves from the face-to-face tuition, according to roughly 20 per cent of the tutors and about 15 per cent of the tutees.

Spearman's Rank-order correlation coefficient (rho) test of relationship was computed to be certain on the existence of relationship in the perception of the two groups of

respondents. The calculated value of $\rho = 0.9$ (see annex G) signifies that there was statistical evidence showing the existence of perceptual relationship between the two groups of respondents.

The respondents were then requested to indicate how much of significance they were attaching to the face-to-face tutorial coaching, and whether or not they were satisfied with the prevailing frequency of the program. Their responses were tabulated in Table 18.

TABLE 18

DEGREE OF SIGNIFICANCE OF THE FACE-TO-FACE TUITION AND THE FACTUAL AND ASPIRED FREQUENCIES

Item	Frequencies, percentages, chi-square values of the responses					
	Tutors/coordinators (N= 117)		Tutees (N=240)		Chi square value	P value
	f	%	f	%		
1. Pragmatically, the face-to-face tuition is:						
A. very significant	70	60	142	59	14.257	.003
B. significant	24	21	48	20		
C. somehow significant	23	20	28	12		
D. insignificant	-	-	22	9		
2. The current frequency of the face-to-face tuition is:						
A. enough	6	5	11	5	.051	.820
B. not enough	111	95	229	95		
3. Aspired number of face-to-face tutorial session per semester						
A. four	67	57	108	45	23.011	.000
B. five	24	21	103	43		
C. six	20	17	16	7		
D. seven	-	-	2	1		

More than eighty per cent of the respondents of both groups claimed that, in spite of all the problems associated to them, the tutorial programs were of high value to the learners. This can easily be inferred from item (1) of Table 18, wherein one could find 60 per cent of the tutors and 59 per cent of the tutees saying that tutorial classes are very

significant, and similarly 21 per cent of the tutors and 20 per cent of the tutees to have acknowledged the significance of the face-to-face tuition. On the other hand, 20 per cent of the tutors and 12 per cent of the tutees took a middle position saying that the face-to-face tuitions were only marginally significant. Only 9 per cent of the tutees and none of the tutors attached negative value to the tutorial supports. The associated p value of the chi-square test showed that the responses were dependent on the type of respondent.

Asked if the frequency of the face-to-face sessions were adequate to reap the expected benefits from the program, all but 5 per cent of the two groups of respondents similarly said that they weren't adequate. Furthermore, 57 per cent of the tutors and 45 per cent of the tutees went on to recommend that four tutorial sessions per semester would suffice. Other respondents constituting 21 per cent of the tutors and large number (43 per cent) of the tutees on their part commented that five face-to-face tutorial sessions per semester would be an ideal frequency. Still others, which comprised 17 per cent of the tutors and 7 per cent of the tutees, would like the number of face-to-face tutorial sessions per semester to be as high as six.

A chi-square test of significant was done to see if there was significant difference in the perception of the respondents regarding the number of tutorial sessions. Since the associated p value is found to be greater than the 0.05 level of significance (Item 2 of Table 18), we can safely conclude that there was no statistically significant difference in the perception of the two groups of respondents regarding the issue under consideration.

Tutees who were majoring in the natural sciences (Biology, Chemistry, Physics) and tutors of these subjects were enquired to give their opinions on the essentiality of the

residential classes (if any), on the adequateness of their frequency, on how much of these classes they would like to have in a semester, and eventually to identify the most important problems (if any) that came across the way of these schools. Table 19 shows the reflections of the respondents.

TABLE 19

FREQUENCY AND IMPORTANCE OF THE RESIDENTIAL SCHOOL & PROBLEMS PERTINENT TO IT

Items	Frequencies, percentages, and rank orders of the responses of the respondents					
	Tutors/coord (N= 24)		Tutees (N= 60)			
	F	%	f	%		
1. The residential schools are:						
A. very significant	3	13	40	67		
B. significant	14	58	9	15		
C. somehow significant	6	25	8	13		
D. insignificant	1	4	3	5		
2. Number of residential schools per academic year:						
A. one	16	67	60	100		
B. two	6	25	-	-		
C. three	2	8	-	-		
D. more than three	-		-	-		
3. The present number of residential school is						
A. enough	2	8	-	-		
B. not enough	22	92	60	100		
4. Recommended number of residential school per academic year is:						
A. three	16	73	35	58		
B. four	3	14	17	28		
C. five	2	1	7	12		
D. more than five	1	.4	1	2		
5. If problems have been encountered during the conduct of residential schools, which ones were they	F	%	Rank	F	%	Rank
A. variability of schedule	20	83	1	48	80	1
B. lack of background skill	8	33	6	10	17	5
C. lack of chemicals	16	67	3	46	77	3
D. lack of lab manuals	18	75	2	40	67	4
E. lack of technical assistance	12	50	5	5	8	6
F. students financial incapacity	15	63	4	47	78	2

As item (1) of Table 19 reveals, in sum, about 81 per cent and 82 per cent of the tutors and the tutees respectively were of the opinion that the residential schools were worthwhile to carry out. A closer scrutiny at the entries of the same item shows that 67 per cent of the tutees and 13 per cent of the tutors were even claiming that residential classes have high significance. The thinness of the percentages of respondents, who declared that residential schools are insignificant, by itself, entails the existence of general agreement among respondents on the essentiality of residential classes.

It is clearly put in item (2) of Table 19 that 100 per cent of the tutees and 67 per cent of the tutors believed that there was only one residential school in a semester. Whereas 25 per cent of the tutors were of the opinion that residential schools were conducted twice in a semester.

Asked if the established frequency was sufficient to undertake all the laboratory practical activities recommended for the science courses, virtually all of the tutees and all but 8 per cent of the tutors said that it was inadequate (as found out in item (3) of Table 19). Further more, 73 per cent of the tutors and 58 per cent of the tutees went on to put forth that three residential schools would be sufficient to accomplish practical classes planned for the science courses. On the other hand, 14 per cent of the tutors and 28 per cent of the tutees argued that four of these programs would serve better.

Science learners and science tutors were then asked to single out all sorts of major problems that they have come across while dealing with the residential schools. According to the figures presented against item (5) of Table 19, the variability of schedules was perceived by well over 80 per cent of the two groups of respondents to be the number one challenge that the program has faced. Significant number of tutors

further cited lack of manuals for the practical activities, lack of sufficient amount of chemicals, and students' financial incapacity to cover food and lodging expenses as the second, third and fourth important problems of the program respectively. The tutees on their part acknowledged the list of these factors but switched the rank orders of the lack of laboratory manuals and incapacity of students to cover up expenses.

Spearman's Rank-order correlation coefficient (rho) test of relationship was computed to see if there was relationship in the responses of the two groups of respondents. Since the calculated value is 0.7143 (see appendix G), we can concluded that there was statistical evidence showing the existence of relationship between the two groups of respondents in perceiving the major problems that the residential school has faced.

Respondents were also asked if they have resource room (room wherein the learners would go to read reference books or borrow them, learners would listen to radio and video cassettes, play video tapes, run overhead and slide projectors etc) in the tutorial centre they belong to,. Their responses are tabularized in Table 20.

TABLE 20

AVAILABILITY OF RESOURCE ROOM

Item	Frequencies and percentages of the responses			
	Tutors/ coordinators (N= 117)		Tutees (N = 240)	
	F	%	F	%
1. Is there resource room in the tutorial centre you belong to?				
A. Yes	47	40	63	26
B. No	70	60	177	74

According to 60 per cent of the tutors and three fourth of the tutees, resource rooms were inexistent in the tutorial centre they belong to. 40 per cent of the tutors and a quarter of the tutees, however, said that there were resource rooms.

Respondents who acknowledged the presence of the resource rooms were then asked questions regarding the kind of resources available in the rooms, the working hours of the rooms, and the kind of services that the rooms were rendering with regard particularly to the prints and reference books. Their responses are presented in Table 21.

TABLE 21

AVAILABLE RESOURCES, OPENING SCHEDULE AND SERVICE TYPE OF THE RESOURCE ROOM

Item	Frequencies and percentages of the responses			
	Tutors/ coordinators (N= 47)		Tutees (N = 63)	
	f	%	f	%
1. The resource room encompasses				
A. reference books	19	40	23	37
B. copies of modules	15	32	30	48
C. classical teaching aids	7	15	10	16
D. audio-visual apparatus	-	-	-	-
E. computers	-	-	-	-
No response	8	17	8	13
Total	49*	104*	71*	114*
2. The resources are available				
A. sufficiently	-	-	-	
B. somehow sufficiently	-	-	-	
C. insufficiently	46	98	60	95
No response	1	2	3	5
Total	47	100	63	100
3. Resources, particularly non-electronic ones, are (borrowed)				
A. used in the centre itself	31	66	52	83
B. privately for take away	10	21	5	8
C. in groups	-	-	-	-
D. for photocopying	8	17	10	16
No response	2	4	1	2
Total	51*	108*	68*	109*
4. Resource centre gives service (on):				
A. working days	-	-	-	-
B. week days	-	-	-	-
C. during face-to-face tuition	46	98	57	90
D. as per the schedule of the centre	-	-	-	-
E. at the convenience of the head	14	30	15	24
No response	2	4	1	2
Total	62*	132*	73*	116*

Note: Numbers with '*' show exceeding totals because of multiple responses

The data contained in item (1) of Table 21 shows that the resource rooms organized in some of the tutorial centres contained only specific items of resources. According to the respondents the major items were reference books (as witnessed by 40 per cent of the

tutors and 37 per cent of the tutees) and copies of modules (as given by 32 per cent of the tutors and 48 per cent of the tutees). Small proportion (roughly 15 per cent of each of the two groups) of the respondents also claimed that classical teaching aids were available in these rooms. Audio-visuals of any kind and computers as well were reported to be unavailable.

A very sad phenomenon discovered was that in some of the regions practically all of the radio cassettes dispatched by EMA were found in the stores of the bureaux, forgotten that they were destined for use by the tutees at the tutorial centres.

Even those who said that there were resource rooms in the tutorial centres were not satisfied with the possessions of the rooms. Roughly all of the tutors and all but 5 per cent of the tutees confirmed that the resource rooms were insufficiently supplied with the resources necessary for distance teaching (see item 2 of Table 21).

Asked to indicate the manner in which the scarce resources in these rooms were being used, the majority of the respondents (60 per cent of the tutors and 83 per cent of the tutees) said that books were borrowed for reading in the resource centre itself. They further noted in their responses to the open ended item that learners were not encouraged to go for this service for a couple of reasons. Chief among them were the small size of the rooms, untidiness and lack of cleanliness (because the rooms were often closed) and the lack of furniture to sit on and read. The other two ways by which learners get the service of the rooms were borrowing the books for take away for a specific period of time (as noted by 21 per cent of the tutors and 8 per cent of the tutees) and borrowing the books for photocopying (as asserted by 17 per cent of the tutors and 16 per cent of the tutees).

The service of these rooms was further constrained by its infrequent opening hours. Roughly all of the tutors and about 90 per cent of the tutees confirmed that these rooms gave services only at the times of face-to-face tutorial sessions. Others (30 per cent of

the tutors and 24 per cent of the tutees), on the other hand, further noted that the service was also given at the convenience of the heads of the centres.

The respondents were requested if this undeveloped service is given by a person appropriate to do the job and if he/she was sufficiently remunerated to discharge his/her responsibilities properly. The responses are organized in to Table 22.

TABLE 22

Quality and remuneration of the head of the resource centre

Item	Frequencies and percentages of the responses			
	Tutors/ coordinators (N= 47)		Tutees (N = 63)	
	F	%	F	%
1. The resource room is headed by				
A. a person employed for the job	-		-	
B. the centre coordinator	45	96	61	97
C. a team of tutors	-	0	-	
No response	2	4	2	3
Total	47	100	63	100
2. The head has the requisite knowledge and skill to do the job				
A. Agree	11	23	4	6
B. somehow agree	12	26	22	35
C. disagree	23	49	34	54
No response	2	2	3	5
Total	47	100	63	100
3. Is the head sufficiently remunerated?				
A. Yes	3	7	10	16
B. No	34	72	23	37
No response	10	21	30	47
Total	47	100	63	100

As is shown in item (1) of table 22, all respondents who claimed to have knowledge as to who were in charge of the resource rooms said that the centre coordinators head them. However, about half of the tutors and 54 per cent of the tutees believed that the coordinators are heading the rooms without having the requisite knowledge and skill that the job requires. This opinion is, however, counteracted by 23 per cent 0f the tutors and 6 per cent of the tutees. Still 26 per cent of the tutors and 35 per cent of the tutees said they agree to a degree that the coordinators have the competence to run the resource rooms.

3. The Management of Tutors

Respondents were asked to reflect upon the procedures involved in the recruitment and selection of tutors for the program. Their responses were tabularized in Table 23.

3.1 Recruitment and Selection

Table 23 presents the responses of the respondents regarding the manner in which the recruitment of the tutors has been accomplished.

TABLE 23

The recruitment and selection of tutors

Items	Frequencies, percentages, and chi-square values of the responses									
	College Representatives (N= *15*)				**Tutors and coordinators (N = 117)**				X^2	P value
	Yes		**No**		**Yes**		**No**			
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**		
1. Was recruitment open to all potential tutors	10	67	5	33	24	21	93	79	34.086	.000
2. Selection of tutors was based on certain requisite criteria	11	73	4	27	76	65	41	35	.415	.519
3. Subject matter expertise was emphasized during selection	12	80	3	20	100	85	17	15	.309	.578

The recruitment of tutors for such a program should be done openly and at a large scale so that competent tutors will not be lost sight off. According to 67 per cent of the instructors and 21 per cent of the tutors (item 1 of Table 23), the recruitment process was open to all potential recruits. However, about 79 per cent of the tutors and 33 per cent of the instructors said that it was not open to all. This means that only targeted individuals or groups were made to know about the opportunity of working as a tutor and subsequently made to compete for the post. The calculated chi-square value with an associated p value of 0.00 clearly indicates that there is statistically significant difference

in the responses of the two groups of respondents regarding the openness of the recruitment process.

However, it was in the opinion of both groups of respondents that all individuals who applied for the post did not get employment right away. They all had to go through the selection process. 73 per cent of the instructors and 65 per cent of the tutors (item 2 of Table 23) believed that the selection process involved certain essential criteria. As said, in item (3) of Table 23, by 80 per cent of the instructors and 100 per cent of the tutors, one of the most emphasized criteria in the selection of tutors was subject matter expertise. The associated p value (which is 0.519) of the chi-square test also shows that there was no statistically significant difference in the perception of the two groups of respondents regarding the selection of tutors.

Furthermore, the subjects of the research were inquired if the selected tutors were given training before they started on their jobs. The responses were organized in Table 24.

3.2 Induction and Training of Tutors

Respondents were also asked questions pertinent to the induction and training of tutors. Their responses were organized in to Table 24.

TABLE 24

INDUCTION AND TRAINING OF TUTORS

Items	Frequencies, percentages, and chi-square values of the responses									
	College Representatives (N= 15)				Tutors and coordinators (N = 117)				X^2	P value
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%		
1.Tutors have received formal induction and training	10	67	5	33	65	56	52	44	.669	.413
2. training has helped tutors in										
A. acquiring necessary human skills the job requires	7	70	3	30	47	72	18	28		
B. understanding their specific role properly	8	80	2	20	37	60	28	40		
C. understanding the standards and practices of assessment	8	80	2	20	43	66	22	34		
D. understanding how to effect correspondence tuition	6	60	4	40	36	55	29	45		
E. learning the concepts, governing principles, procedures and general requirements of the system	9	90	1	10	58	89	7	11		
3. tutors get training on a continuous basis	-	0	10	100	-	0	65	100		
4. new tutors are mentored with experienced ones	-	0	15	100	7	6	110	94	.907	.341

As presented in item (1) of Table 24, 67 per cent of the instructors and 55 per cent of the tutors said that tutors have been given induction and training before they got started. Conversely, 33 per cent of the instructors and 44% of the tutors (in the same item, same table) said that both induction and training were not given to the tutors at all. The associated p value of the chi-square test also revealed the existence of slightly significant difference between the opinions of the two groups. The former believed that the tutors benefited from the program in a multitude of different ways. As a result of the induction given to them, tutors were able to understand the concepts, governing principles, working procedures and general requirements of distance education in general and of this program in particular, in accordance with 90 per cent of the instructors and 89 per cent of the tutors shown in item 2E of Table 24. It was also noted in item 2B of

Table 24 that 80 per cent of the instructors and 60 per cent of the tutors to have further asserted the instrumentality of the induction in making the tutors understand the specific role they should play in the system. The training was equally important to the tutors for it has enabled them to become acquainted with the human skills that this kind of educational program requires, as indicated by 70 per cent of the instructors and 72 per cent of the tutors under item 2A of Table 24. Moreover, the training could equip the tutors with the knowledge of the standards and practices of assessment in distance learning (as asserted by 80 per cent of the instructors and 66 per cent of the tutors), and the skills of effecting correspondence tuition (through the exchange of assignments for instance) (as indicated by 60 per cent of the instructors and 55 per cent of the tutors in item 2D of Table 24).

Unfortunately, however, the training of tutors remained a one shot experience. Definitely all of the respondents of the two groups said that neither training was given afterwards, nor mentoring (its supplement) was sought for (items 3 and 4 of Table 24).

More over, it was the interest of this study to investigate if tutors were playing the role of a counselor as well on top of their main assignments. To this effect, three questions pertinent to the issue were presented to the respondents. The responses were presented in Table 25.

3.3 Do Tutors serve as counselors too?

Respondents were also enquired as to whether tutors have served as counselors too. Their responses are presented in Table 25.

TABLE 25

BOUNDARIES OF TUTORS' ROLE IN THE SYSTEM

Item	Frequencies, percentages, and t values of the responses												X^2	p value
	College Representatives (N= 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)					
	Yes		No		Yes		No		Yes		No			
	F	%	f	%	F	%	f	%	F	%	f	%		
1. do tutors play the role of a counsellor too	9	60	6	40	24	21	93	79	44	18	196	82	14.935	.001
2. do tutors have the requisite knowledge, competence and training to do counselling?	3	33	6	67	5	21	19	79	12	27	32	73	.622	.733
3. do tutors manage the work load of playing the two roles?	3	33	6	67	9	38	15	62	14	32	30	68	.225	.894

Asked to tell if tutors have also been acting as guidance and counseling experts, 60 per cent of the instructors, 21 per cent of the tutors, and 18 per cent of the tutees responded positively (item 1 of Table 25). The great majority of respondents (40 per cent, 79 per cent, and 82 per cent respectively), however, reflected their objection on the assumption. These figures may have a message to convey, that the tutors in some of the places were working as counselors too.

A chi-square test of significance was done to see if there was perceptual difference among respondents. The associated p value of 0.001 shows that responses were dependent on the respondents.

Respondents, who gave the assertion that the tutors are counselors at the same time, were then asked if the tutors had the requisite knowledge and expertise to do the additional task of counselling. Unfortunately, as can be seen in item (2) of Table 25, the great majority of the respondents (67 per cent of the instructors, 79 per cent of the tutors, and 73 per cent of the tutees) declared that tutors didn't have the required knowledge and skill to do counseling. One can infer from this that the tutors were assuming only a nominal role with regards to counseling.

Moreover, the respondents indicated that the additional assignment of counseling to the tutors could bring nothing sensible but adds to the workload of the tutors, as said by 67 per cent of the instructors, 62 per cent of the tutors and 68 per cent of the tutees.

The chi-square test with a p value of .733 was also in support of the existence of consensus among the respondents on the issue that tutors lacked requisite knowledge and skill to do counseling.

Questions regarding the effectiveness of the tutors were also raised. The responses were organized in Table 26.

3.4 How effective were the Tutors?

The participants of this study were asked if the performance of the tutors was to their expectation or not. The responses are organized in to Table 26.

TABLE 26

EFFECTIVENESS OF TUTORS

Item	Frequencies, percentages, and chi-square values of the responses												X^2	p value
	Instructors (N= 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)					
	Yes		No		Yes		No		Yes		No			
	F	%	f	%	F	%	f	%	f	%	F	%		
1. In your opinion, are the tutors efficiently discharging their responsibilities?	5	33	10	67	21	18	96	82	67	28	173	72	4.747	.903
2. Do you think that tutors' failure to manage the program are attributable to the following reasons?														
A. lack of subject matter knowledge	-	0	10	100	7	7	89	93	23	13	150	87		
B. lack of tutoring skills	4	40	6	60	60	63	36	37	89	51	84	49		
C. lack of motivation	6	60	4	40	72	75	24	25	101	58	72	42		
D. excessive work load	7	70	3	30	81	84	15	16	141	82	32	18		
E. lack of evaluation and control	5	50	5	50	50	52	46	48	96	55	77	45		
F. time constraint	7	70	3	30	67	70	29	30	116	67	57	33		

Significant number of respondents from the three groups (33 per cent of the instructors, 18 per cent of the tutors themselves, and 28 per cent of the tutees) said that tutors were not performing to the satisfaction of the learners and the expectation of the system. In connection to this, the respondents were exposed to a list of different factors and requested to identify those factors that could possibly have resulted in the alleged inefficiency of the tutors. Accordingly, the respondents identified three most important and two moderately important factors, which they thought were good sources of the drawback. The significant ones included excessive work load (as claimed by 70 per cent of the instructors, 84 per cent of the tutors, and 82 per cent of the tutees), time constraint (as noted by 70 per cent of the instructors, 70 per cent of the tutors, and 67 per cent of the tutees), and lack of motivation (as given by 60 per cent of the instructors, 75 per cent of the tutors and 58 per cent of the tutees). Factors, which were considered moderately important based on the number of responses, include the lack of tutoring skill (as confirmed by 40 per cent of the instructors, 63 per cent of the tutors and 51 per cent of the tutees), and lack of regular evaluation and control (as asserted by 50 per cent of the instructors, 52 per cent of the tutors, and 55 per cent of the tutees).

Respondents were also inquired if performance appraisal of tutors has been carried out and if it was followed by either positive or negative reinforcement measures. The responses of the respondents were organized in Table 27.

3.5 Is Performance of the Tutors followed by any consequences?

Respondents were also asked if tutors have ever been appraised on their performance and if their good deeds were cherished with rewards and bad performances were punished. Their responses were organized in to Table 27.

TABLE 27

REWARDS AND PUNISHMENT

Item	Frequencies, percentages, and chi-square values of the responses												X^2	p value
	Instructors (N= 15)				Tutors and coordinators (N = 117)				Tutees (N = 240)					
	Yes		No		Yes		No		Yes		No			
	f	%	f	%	F	%	f	%	f	%	F	%		
1. Is tutors pay commensurate to the work load?	-	0	15	100	21	18	96	82	-		-		3.202	.074
2. Have tutors been appraised on their performance?	5	33	10	67	9	8	108	92	-		-		9.220	.002
3. Are excellent performance of tutors rewarded?	-	0	15	100	-	-	117	100	-		-			
4. Were there incidences of disciplinary problems?	10	67	5	33	28	24	89	76	68	28	172	72	2.612	.271

Respondents were asked if the pay of the tutors was proportionate to the workload they were bearing. In answer to this question, hundred per cent of the respondents affirmed that pay was never commensurate to the workload. Respondents were also asked if other kinds of incentives have ever been given as consequences of performance appraisal of the tutors (if any), to which 67 per cent of the instructors and 92 per cent of the tutors said that performance appraisals were inexistent and consequently awarding excellent performance was not established (as confirmed by 100 per cent of both groups of respondents). Similarly, respondents confirmed that punishment procedures on defaults committed were inexistent.

The p value of .271 (in item 4 of Table 27) confirms that there was no statistically significant difference in the opinion of the three groups of respondents on the inexistence of disciplinary problems.

4. The Management of Budget

Unlike the majority of the distance education programs else where in the world, this program is not involved in marketing distance education to its clients. Its financial expenses are all covered by a donor organisation called BESO. Thus, the budget preparation procedure certainly differed from the ones that are found in the literature and which are commonly practiced by many of such organisations or systems. Accordingly, the preparation of the budget did not start with the forecast or establishment of the revenue budget, as the source of the revenue is clearly known to be the donor organisation. In connection to this it is apparent that sales forecasts had no place in the preparation of budget.

In this system, budget was prepared totally centrally by EMA even with out consultation to the people at the various echelons of the system except that these people will finally be requested to comment on the prepared budget.

The interviewee believed that accurate budgeting was developed based on the plans developed for the various activities involved in the program, as well as information about the costs of those activities. However, the subject further confessed that it was very unfortunate that budget for the distribution of the courses was elapsed.

The entire budget of the system can be classified in to two types, budget for the development and production of courses and budget for the presentation of the courses. In drawing up these budgets, EMA has used the following activity costing:

The development and production budget comprised of budgeting for course writing and editing, and budgeting for course production. This plan started with the determination of the number of courses to be given in the lifetime of the program, the number of course modules that were required to offer these courses, the sizes of the course modules to be produced and the number of radio cassettes to be prepared. Based on this computation, the number of experts required to develop the courses and the radio cassettes, the number of experts to transmit the radio lessons, the costs of these experts and the activity level were specified.

According to the interviewee, the size of the course modules ranged from two hundred to four hundred pages. This was directly affected by the credit hours assigned to the particular course. Actual size was determined by the number of assigned credit hours times hundred. Thus, courses given in two credit hours were made to have two hundred pages, those with three credit hours to have three hundred pages and so on.

The payment made to the course writers varied from 20,000 birr to 40,000 birr depending on the volume of the course material they developed. The actual amount to be paid was arrived at by multiplying the number of pages of the modules by hundred, which is the pay rate per page.

With regard to the production of the course modules, EMA makes a rough estimate of about 2 million birr per a semester, which of course was over estimated, as experience showed.

Courses presentation budgets comprised of budget for tutors payment, budget for coordinators payment, budget for payment of exam setters and correctors, and stationary associated with exams. Both types of approaches – fixed pay approaches and volume related pay approaches – were considered in the preparation of these budgets.

The budget for the payment of tutors was developed initially based on fixed pay approach wherein each and every tutor was paid birr 280 regardless of the number of students he/she tutored and the number of assignments he/she checked. Based on the feedbacks from the participants, the payment of the tutors was changed from the fixed pay approach to volume related approach and the budgeting pattern shifted accordingly. Currently, the budget is prepared with the assumption that every tutor is paid birr 200 as a base and 40 birr per tutorial period per 40 students. That means, a tutor who gives tuition for 40 students for one tutorial period will be paid birr 200 plus 40 and a tutor who is tutoring 80 students for one tutorial period will be paid birr 200 plus 80 birr and so on.

5. Major Constraints of the Program

The major constraints of the program, which were identified by the respondents, can be categorized in to the following major classes:

Administrative structure: the majority of the respondents declared that the most important problem of this program was the lack of a clear and well developed administrative structure. The questions of who are the stakeholders of the program, who is responsible for what, who has what authority, who is accountable to what, who reports to whom, and others were not properly dealt with. Thus, the program was

started and left alone to go all by itself. This has contributed to the occurrence of almost all of the problems that the program has encountered.

Budgetary constraints: because of the limitedness of the fund for the program, most of the key players of the program were either poorly remunerated or not compensated at all. Tutors, for instance, claimed that their pay for the face-to-face tuition as the marking of the assignments was not satisfactory. This condition has created dissatisfaction among them and played a negative impact on their effectiveness. Owing ones again to shortage of budget, the heads of the distance education departments of the regional education bureaus and the participating colleges and universities were never compensated for their services. On this ground, these people could not give much concern for the effective implementation of the program.

CHAPTER FOUR

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

4.1 SUMMARY

The main purpose of this study was to look into the management of distance education for upper primary school teachers and point out the prevailing problems of the program and thereby suggest alternative solutions.

In order to achieve this purpose, five basic questions were raised regarding the management of the development, production and distribution of the courses; the management of the tutor – related issues, the management of student support services, and the management of budget.

The study was carried out in Amhara regional state, Southern peoples, nations and nationalities regional state, Dire Dawa administrative council, Harari people regional state, and JiJiga, which were selected using simple random sampling technique.

The data were collected from the sample regions using the two statistical instruments of questionnaires and interviews.

The data obtained were then analyzed using the statistical tools of frequency count, percentage, weighted mean, Chi-square, the t-test, and the Spearman's Correlations Coefficient test.

The analysis made warrant the following major findings and conclusions:

1. Indigenous experts that are working in the various participating universities and colleges developed all the courses for the program, either individually or in teams. The selection of these people was rational that they were acknowledged to have adequate subject matter knowledge as well as some know-how on the pedagogic potential of the media for course distribution. On top of this, the developers were given special training, which helped them in discharging their responsibilities effectively on the whole.

   Thus, the course developers could manage coming up with courses that have academic and pedagogic quality appropriate to the level of the learners. In addition, the course materials were known to have adequate number of the self-assessment exercises as well as assignments for submission. On these grounds, it was within the agreement of a great many of the respondents that the courses were self-sufficient and instructive by themselves.

   However, the development of some of the courses was characterized by a significant delay that could disturb the bigger schedule of the program.

2. The reproduction of the course modules was contracted out to external printing houses for reasons of cost effectiveness. In contracting out the work, EMA invited potential bidders and awarded the bid to a couple of printing houses based on objective evaluation of the package of offers they made. Chief among these offers was the attractiveness of the printing cost, the time span, the quality of the print, and the quality of the paper and the binding as well. However, problems of lack of

close control and monitoring over the production process were invariably associated with this arrangement for production. This has resulted in products with a quality somehow below the desired standard. Needless to say, the production process, like the development process, was marked by significant delay.

3. Print in the form of course modules represented the one major medium for course distribution. In few of the places, language courses were supplemented with radio lessons.

The distribution of this major medium was characterized by a number of problems including: delay in shipment, inadequate supply of modules for some of the courses, complete lack of modules for other courses, and lack of one of the modules in a series.

Radio lessons too were entangled with a couple of problems. Chief among them was the inconvenient ness of the broadcast time to the learners. Otherwise, radio lessons were appreciated for their use of standard language, pedagogic potential, and extent of support they provided to the main course material.

By and large, respondents ascertained that the media used have standard quality regarding most of their attributes and thereby acknowledged their suitability for the distribution of the course curriculum. Moreover, instructors and tutors witnessed that the media used were cost effective.

4. In effort to recruiting potential learners, the system sent circulars to schools, which could disseminate all sorts of relevant information pertinent to the program. Selection of trainers was then done based on objective evaluation of the merits of the applicants in light of the following key result areas: TTI result, cumulative results of school performance appraisal, service year, gender, and to some extent administrative service.

5. The assessment of the performance of the learners was made by assignments for submission and final exams. On top these, few evidences could be found that laboratory practical reports and practical exams were used to measure the performance of science students.

6. The significance of the tutor marked assignments as tools of correspondence tuition and thereby as methods of assessment was perceived positively by both tutors and tutees. With few exceptions from both groups, while tutors said that the number of these assignments was generally enough, the tutees, on the other had, were largely of the opinion that it was only moderate, not enough.

A couple of important problems have been identified with the tutor marked assignments. Included are: content-related problems, i.e., some questions were easy-to-do type for urban dwellers but very imaginary for those who are from countryside; credit-related problems, i.e., only insignificant credit (5% or less) was given to the assignments; tutee – related problems, i.e., delay in submission of assignments, incompleteness (to some extent) with their answers to the assignments, and most of all dependency syndrome in the sense that they depended much on others than themselves for the answers of the assignments;

and tutor – related problems, i.e., tutors could not give sufficient remarks and comments, and also delay feedbacks on assignments. Contrary to the opinion of the tutors, most tutees grieved on the vagueness of the comments given, and on the unfairness and biases observed in grading their work.

7. Certain problems have been discovered in connection to the exams. These problems seem to be stretched from the conception to the conclusion of the exam periods. The problems can be sorted into the following categories:
   Schedule – related problems: with the exception of the majority of the instructors, most respondents declared that there always was a lag in the announcement of exam schedules. Respondents further asserted that even the late announced schedules were never steady.

   Content – related problems: a size of the respondents claimed that exams lacked good reflections on the objectives of the courses as well as the topics that were dealt with.

   Discipline – related problems: with the exception of the majority of the instructors, most respondents believed that exams could not be given maximum protection that there were incidences of advance disclosures. The most kernel problem, however, occurred during the conduct of exams. Because of the leniency on the part of the invigilators, it was a common observation that examinees were at liberty to the extent of copying from friends or notebooks and modules.
   On top of these problems, some respondents indicated that the grades of the learners were sometimes unnecessarily affected by personal relationships and biases.

The majority of the tutors and the tutees claimed that even if these problems were repeatedly reported to higher authorities, only few or none of them were met with institutional corrective actions.

8 The findings of this study showed that the system could render much service in the area of subject matter tuition and only little or nominal service in the areas of counselling, popularizing institutional regulations and procedures, and conflict and grievance resolution. For instance, at its best, the system could render counselling services in the issues only of study technique and personal problems that were directly related to the education of the individual and are likely to hinder his or her participation. With regards to popularizing institutional regulations and procedures, the system has communicated and discussed the rules, regulations, working principles ad procedures in some of the places, but not in all.

9 With regard to subject matter tuition, however the system could mainly employ face-to-face as well as correspondence tuitions to some degree of effectiveness. Though it lacked universality, resource centres were also established to help learners with their study. Few respondents also declared that science students were assisted with the organization and conduct of laboratory practical activities.

10 It was claimed by large proportion of the respondents that learners avail themselves for the face-to-face tutorial sessions only in an on-and-off fashion. These respondents were able to identify several reasons for the irregularity they asserted. The most important ones, however, were the remoteness of the tutorial centres and the inconsistency of the tutorial schedules.

The majority of the respondents perceived the face-to-face tuitions as having high value to the learners, but strongly questioned the adequacy of the frequency of the sessions. Some of them suggested that the frequency of these programs be raised to four or five sessions per semester.

11 Very high percent of the respondents reported that residential schools were very important to science students. They further asserted that it might be impossible to reap all the potential benefits of the laboratory sessions with the currently established frequency. Thus, most of them suggested that there should be three of these sessions in a semester.

Like the tutorial program, residential schools too have faced a number of important problems. Crucial among them were the variability of schedules, lack of manuals for the practical activities, lack of sufficient amount of chemicals, and students' financial incapacity to cover food and lodging expenses.

12 Resource rooms were inexistent in most of the tutorial centers. Where found, they were barely organized, with few reference books, copies of modules, a few classical teaching aids, and little furniture. Moreover, the rooms themselves were too small to accommodate even a dozen of learners for reading. Audio-visuals of any kind and computers as well were not reported to be available.

The service of the rooms included lending books for reading in the room itself, lending the books for take away for a specific time, and lending books for photocopying.

The service of these rooms was further constrained by its infrequent opening hours. They were open generally at the times of face-to-face tutorial sessions.

13 Unlike the majority of the instructors, the rest of the respondents asserted that the recruitment of the tutors was not open to all potential recruits. But both have said that applicants were selected as a result of certain selection criteria. The respondents further disclosed that one of the most emphasized criteria during the selection was subject matter expertise.

14 Most of the tutors were known to have taken training and induction before they started working. The induction and training benefited the tutors in a variety of different ways such as in understanding the concepts, governing principles, working procedures and general requirements of the program, in making the tutors understand the specific role they should play in the system, in gaining the human skills that this kind of educational program requires, in equipping the tutors with the knowledge of the standards and practices of assessment in distance learning, and in acquiring the skills of conducting correspondence tuition effectively.

Unfortunately, however, the training of tutors remained a one shot experience. Definitely all of the respondents said that neither training was given afterwards, nor mentoring (its supplement) was sought for.

15 Although this service is inexistent in many of the places, some of the respondents believed that tutors perform the role of a counselor as well. However, the respondents further asserted that the service was of a low standard for the tutors have no special training to do counseling.

16 The majority of the respondents said that the tutors were performing well below their capacity. They could, however, find a number of reasons for this claimed

inefficiency. The most important ones included excessive workload, time constraint, and lack of motivation.

17 Virtually all of the tutors and the instructors affirmed that the pay of the tutors was not commensurate to the workload.

It was also indicated by the respondents that tutors have not been appraised on their performance. Because of this, specific policy and procedures for both rewards and punishments as consequences of appraisal were not established at all.

4.2 Conclusions

1. Except for the delay in some of the courses, the level of achievement that this system has secured in the area of course development was generally high. That is, the materials developed for this program were generally of the required standard in terms of their academic content, pedagogy, amount of self-assessment exercises, and amount of assignments for submission. This might be indicative of a good planning and management activities accomplished with regard to the selection of the course developers, the content and provision of the special training given to the developers and the nature and extent of motivational issues.

2. With the current capacity of the different participating units in terms of physical facilities and finance, it could not be possible at all to do the reproduction of the course modules in-house. Thus, the choice of contracting out the production of course modules to external printing houses has no alternative and it is very cost-effective as well. To this effect adequate preparation for bid was made and later exercised. However, subsequent follow up of the production process was loose that certain unpleasant features could occur in the products as well as a significant lag in the performance of the contract.

4. Only a single medium, the print, was relied upon for the distribution of the courses. The inclination of the system on the use only of the print may be due largely to reasons of cost efficiency, accessibility, and their time tested effectiveness. Yet, The distribution of the course modules was not adequately organized and controlled that problems of module shortages, complete absence of

modules for some of the course, and missing modules in a series have commonly affected the teaching-learning process.

5. Adequate effort seems to have been expended to recruit and select tutees that deserve the chance of participating in this program. Accordingly, only those applicants who had relatively better merits have been given admission.

6. Assessment of performance was made through assignments for submission and final exams. However, the credit allocation seems to be highly in favor of the final exams that the other methods accounted for insignificant proportion of the total credit.

7. The tutor marked assignments (assignments for submission) included in the course modules were instrumental in helping the tutees master the subject matter of the courses better.

8. Owing to the lack of adequate control mechanism and motivation, the issue of assignments for submission was entangled with problems that emanated from both the tutees and the tutors. The fact of copying the work of others and getting ones assignment done by others may be attributable to the lack of motivation by the learners, or to their inadequate preparation to confront the assignments. The failure of the tutors to give sufficient of remarks and comments on the assignments may also be due largely to the same cause. The lag observed in giving feedback on the assignments and the unfair grading that follows may be attributable to either excessive work load or the lack of supervision or follow-up

on the work of the tutors or the non-existence of grievance and punishment procedures.

9. The management of exams has suffered from a number of problems that had to do with the lack of adequate planning, organization and control. Exams schedules were hardly planned in advance. They were usually developed spontaneously that most of the time they were liable to frequent changes.

   With regard to their content, the majority of the exams were poorly planned that they did not have adequate coverage of taught portions and they barely reflected the objectives of the courses. This is also indicative of the absence of a unit that checks on the quality of the exams.

   Again because of the lack of adequate coordination and control over exams, exam papers were least secured and protected. This has been the source of the disclosure of some of the exams in advance.

   Because of the complete absence of control over tutors, many a time some tutors were lenient with their responsibility as invigilators and they were unjust with grading the work of the learners. This has caused great hazard on exam discipline and on the grade reports.

   In spite of the fact that these problems have repeatedly been reported to higher authorities, none of them were met with institutional measures. This might lead to the conclusion that the higher authorities were lenient on the measures to be

taken, or they had no clear guidelines as to how to deal with these kinds of coincidences, or they do not have the authority to take measures.

10. The system lacks administrative structure and the respective staff that give services in the areas of counseling, and grievance and conflict management. Thus, the whole area of support that the system provided to its students revolves around tuition. This shows that either the system has neglected the planning or implementation of these services or it has poorly institutionalized them.

11. Face-to-face tutorial sessions were regularly attended only by those tutees that were: close to the tutorial centers, financially capable, and tolerant of the inconvenience created due to frequent changes of the schedule and tutors' absenteeism. The tutorial sessions have benefited the tutees to some extent but not to a maximum level possible because of the limitedness of the frequency of the sessions.
12. In spite of their importance, residential schools have not been adequately planned and organized in advance. While they were inexistent in most of the places, the tutorial sessions, where conducted, have strongly suffered from problems of ill-developed plans, organization and follow up.

13. Because of the absence or inadequate organization of the resource rooms, the learners could not do further reading on the reference books, and could not strengthen their reading by listen to the radio cassettes, and by watching audio-visuals.

14. The management of the tutors has both positive and negative features. Although enough recruitment was not done, selection was, however, accomplished based on a set of objective and relevant criteria. Further more, except that it was a one shot experience, the tutors were given induction and training that acquainted them with the features and requirements of distance teaching and, which equipped them with the necessary skills of tutoring. Conversely, the system could not sufficiently deal with the questions of remuneration, work overload and motivation that most of the tutors were found performing below their capacities or resigning from the system altogether. This was aggravated by the absence of performance appraisal, which could otherwise help the tutors to strengthen their strength ad weaken their weaknesses.

4.3 Recommendation

1. The findings of this research revealed that the underdeveloped ness of the administrative structure and the shortage of budget were two of the major constraints that affected the management of the program. To alleviate these problems and to benefit more from distance education provisions, the researcher recommends that the government considers distance education as a strategic tool to:

   1.1 provide its citizens with access to the academic wealth of higher education institutions

   1.2 Support the various ministries and institutions to achieve their goals, particularly capacity building.

   1.3 Improve the quality of educational experience in higher education institutions

   1.4 Facilitate the transfer of practical knowledge to the academic community,

2. In connection to this, the Ministry of Education should be able to establish consortia among the participating higher education institutions. On top of its principal advantages of collaborative working and exchanges of resources and ideas, this arrangement would be very much helpful in winning the assistance of funding agencies since they usually attach cost effectiveness with such an arrangement,

3. Each of the participating higher education institutions should be given full mandate as well as responsibility of providing distance education. When this is done it should be to the extent that distance education is given appropriate place within the organizational structure and integrated in the institution's core mission.

4. To the effect of the above recommendation, it is advisable for the institutions to draw, in common, administrative policies that might assist in the successful implementation of distance education programs. It might be beneficial to check that the policy makes sure that:

   4.1 The institutions apportion resources for the purpose of both operational and infrastructural expenses of distance education,

   4.2 Institutions establish administrative unit with a full time head who would champion the cause of distance education.

   4.3 The administrative unit works in collaboration with libraries, computer services and other facilities.

   4.4 The administrative unit works for the establishment and maintenance of inter-institutional relationship.

   4.5 The unit keeps appropriate record of faculty and tutors and make evaluation of the extent of their participation in the program.

   4.6 The unit provides all sorts of assistance to the learners including face to face and correspondence tuition, counseling service, conflict and grievance management, enquiry services and others.

   4.7 Institutions will be held accountable for their delivery of distance education

5. Although significant achievements were made with regard to course development, it remains true that it was done at a rush, with little or no opportunity for any kind of review or piloting. Since this approach could be a source of important problems, the system should take steps to correct them in future times. In connection to this, the system may develop the courses, and print them in a preliminary version, which can be piloted and evaluated by the different actors in the system such as the students, the tutors, and others. The feedbacks on the evaluation will be

collected and incorporated in to the revision process. When this is done, it would be possible for the four components of the system – the students, the instructors/authors, the tutors and the experts in media didactics - to interact and produce the most ideal material,

6. Still there is quite wide room for the system to produce more feasible and productive course curriculum. This, however, requires the formulation and implementation of policy which ensures that:
   6.1 Faculty development and support is in place to attract able individuals to participate in distance education. The institution should employ a full range of reward structure to realize this.
   6.2 The course developers are selected in the most rational way,
   6.3 All the personnel involved in course development went through training covering important aspects of course development for distance education and it takes place in a continuous basis.
   6.4 Adequate attention is given to what is generally valued and rewarded by the academic environment. To this effect, it is advisable for the administration to consider the contribution of staff in distance education for tenure and promotion purposes. In connection to this, quality standards of distance education instruction that guide evaluation for promotion and tenure purposes need to be determined,
   6.5 Such inducements as release time, sabbaticals and grants should be given to faculty teaching via distance.
   6.6 Distance teaching should be considered as part of the regular work load,
   6.7 Reasonable remuneration scheme is in place. The development and implementation of quality distance instruction does require more time. Thus,

the administration should take into account the extra time commitment while dealing with remuneration,

7. This study has revealed that the distribution of the course curriculum to the learners was inefficient. To curb this inefficiency, the system should be able to ensure that:
   7.1 Where financially feasible, other alternative media for course distribution, such as the radio and television, are in place so that learners' chance of getting the course curriculum would at least be increased (if not one, the other),
   7.2 The course modules are dispatched from the central stock and reach the tutorial centers as per the set schedules.
   7.3 The modules dispatched are in quantity proportionate to the number of the learners and no modules in a series are missing,
   7.4 The individuals or units involved in the distribution will be accountable to any mishaps,

8. Significant achievement was made in the recruitment and selection of the learners for this program. However, the selection would be more rational if qualifying tests were also included to the set of criteria used,

9. The performance of the learners in the courses can be said almost entirely dependant on their achievement on the final exams. Since this approach affects the learners attitude to the assignments and other activities such as laboratory practical sessions, the researcher suggests that it would be important if :

9.1 The institutions develop meaningful evaluation tools and methods linked to the learning objectives. A wide range of assessment techniques need to be considered.

9.2 Assignments are properly planned and their implementation strictly adhered to,

9.3 Enough of the assignments and the laboratory practical were planned and worked for and adequate aggregate credits were given to them.

9.4 On the job evaluations (practicum) are conducted,

10. Tutor-born problems were among the many problems identified in relation to the face-to-face as well as the correspondence tuition. The researcher proposes the following mechanisms as alternative solutions to these problems:

10.1 tutors should be given adequate and continuous training on correspondence and face-to-face tuition,

10.2 tutors should be paid separately for checking or marking the assignments

10.3 tutors should thoroughly plan face-to-face sessions, and act accordingly,

10.4 the transaction of assignments between the tutors and the tutees should be accomplished effectively,

10.5 Tutors should be periodically evaluated and the evaluation be followed by both positive and negative consequences,

11 Likewise, problems pertinent to exams were also discovered in this study. To curb these problems, the system may need to:

11.1 Incorporate the exam schedule for the semester in the academic calendar of the program and work for its realization.

11.2 timely announce changes in schedule if there are any,

11.3 Be very careful with the selection of the personnel who set the exams,

11.4 Ensure that exams are prepared in advance and provided the utmost security,

11.5 Check on the validity of the exams from different perspectives including coverage of taught portion, and appropriateness to the objectives of the courses,

11.6 Find ways of ensuring exam discipline

11.7 Ensure that exam booklets are genuinely checked and returned to the learners timely.

11.8 Immediately react to defaults reported in this regard,

12. The researcher feels that it is advisable for the system to provided services in the areas of counseling as well since they are equally important for the success of the learners. To this effect, it may be essential,

12.1 To give the service of counseling a room in the administrative structure of the system,

12.2 Assign trained officers for the post or train the tutors to play the role of a counselor as well. In the case of the latter, care should be taken not to overload them,

12.3 where specialist are assigned for the job, and where it is financially affordable, it may be very helpful to establish 'dedicated lines' with which students may make enquires of their own interests,

13. The irregularity of the tutees for the tutorial sessions was discovered in this study. Factors that are both internal and external to the system have been identified to be causes of this irregularity. The system should be able to minimize the influence of those factors that are internal to it. Thus, it may need to:

13.1 conduct the face-to-face session exactly as per the schedule given to the learners,

13.2 minimize absenteeism on the part of the tutors,

13.3 upgrade the efficiency of tutors on the face-to-face sessions,

14. With regard to the residential schools, the system may need to

14.1 properly plan the number of residential schools that are sufficient to undertake practical activities recommended for the courses, and ensure that convenient schedules are set and put in to practice,

14.2 ensure that adequate of the science laboratories are available in the serving colleges or tutorial centres,

14.3 ensure that these laboratories are adequately supplied, equipped and furnished,

14.4 make sure that the manual for the practical activities are already prepared,

14.5 make technical assistance available,

15. Institutions offering distance education should be able to establish an arrangement whereby learners would be able to access learning resources and experiences required to successfully complete the program. To this effect the institutions, in collaboration with the central coordinating unit and the regional education bureaus, should establish and sufficiently organize resource rooms at the tutorial centres and subsequently check on the utilization of the resources. But, since acquisition of experience requires access to interaction with other

learners for such purposes as exchanging ideas and working collaboratively, the system need to work for the establishment of study circles as well,

16. Regarding the management of the tutors, the following recommendations were made. The system should make sure that:
    16.1 adequate efforts are expended to attract all potential applicants and that selection is made using a very rationale and justifiable criteria.
    16.2 all tutors receive the special training necessary for the assignment. But it is necessary to periodically evaluate the desirability of the training.
    16.3 tutors are getting training on a continuous basis,
    16.4 new tutors get training or are at least be mentored with experienced ones before they assume their position,
    16.5 The institutional requirements of the tutors are addressed,
    16.6 Tutors are adequately remunerated,
    16.7 Tutors are appraised periodically, and appraisal reports used for positive or negative reinforcement purposes

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APPENDIX A

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ቤት
የትምህርት ዕቅድና አመራር ዲፓርትመንት

በአንዳኛ ደረጃ ሁለተኛ ሣይክል የመምህራን የርቀት ትምህርት ፕሮግራም አፈፃፀም ላይ መረጃ ለመሠብሠብ የተዘጋጀ መጠይቅ።

ጥር፣ 1996 ዓ.ም

በሰልጣኝ መምህራን የሚሞላ

1. **የመጠይቁ ዓላማ**

የዚህ መጠይቅ ዓላማ የአንደኛ ደረጃ ሁለተኛ ሣይክል የመምህራን የርቀት ትምህርት ፕሮግራም አስተዳደርን በተመለከተ መረጃ ለመሠብሠብና በተሰበሠበው መረጃ መሠረት ፕሮግራሙ ያለበትን ችግሮች ላይቶ በማውጣት አንደ አስፈላጊነቱ ፕሮግራሙ የበለጠ የተሟላና ቀልጣፋ አገለግሎት የሚሠጥበትን መንገድ መጠቆም ነው። በዚህም መሠረት ለጥናቱ ስኬታማነት ታዓማኒነት ያላቸውና ምሉእ የሆኑ መረጃዎች እጅግ በጣም አስፈላጊዎች ናቸው። ሥለዚህ በዚህ መጠይቅ ውስጥ ለተካተቱት ጥያቄዎች ሁሉ ቀና እና የተሟላ መልስ እንዲሠጡ በትህትና እየጠየቅሁ የሚሠጧቸው መልሶች በሙሉ ሚስጢራዊነታቸው የተጠበቀ መሆኑን አረጋግጣለሁ።

ስለትብብርዎ በቅድሚያ አመሠግናለሁ።

2. *አጠቃላይ መመሪያ*
   1. አማራጭ ለተሠጣቸው ጥያቄዎች በሙሉ መልስዎን ከአማራጩ ጐን በሠፈረው ባዶ ሣጥን ውስጥ የ"✓" ምልክት በማስቀመጥ ያሣውቁ
   2. በባህሪያቸው ገደብ ከሚያደርጉ አማራጮች በስተቀር (ለምሣሌ አማራጮቹ አዎን እና አይደለም ከሆኑ) ከአንድ በላይ መልስ መስጠት ይቻላል።
   3. ነፃ አስተያየትዎን ለሚሹ ጥያቄዎች ሁሉ መልስዎን በአጭሩ፣ በግልፅና በሚነበብ መልክ ያስፍሩ
   4. በተቻለ መጠን ሁሉንም ጥያቄዎች ከመመልስ አይቆጠቡ

ክፍል አንድ፡- አጠቃላይ መረጃ

1. አድራሻ
   ክልል ----------
   ዞን ----------
   ወረዳ ----------
2. የመጀመሪያ ደረጃ መምህርነት ሥልጠናና ሠርተፍኬት ያገኙበት ተቋም ----------
   ----
3. የርቀት ትምህርት የሚከታተሉበት ኮሌጅ/ ዩኒቨርሲቲ ----------
   ----
4. የቱቶሪያል አገልግሎት የሚያገኙበት ማዕከል ----------
5. ዕድሜ ---------- ፆታ ---------- የአገልግሎት ዘመን ----------
6. አብይ ትምህርት ---------- ንዑስ ትምህርት ----------
7. መጠይቁን የሞሉበት ቀን ----------

ክፍል ሁለት፡ አድሚሽን

1. ለዚህ የርቀት ትምህርት ተመርጠው መሣተፍ ከመጀመርዎ በፊት በየትኛው የክፍል ደረጃ ነበር የሚያስተምሩት?

    ሀ. ከ1ኛ - 4ኛ ☐

    ለ. 5ኛ -6ኛ ☐

    ሐ. 7ኛ- 8ኛ ☐

    መ. ከ5ኛ -8ኛ ☐

2. ሥልጠናውን መውሰድ ከጀመሩ በኃላ የሚያስተምሩበት የክፍል ደረጃ?

    ሀ. ከ1ኛ - 4ኛ ☐

    ለ. 5ኛ -6ኛ ☐

    ሐ. 7ኛና-8ኛ ☐

    መ. ከ5ኛ -8ኛ ☐

ክፍል ሦስት፡ የኮርስ ይዘትና ስርጭት

የኮርስ ይዘት

ቀጥሎ በተሠጠው ሠንጠረዥ ውስጥ የኮርሶችን አጠቃላይ ይዘት የሚመለከቱ አረፍተ ነገሮች ሠፍረዋል:: በአረፍተ ነገሮቹ ላይ ያለወትን አመለካከት ከፊት ለፊት ከተሠጡት አማራጮች በአንዱ ላይ የ"✓" ምልክት በማድረግ ይግለፁ::

	አረፍተ ነገር	በፍፁም አልስማማም	አልስማማም	ሀሳብ አልሠጥም	እስማማለሁ	በጣም እስማማለሁ
1	ማስተማሪያ ማቴሪያሎች የኮርሱን ደረጃ የጠበቀ አካዳሚክ ብቃት/ጥራት አላቸው					
2	የማቴሪያሎች ፔዳጐጂያዊ የጥራት ደረጃ የተማሪዎችን የትምህርት ደረጃ ያገናዘበ ነዉ					
3	የማስተማሪያ ማቴሪያሎች ከሌሎች ኮርሱን ለማስተማር ከተዘጋጁ ማቴሪያሎች ጋር ጥሩ ትንጅት አላቸው					
4	የማስተማሪያ ማቴሪያሎች ተማሪዎቹ ራሣቸውን የማገመግሙባቸው (Self assessment exercises) መልመጃዎችን በበቂ መጠን ይዘዋል::					
5	የማስተማሪያ ማቴሪያሎች በቂ የሆኑ ንዑስ ፈተናዎችን (Assignments for submission) ይዘዎል					
6	በአጠቃላይ የማስተማሪያ ማቴሪያሎች ምልዑና በበቂ ሁኔታ አስተማሪዎች ናቸው					

የኮርስ ሥርጭት

ከዚህ ቀጥሎ የኮርስ ሥርጭትን የሚመለከቱ ጥቃቄዎች ሠፍረዋል። ለጥያቄዎቹ ያለዎትን መልስ ከፊት ለፊታቸው ካሉት ሁለት አማራጮች በአንዱ ላይ የ"✓" ምልክት በማድረግ ይግለፁ።

	ጥያቄ	አዎ	አይደለም
1	ከሚከተሉ የኮርስ ማሠራጫ መንገዶች ውስጥ በሥራ ላይ የዋለው ሀ/ ኩርስ ሞዴሎች		
	ለ/ ሬዲዮ		
	ሐ/ ቴሌቭዝን		
	መ/ የቴኘና የቪዲዮ ካሴቶች		
2	ለጥያቄ ቁጥር '1ሀ' የሠጡት መልስ አዎ ከሆነ ሞዲዬሎች እንዴት /በምን መንገድ/ ነው የሚደርሷችሁ? ሀ/ በየግል አድራሻችን		
	ለ/ ሥራ ቦታ ድረስ ይላኩልናል		
	ሐ/ ከቱቶሪያል ማዕከል እንወስቸዋለን		
	መ/ ከኩሌጆች/ ዩኒቨርስቲዎች ነው የምንሠበሥባቸው		
3	ለጥያቄ ቁጥር '1ሀ' የሠጡት መልስ አዎ ከሆነ ሞዲዬሎች በጊዜ ይደርሷችኃል?		
4	ከሞዲዬሎች ጋር በተገናኘ የገጠሙ ችግሮች ሀ/ በአጠቃላይ የሞዲዬሎች እጥረት		
	ለ/ የአንዳንድ ኮርሶች ሞዲዬሎች ሙሉ በሙሉ አለመምጣት		
	ሐ/ የአንዳንድ ኩርሶች ተከታታይ ሞዲዬሎች ውስጥአንዱ ያለመምጣት		
5	ለጥያቄ ቁጥር '1ለ' መልስዎት አዎ ከሆነ በዚህ ረገድ ገጠሙ የሚችሏቸው ችግሮች ሀ/ ሥርጭቱ ለመምህራን አመቺ በሆነ ሠዓት አለመሆን		
	ለ/ የሥርጭቱ ክፍለ ጊዜ በቂ አለመሆን		
	ሐ/ ሥርጭቱ የሚተላለፍበት ቋንቋ ጠንካራ መሆን		
	መ/ የኘሮግራሙ ማራኪና ደጋፊ አለመሆን		

ቀጥሎ በሰፈረው ሠንጠረዥ ውስጥ የኮርስ ማሠራጫ ዘዴዎችን በተመለከተ የቀረቡ ዓረፊተ ነገሮች ይገኛሉ። በነዚህ ዓረፍተ ነገሮች ላይ ያለዎትን አመለካከት ከፊት ለፊታቸው ከተሠጡት አማራጮች በአንዱ ላይ የ"✓" ምልክት በማድረግ ሀሳቦትን ይግለጹ።

ጥያቄ	በጣም አልስማማም	አልስማማም	ሙሉ በሙሉ አልስማማም	አስማማለሁ	በጣም አስማማለሁ
ራ ላይ የዋሉት የኮርስ ማሠራጫ ዘዴዎች የጥራት ደረጃቸውን የጠበቁ ናቸው					
መረጡት ሚዲያዎች ኮርሶችን ለተጠቃሚዎች ለማድረስ በጣም ምችዎች ናቸው					
ላይ ያሉት ሚዲያዎች ማራኪና ጣቢ ከመሆናቸው የተነሣ የመማር ጉጉትን ያነሣሣሉ					

ክፍል አራት: የተማሪዎች ጉዳይ አስተዳደር

የተማሪዎች ምልመላና መረጣ (Recruitment and admission)

የሚቀጥሉት ስምንት ጥያቄዎች የርቀት ትምህርት ሥርዐቱ ተማሪዎችን ለመመልመል እና ለመምረጥ የተጠቀመበትን መንገድ ይመለከታሉ። በእያንዳንዱ ጥያቄ አካያ በተመለከቱት 'አዎ' እና 'አይደለም' አምዶች ውስጥ በአንዱ ላይ የ "✓" ምልክት በማድረግ ሀሣብዎን ይግለፁ።

ጥያቄ	አዎ	አይደለም
1. የርቀት ትምህርትን በተመለከተ አጠቃላይ መረጃዎችን ከትምህርት ክፍሉ ማግኘት ችለው ነበር?		
2. ለአንደኛ ጥያቄ መልስዎት አወ ከሆነ በምን መገናኛ ዘዴ ነበር የደረሡዎት		
ሀ/ በጋዜጣ		
ለ/ በሬዲዮ		
ሐ/ በቴሌቪዥን		
መ/ በስኩላር		
ሠ/ በልዩ አትሞች		
3. የመሣተፍ ዕድሉ (admission) ለሁሉም እመልከች ክፍት ነበር?		
4. ለሦስተኛው ጥያቄ መልስዎት አልነበረም ከሆነ የተመረጣችሁበት የተለየ መስፈርት ነበር?		
5. መስፈርቱን የማየት እድል ገጥሞዎት ነበር?		
6. ከሚከተሉት መስፈርቶች ዉስጥ የትኞቹ ተከተዉ ይገኛሉ?		
ሀ/ የቀደመ ትምህርት ዉጤት		
ለ/ የስራ አፈፃፀም ዉጤት		
ሐ/ የአገልግሎት ዘመን		
መ/ በአስተዳደር ስራ ተሳትፎ		
ሠ/ ፆታ		
ረ/ የመግቢያ ፈተና ዉጤት		
7. መስፈርቱ ሚዛናዊ እና ተገቢ ናቸው ይላሉ?		
8. ለጥያቄ ቁጥር 4 መልሥዎት አይደለም ከሆነ በሌላ በምን መንገድ ነው ምርጫው የተካሄደው?		

ግምገማና ምዘና

1. የትምህርት አፈፃፀማችሁን ለመፈተሽ የተተገበሩ የግምገማ ሥልቶች

ሀ. ተከታታይ ግምገማ (assignments) ☐

ለ. የሴሚስተር አጋማሽ ፈተናዎች ☐

ሐ. የሴሚስተር ማጠቃለያ ፈተናዎች ☐

መ. የቤተ መከራ ሪፖርቶችና የተግባር ፈተናዎች ☐

ሠ. ሌሎች ሥልቶች ካሉ ☐

ለጥያቄ ቁጥር አንድ ከተሠጡት አማራጮች ውስጥ ለአማራጭ "ሀ" "አዎ" ብለው ከሆነ፣ ቀጥለው የቀረቡትን ስምንት ጥያቄዎች (2-9) ይመልሱ

2. የተከታታይ ግምገማዎች (ንዑስ ፈተናዎች) ጠቀሜታ
   - ሀ. በጣም ከፍተኛ
   - ለ. ከፍተኛ ☐
   - ሐ. መጠነኛ ☐
   - መ. ዝቅተኛ ☐
   - ሠ. በጣም ዝቅተኛ ☐
3. የንዑስ ፈተናዎቹ ብዛት
   - ሀ. በጣም ከፍተኛ
   - ለ. ከፍተኛ ☐
   - ሐ. መጠነኛ ☐
   - መ. ዝቅተኛ ☐
   - ሠ. በጣም ዝቅተኛ ☐
4. ንዑስ ፈተናዎቹ የተማሪዎችን በጣም የተለያዩ የአንባቢ ሁኔታዎች ያገናዘበ፣ ናቸው ብለው ያምናሉ?
   - ሀ. አዎ ☐
   - ለ. የለም አላምንም ☐
5. ለንዑስ ፈተናዎች ዋጋ ይሠጣቸዋል?
   - ሀ. አዎ ☐
   - ለ. የለም ☐
6. ለጥያቄ ቁጥር 5 መልሥዎት "ሀ" ከሆነ፣ የሚሠጠው ዋጋ በቂ ነው ይላሉ?
   - ሀ. አዎ ☐
   - ለ. አይደለም ☐
7. ከንዑስ ፈተናዎቹ ጋር በተያያዘ የገጠመዎት ለየት ያለ ችግር ነበር?
   - ሀ. አዎ ☐
   - ለ. የለም ☐

አዎ ነበር ካሉ፣ ዋና ዋናዎቹን ይጥቀሱ _____

8. ከንዑስ ፈተናዎች ጋር በተያያዘ ከተማሪዎች በኩል ነበሩ የሚሏቸው ችግሮች
   - ሀ. ንዑስ ፈተናዎችን በጊዜ አለማስገባት ☐
   - ለ. ጥያቄዎችን ሙሉ በሙሉ አለመመለስ ☐
   - ሐ. እርስ በርስ መኮራረጅ ☐
   - መ. ከነርሱ በተበሻሉ በሌሎች ሠዎች ማሠራት ☐
   - ሠ. ሌሎች ችግሮች ☐
9. ከንዑስ ፈተናዎች ጋር በተያያዘ ከቴቴሮች በኩል የነበሩ ችግሮች
   - ሀ. በጊዜ አርሞ አለመመለስ ☐
   - ለ. በቂ አስተያየት አለመስጠት ☐
   - ሐ. የሚሠጠ አስተያየቶች ግልፅ አለመሆን ☐
   - መ. ያለአግባብ ውጤትን ማዛባት ☐
   - ሠ. ሌሎች ችግሮች ካሉ _____

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ከዚህ ቀጥሎ የቀረቡት ጥያቄዎች የሴሚስተር ማጠቃለያ ፈተናዎችን የሚመለከቱ ናቸው። ቀደም ባለው ጥያቄ 'ማጠቃላያ ፈተናዎች' ላይ አመልክተው ከሆነ ጥያቄዎችን ይመልሱ።

ጥያቄ	በፍፁም አልስማማም	አልስማማም	አርግጠኛ አይደለሁም	አስማማለሁ	በጣም አስማማለሁ
10. የፈተና ኘሮግራሞች በጊዜ ለተማሪው እንዲደርሱ ይደረጋል					
11. የፈተና ኘሮግራሞች የፀኑ ናቸው					
12. ፈተናዎች ከኮርሱ አላማ አንፃር ሲገመገሙ ተገቢ ናቸው					
13. ፈተናዎቹ ከሁሉም ከተዳሰሱ ምዕራፎች የወጡ ናቸው					
14. በአጠቃላይ ለፈተናዎች የሚሠጠው ጊዜ በቂ ነው					
15. ፈተናዎች በጊዜ ታረመው ለተማሪው ይመለሣሉ					

ከዚህ ቀጥሎ የሠፈረው ሠንጠረዥ ከፈተና ጋር በተያያዘ ሊከሠቱ ይችላሉ የሚባሉ ጉዳዬችን ይዳሰሳል። ለነዚህ ጥያቄዎች ያለዎትን አስተያያት ከ "አዎ" ወይንም ከ "አይደለም" አምዶች በአንዱ ስር የ "✓" ምልክት በማድረግ ይግለፁ።

ጥያቄ	አዎ	የለም
16. የሚከተሉት ችግሮች አጋጥመው ነበርን?		
ሀ. የፈተናዎች ተገቢውን ጥበቃ አለማግኘት		
ለ. የፈተኞች ግዴለሽነት		
ሐ. የመልስ ወረቀቶች ተገቢውን ጠበቃ አለማግኘት		
መ. የተማሪ ውጤትን ማዛባት		
17. የተከሠቱ ችግሮች ለተገቢው አካል ሪፖርት ተደርገዋል?		
18. የበላይ አካላት ለደረሣቸው ሪፖርቶች ተገቢውን እርምጃ ወስደዋል?		

ለተማሪዎት የሚደረግ የድጋፍ አገልግሎት

1. ከርቀት ትምህርት ሥርዐቱ የሚያገኙቸው የድጋፍ አገልግሎቶች

	አዎ	የለም
ሀ. የምክር አገልግሎት	☐	☐
ለ. የትምህርቱን ይዘት ተማሪው በሚገባ እንዲገነዘበው የሚደረግ ድጋፍ	☐	☐
ሐ. ድርጅታዊ ደንቦችና መመሪያዎች ማሣወቅ	☐	☐
መ. በቱተሮች ላይና በአንዳንድ አስተዳደራዊ ውሣኔዎች ላይ ለሚቀርቡ ቅሬታዎች የመፍትሄ ሀሣብ መስጠት	☐	☐

2. ለአማራጭ "1ሀ" 'አዎ' ብለው ከሆነ አገልግሎቱ በምን በምን ጉዳዮች ላይ ያተኩረ ነው

	አዎ	የለም
ሀ. የቅድመ ምዝገባ የምክር አገልግሎት	☐	☐
ለ. የትምህርት ምርጫን የተመለከተ የምክር አገልግሎት	☐	☐
ሐ. ከትምህርት ለያፈናቀሉ በሚችሉ የግል ጉዳዮች ላይ የሚሠጥ የምክር አገልግሎት	☐	☐
መ. በቀጣይ ትምህርትና የሥራ ዘርፍ ያተኮረ የምክር አገልግሎት	☐	☐
ሠ. የጥናት ሥልቶችን የተመለከተ የምክር አገልግሎት	☐	☐
ረ. የፈተና አወሣሠድ ሥልቶች በተመለከተ	☐	☐

3. ከላይ የጠቀሷቸውን አገልግሎቶች በምን መንገድ ነው የሚያገኙቸው?

	አዎ	የለም
ሀ. በተልዕኮ	☐	☐
ለ. በሥልክ	☐	☐
ሐ. ገጽ ለገጽ በመገናኛት	☐	☐

4. ለአማራጭ "1ለ" መልስዎት 'አዎ' ከነበረ ድጋፉን በምን መልክ ያገኙታል?

	አዎ	የለም
ሀ. በንዑስ ፈተናዎች ልውውጥ	☐	☐
ለ. በገጽ ለገጽ የቲቶሪያል ድጋፍ	☐	☐
ሐ. በላቦራቶሪ የተግባር መክራዎች	☐	☐
መ. የሥልክ የድጋፍ አገልግሎት	☐	☐
ሠ. ዕውቀት ካላቸው ሠዎች ጋር በሚፈጠር ጥምረት (mentoring)	☐	☐
ረ. የትምህርት ማዕከላትን በመጠቀም (organizing resource centres)	☐	☐

5. ለአማራጭ "4ለ" 'አዎ' ብለው ከሆነ በገጽ ለገጽ ቲቶሪያሉ ምን ያህል ጊዜያት ይገኛሉ?

ሀ. ሁል ጊዜ እገኛለሁ (100%)	☐
ለ. ከሞላ ጎደል እገኛለሁ (75%)	☐
ሐ. አልፎ አልፎ እገኛለሁ (50%)	☐
መ. ከብዙ ጊዜ አንዱ እገኛለሁ (25%)	☐
ሠ. በፍፁፍ አልገኝም (0%)	☐

6. ለአምስኛው ጥያቄ የሠጡት መልስ ከ ""ሀ" እና "ለ" ውጭ ከሆነ ለዚህ ምክንያት ይሆናል ብለው የሚያስቡት

	አዎ	የለም
ሀ. የቲቶሪያል ማዕከላቱ ሩቅ መሆን	☐	☐
ለ. የቲቶሪያል ኘሮግራም ተለዋዋጭነት	☐	☐
ሐ. የተማሪዎች የገንዘብ አቅም ማነስ	☐	☐
መ. የአንዳንድ ቱተሮች ብቃት ማነስ	☐	☐
ሠ. የአንዳንድ ቱተሮች ከሥራ መቅረት	☐	☐

7. በርሥዎ አመለካከት የገጽ ለገጽ ቲቶሪያሎች ምን ያህል ጠቀሚታ አላቸው?

ሀ. በጣም ከፍተኛ	☐
ለ. ከፍተኛ	☐
ሐ. መጠነኛ	☐
መ. ዝቅተኛ	☐
ሠ. በጣም ዝቅተኛ	☐

8. የቲቶሪያሎች ጠቀሜታ ከፍተኛ ወይንም በጣም ከፍተኛ ነው ካሉ አሁን ያለው የክፍለ ጊዜ ብዛት በቂ ነው ይላሉ?

ሀ. አዎ ☐
ለ. አይደለም ☐

9. ለሥምንተኛው ጥያቄ መልሥዎት አይደለም ከሆነ ምን ያህል ቢሆን በቂ ነው ይላሉ?

ሀ. አራት ☐
ለ. አምስት ☐
ሐ. ስድስት ☐
መ ሠባት ☐

10. የርቀት ትምህርት ሥርዐቱ በጣም ራቅ ካለ አካባቢ ለሚመጡ ተማሪዎች የሚያደርገው የተለየ ኘሮግራም ወይንም ድጋፍ አለ?

ሀ. አዎ ☐
ለ. የለም ☐

አዎ ካሉ ዋና ዋናዎቹን ይጥቀሱ _____

የቤተ መከራ አገልግሎት የሚያገኙ ከሆነ ከዚህ ቀጥሎ የተመለከቱትን ጥያቄዎች ይመልሱ (ለሳይንስ ተማሪዎች ብቻ የተዘጋጁ ጥያቄዎች)

11. በአንድ የትምህርት ዓመት ስንት የቤተ መከራ ጊዜያቶች አሏችሁ?

ሀ. አንድ ☐
ለ. ሁለት ☐
ሐ. ሳስት ☐
መ. ከሳስት በላይ ☐

12. የተግባር ትምህርቱ ጠቀሜታ ምን ያህል ነው?

ሀ. በጣም ከፈተኛ ☐
ለ. ከፈተኛ ☐
ሐ. መካከለኛ ☐
መ. ዝቅተኛ ☐
ሠ. በጣም ዝቅተኛ ☐

13. ከላይ ጥያቄ 11 ላይ የጠቀሱት የክፍለ ጊዜያት ብዛት የተግባር ትምህርቱን በበቂ ሁኔታ ለማከናወን በቂነው ይላሉ?

ሀ. አዎ ☐
ለ. አይደለም ☐

14. ለአስራ ሳስተኛው ጥያቄ የሠጡት መልስ አይደለም ከሆነ ምን ያህል እንዲሆን ይመክራሉ?

ሀ. ሦስት ☐
ለ. አራት ☐
ሐ. አስምስት ☐
መ. ከአምስት በላይ ☐

15. ከተግባር ትምህርቱ ጋር በተያያዘ ነበሩ የሚሏቸው ችግሮች

	አዎ	አይደለም
ሀ. የኘሮግራሙ ተለዋዋጭነት	☐	☐
ለ. የመሠረታዊ ክህሎት አጥረት	☐	☐
ሐ. የኬሚካል አጥረት	☐	☐
መ. የቴክኒሽን አለመኖር	☐	☐
ሠ. የገንዘብ ዕጥረት (ወጭን ለመሸፈን)	☐	☐

16. የትምህርት ማዕከል አላችሁ?

ሀ. አዎ ☐

ለ. የለምንም ☐

የትምህርት ማዕከል አለን ከሉ የሚከተሉትን ዘጠኝ ጥያቄዎች (17-25) ይመልሱ።

17. የትምህርት ማዕከሉ ያከተታቸው ቁሣቁሶች

	አዎ	የለም
ሀ. ማጣቀሻ መፃህፍት	☐	☐
ለ. የሞዲዬሎች ቅጅዎች	☐	☐
ሐ. የትምህርት መርጃ መሣሪያዎች (ቻርቶች፣ ግራፎች ሥዕሎች)	☐	☐
መ. የድምፅ መምሰል መሣሪያዎች	☐	☐
ሠ. ኩምፒተሮች	☐	☐

18. የትምህርት ማዕከሉ በቂ የትምህርት ድጋፍ መስጫ መሣሪያዎችን ይሟል ብለው ያምናሉ?

ሀ. አዎ ☐

ለ. የለም ☐

19. የትምህርት ማዕከሉ አገለግሎት የሚሠጥበት ጊዜ

ሀ. ሁል ጊዜ በሥራ ቀናት ☐

ለ. ቅዳሜና ዕሁድ ☐

ሐ. በገጽ ለገጽ ቲቶሪያል ጊዜያት ☐

መ. ከማዕከሉ በሚወጣ ኘሮግራም መሠረት ☐

ሠ. የማዕከሉ ተጠሪ በሚመቸው ጊዜ ብቻ ☐

20. ማዕከሉን የሚመራው ማን ነው?

ሀ. ለዚሀ ሥራ ተብሎ የተቀጠረ ሠው ☐

ለ. የቲቶሪያል ማዕከሉ ተጠሪ ☐

ሐ. ቱተሮች በቡድን ሆነው ☐

21. ለሀያኛዉ ጥያቄ መልስዎት ከ "ሀ" ውጭ ከሆነ ተጠሪው ለሚሠጠው አገለግሎት ተገቢው ክፍያ ይከፈለዋል?

ሀ. አዎ ☐

ለ. የለም ☐

22. የማዕከሉ ተጠሪ ሥራው የሚፈልገውን ዕውቀትና ክህሎት የያዘ ነው ብለው ያምናሉ?

ሀ. አዎ ☐

ለ. የለም ☐

23. በማዕከሉ የሚገኙትን የማጠቀሻ መፃህፍት እና ሌሎችን መፃህፍቶች በምን መለክ ነው ሊጠቀሙባቸው የሚችሉት?

ሀ. እዚያው ማዕከሉ ውስጥ በማንበብ ☐
ለ. በግል ተውሶ በመውሰድ ☐
ሐ. በቡድን ተውሶ በመውሰድ ☐
መ. ፎቶ ኮፒ በማድረግ ☐

ማዕከሉ የድምፅ ወምሰል መሣሪያዎች እንዳሉት ጠቅሠው ከሆነ የሚከተሉትን ሁለት ጥያቄዎች ይመልሱ

24. የመሣሪያዎቹ ዓይነት

ሀ. ሬድዮ ☐
ለ. የሬድዮ ቲፖችና ማጫዎቻቸው ☐
ሐ. የቪዲዮ ቲፖችና ማጫዎቻቸው ☐
መ. ቴሌቪዥን ☐
ሠ. አቨርሄድ ኘሮጀክተሮች ☐
ረ. ስላይድ ኘሮጀክተሮች ☐

25. መሣሪያዎችን በበቂ ሁኔታ ተጠቅመውባቸው የሚያዉቁ ከሆነ ጠቀሜታቸውን ይጠቀሙ

መሣሪያ	ጠቀሜታ				
	በ ከፍተኛ	ከፍተኛ	መጠነኛ	ዝቅተኛ	በ ዝቅተኛ
ሬድዮ					
የሬድዮ ቲፖችና ማጫወቻው					
የቪድዮ ቲፖችና ማጫወቻው					
ቴሌቭዥን					
አቨርሄድ ኘሮጀክተሮች					
ስላይድ ኘሮጀክተሮች					

APPENDIX B

Addis Ababa University

School of graduate Studies

Questionnaire to be filled by tutorial centre coordinators and tutors

This questionnaire is designed to survey the management of distance education for upper primary school teachers. The success of the study depends largely on the responses you give to the questions contained in this questionnaire. You are, therefore, kindly requested to be honest and mindful with your answers to all the items contained herein.

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

Thank you in advance,

The student researcher

General directions

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

Part One: Personal Data

1. Address
   Region ----------
   Zone ----------
   Woreda ----------
2. Education
   BA/BSc. /Bed ☐
   MA/MSc./Med ☐
   Phd ☐
   Other ----------
3. Age ---------- Sex ----------
4. Service year ----------
5. Position ----------
6. University/ college/ tutorial centre ----------
7. Date filled ----------

PART II: COURSE CONTENT AND DISTRIBUTION

Course content

CC, T

Following are six questions that have to do with the content of the course materials. Give your opinion on each of the statements by checking in one of the cells against them.

Item	Strongly disagree	Disagree	undecided	Agree	Strongly agree
1. The course materials are of an academic quality appropriate to the level of the course					
2. The course materials are of a pedagogic quality appropriate to the level of the learners					
3. The course materials are integrated to other materials developed for the course					
4. The course materials encompass enough self-assessment exercises					
5. The course materials contain adequate assignments for submission.					
6. The course materials are generally instructive and self-sufficient.					

Course distribution

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

Item	Yes	No
1. Are the following media used in the distribution of courses?		
A. Course modules (Print)		
B. Radio		
C. Television		
D. Radio and video cassettes		
2. If you have checked on 'yes' for alternative 'A' of Q 1, how do they reach the learners?		
A. Mailed to private box		
B. Mailed to work place		
C. Collected from the tutorial centre		
D. collected from universities/colleges		
3. If you have checked on 'yes' for alternative 'A' of Q 1, do they reach the learners at the right time?		
4. What other problems are encountered in connection to modules?		
A. Deficiency of modules in general		
B. Complete lack of modules for some of the courses		
C. Missing modules for some of the courses		
5. If you have checked on 'Yes' for alternative 'B' of Q 1, what sort of problems could you identify with this medium?		
A. Time of broadcast not convenient		
B. Shot period not enough (is short)		
C. Language used is beyond scope		
D. not attractive and barely supportive		

Following are four assertive statements to which you are supposed to reflect upon as agreeing or disagreeing. Please check only in one of the five options given against each of the statements.

Item	Strongly	disagree	Undecided	Agree	Strongly agree
6. The quality of media used (print, radio) is to the standard.					
7. The media in use are very much suitable for the distribution of the course.					
8. The media in use are very much attractive and stimulate learning.					
9. The media in use are relatively cost effective.					

PART III: ADMINISTRATION OF STUDENT ISSUES

Evaluation (to be answered by the tutors only)

1. Evaluation of the performance of the students is done by:

	Yes	No
A. Continuous evaluation	☐	☐
B. Mid exams	☐	☐
C. Final exams	☐	☐
D. Lab reports and practical exams (for science students)	☐	☐
E. Others _____		

If you have checked on 'Yes' for alternative 'A' of Q 1, please answer questions 2 through 9.

2. The significance of these assignments is:
   - A. Very high ☐
   - B. High ☐
   - C. Average ☐
   - D. Low ☐
   - E. Very low ☐
3. Number of assignments for submission is:
   - A. Excessive ☐
   - B. Adequate ☐
   - C. Inadequate ☐
   - D. Scarce ☐

E, Highly inadequate

4. Do the assignments into accent differences in the geographic locations of the students?

A. Yes ☐
B. No ☐

If No, what sort of problems were encountered

_____

5. Are the assignments given credits is enough?

A. Yes ☐
B. No ☐

If No, what percent of the total was assigned? _____

6. If yes Q 5, do you say that the credit is enough?

A. Yes ☐
B. No ☐

7. Have you faced serious problems in dealing with the assignments?

A. Yes ☐
B. No ☐

If yes to Q 7, please state only the most important ones

_____

_____

8. In dealing with the assignments, what are the major problems encountered from the side of the students?

A. Delay in the submission of assignments ☐
B. incompleteness with their answers ☐
C. Coping from each other ☐
D. Getting it done by others ☐
E. Others ☐

_____

9. What problems are encountered from the side of the tutors?

A. Delay in giving feedback ☐
B. Lack of comments ☐
C. Vagueness of comments ☐
D. Unfair grading of the assignments ☐
E. Others _____

If you have checked on 'Yes' for alternative 'C' of Q1, please answer Q10 through Q18.

Item	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
10. Students get exam schedules in advance					
11. exam schedules are higly consistent					
12. Exams are appropriate to the objectives of the course					
13. exams have good coverage of taught portions					
14. By and large, time allowed to exams was enough					
15. Timely feedback on exams are given					

Following are three question on possible that could be encountered in the process. Indicate your opinion on each of the questions by checking in either the 'yes' or 'No' column against the question.

Item	Yes	No
16. Have the following problems been encountered?		
A. Loose security of exams		
B. Leniency of invigilators		
C. Loose security of answer sheets		
D. Unfair marking of exams		
17. Have any of these misdeeds been reported?		
18. If yes, have they been met with corrective actions?		

If yes to alterative 'B' of Q 16, what sort of problems were encountered

_____

Student support services

1. Does the system provide the following sort of supports?
   - A. advisory and counseling services ☐ ☐
   - B. assistance on the subject matter of the course ☐ ☐
   - C. understanding institutional regulations and administrative procedures ☐ ☐
   - D. resolution to appeals against tutors and some administrative decisions ☐ ☐
   - E. other _____

2. If you have checked on the 'yes' box of alternative 'A' above what sort of services?
   - A. Pre-application enquires yes No ☐ ☐
   - B. field choice ☐ ☐
   - C. counseling on personal problems which hinder studying ☐ ☐
   - D. advice on career and further study ☐ ☐
   - E. advice on examination technique ☐ ☐
   - G. others _____

3. What are the methods and media employed to provide these services?
   - A. Correspondence ☐ ☐
   - B. Telephone ☐ ☐
   - C. Face-to-Face ☐ ☐
   - D. others_____

4. if you have checked on the 'yes' box of alternative 'B' in Q1, the form of the assistance is:

	Yes	No
A . Correspondence tuition (exchange of assignments)	☐	☐
B. Face-to-face	☐	☐
C. two-way radio tuition	☐	☐
D. residential school (laboratory practical)	☐	☐
E. telephone tuition	☐	☐
G. organizing resource centers	☐	☐
H. Others _____	☐	☐

5. If you have checked on 'B' above, how regularly do the students avail themselves?
   - A. Strictly regularly ☐ ☐
   - B. Regularly ☐ ☐
   - C. sometimes ☐ ☐
   - D. Rarely ☐ ☐
   - E. Not at all ☐ ☐

6. If your answer to Q 5 is other than 'A' and 'B', what major reasons do you think hamper their participation?

A. remoteness of the tutorial centre ☐
B. variability/inconsistency of schedule ☐
C. financial incapacity to cover expenses ☐
D. inefficiency of some tutors ☐
E. absenteeism on the part of the tutors ☐
F. others _____

7. In your opinion, how significant are the face-to-face tutorial sessions?

A. very significant ☐
B. significant ☐
C. somehow significant ☐
D. insignificant ☐

8. If your answer to Q 7 is 'A' or 'B', do you think that the number of face-to-face tutorial session per semester is enough to draw the optimum benefit out of it? (To be answered by tutors only)

A. Yes ☐
B. No. ☐

9. If No to Q 8, how many tutorial sessions do you recommend in a semester? (To be answered by tutors only)

A. Four ☐
B. Five ☐
C. Six ☐
D. Seven ☐

10. Does the system have special provision for students who come from far off?

A. Yes ☐
B. No ☐

If yes, list down only the most important considerations

_____

If you have said that residential classes are in operation, please answer the following five questions. (To be answered by Natural Science tutors only)

11. How many residential classes are there in an academic year?

A. one ☐
B. two ☐
C. three ☐
D. more than three ☐

12. How important are residential schools?

A. very important ☐
B. important ☐
C. somehow important ☐
D. Not important ☐

13. If your answer to Q12 is 'A' or 'B', do you think that the number of residential school is generally enough to teach the practical aspect of the courses?

A. Yes ☐
B. No ☐

14. If 'No' to Q 13, how many do you recommend?

A. Three ☐
B. Four ☐
C. Five ☐
D. more than five ☐

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

	Yes	No
A. variability of schedule	☐	☐
B. lack of background skill on the part of students	☐	☐
C. lack of chemicals	☐	☐
D. lack of lab manuals	☐	☐
E. lack of technical assistance	☐	☐
F. students' financial incapacity to cover lodging and food expenses	☐	☐
G. others		

16. Is there resource centre in the tutorial centre you belong to?
    A. yes ☐
    B. No ☐

If yes to Q 16, please attempt the following nine questions (Q17 – Q 25)

17. Which of the following resources are available in the centre?

	Yes	No
A. Reference books	☐	☐
B. copies of modules	☐	☐
C. classical teaching aids (Charts, graphs, pictures etc)	☐	☐
D. Audio visual apparatuses	☐	☐
E. computers	☐	☐

18. Do you say that the resource room is sufficiently organized?
    A. Yes ☐
    B. No ☐

19. When does this resource room give service?
    A. Working days ☐
    B. week days ☐
    C. during face-to-face tutorial sessions ☐
    D. as per the schedule of the centre ☐
    E. at the convenience of the person in charge ☐

20. Who is in charge of the centre?
    A. a person employed for the job ☐
    B. the head of the tutorial center ☐
    C. the tutors as a team ☐
    D. Others _____

21. If your answer to Q20 is other than 'A', is he/she sufficiently remunerated for his/her service?
    A. Yes ☐
    B. No ☐

22. Do you think that the person in charge has the requisite skill and knowledge to discharge his/her responsibility?
    A. Yes ☐
    B. No ☐

23. How do you use the reference books and other prints in the centre, if any?
    A. reading them in the centre itself ☐
    B. borrow them for take away ☐
    C. borrow them in groups ☐
    D. borrow them for photocopying ☐
    E. other _____

If you have said that the resource centre has audio-visual instruments, please attempt the following two questions.

24. Which of the following audio-visual apparatuses are available?

	Yes	No
A. Radio	☐	☐
B. Radio tapes and radio cassette recorder (RT and RCR)	☐	☐
C. Video tapes and video cassettes recorder (VT and VCR)	☐	☐
D. Television (TV)	☐	☐
E. Overhead projector (OP)	☐	☐
F. Slid projector (SP)	☐	☐
G. Other _____	☐	☐

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

Apparatuses	Very high	High	Moderate	Low	Very low
Radio					
RT and RCR					
VT and VCR					
TV					
OP					
SP					

PART IV: ADMINISTRATION OF TUTOR ISSUES

Following are questions (Q 1 – Q14) concerning the tutors. Please indicate your opinion by putting a check mark "✓" on either the 'yes' or the 'No' column against each question.

Question items	Yes	No
1. Was recruitment open to all potential tutors		
2. Is it within your agreement that the selection of tutors is based on the fulfillment, by tutors, of requisite criteria?		
3. Was subject matter expertise given due attention in the selection process?		
4. Do tutors receive formalized induction & training before they get started?		
5. If your answer to Q4 is yes, then do you think that it has helped the tutors in:		
A. acquiring the human skills required of dealing with distance learners?		
B. Understanding their roles in the system properly?		
C. getting the knowledge of the standards & practices of assessment?		
D. Conducting correspondence tuition effectively?		
E. Learning the concept, governing principles, procedures & general requirements of distance education?		
6. Do tutors participate in staff development program on a continuous basis?		
7. Do tutors have formalized attachment to experienced staff to learn the basics of tutoring		

8. Do tutors play the role of a counselor too?		
9. If 'yes' to Q8, do they have the requisite knowledge, competence and training to do counseling?		
10. If 'yes' to Q8, do you think that the work load is manageable to the tutors?		
11. Is tutors' pay commensurate to the work load?		
12. Were there times in which performance appraisal of tutors has been conducted?		
13. If yes to 'Q. 12' were there instances whereby appraisal was followed by rewards and incentives?		
14. Are there any incidences of disciplinary problems committed by tutors?		

15. If yes to 'Q 13', what sort of rewards & incentives were given?

A. Extra pay for greater work load ☐
B. Release time ☐
C. Administrative Support ☐
D. Fund to attend related conferences ☐
E. Written recognitions ☐
F. Special awards ☐
G. Others_____

16. If yes to Q14, what sort of disciplinary defaults are they?

A. Disclosing exams ahead of time ☐
B. Overlooking misconducts during exam sessions ☐
C. Assisting students in their exams ☐
D. Denying or unfairly giving grades ☐
E. Sexual harassment ☐
F. Others_____

17. Have any of these problems been followed by institutional disciplinary measures?

A. Never ☐
B. Rarely ☐
C. Sometimes ☐
D. Always ☐

18. What other salient issues concerning the tutors do you want to rise?

_____

_____

Appendix C

Addis Ababa University
College of Education
School of Graduate Studies
Department of Educational Planning and Management

Questionnaire to be filled by participating universities/colleges

This questionnaire is designed to survey the management of distance education for upper primary school teachers. The success of the study depends largely on the responses you give to the questions contained in this questionnaire. You are, therefore, kindly requested to be honest and mindful with your answers to all the items contained herein.

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

Thank you in advance,
The student researcher

General directions

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

Part one: Personal Data

1. Address: Region _____; Zone _____; Woreda _____
2. Education: BA/BSc./BEd. ☐
   MA/MSC./Med. ☐
   PhD ☐
   Other: _____
3. Age _____
4. Sex _____
5. Service Year _____
6. Position _____
7. University/ College _____
8. Date filled _____

Part Two: Course Development, Production & Distribution

1. What is the extent in which universities or colleges participated in course development?
   A. They didn't participate at all; courses were adopted from outside,
   B. The entire responsibility of course development was given to selected universities/colleges
   C. The responsibility of developing courses was shared among the participating universities/colleges
   D. The entire responsibility was contracted out to part time specialists
2. If your answer to Q'1' is other than 'A', who developed individual courses?
   a. Selected individuals
   b. A team of specialists
   c. Both approaches were used contingently

The following seven questions are assertive in nature. Please put a check mark (' ✓') against the option that appropriately expresses your opinion.

Item	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
Course developer					
3a. are knowledgeable about the subject matter					
3b. have received special training for developing courses					
3c. are well acquainted with the pedagogic potentials of the media available					
3d. are well motivated & their institutional requirements well addressed.					
3e. are rationally selected					
The designed courses reflect the objectives of the program					
The designed courses adequately specify the media & delivery requirements.					
The course development process as generally adherent to the budget allocated for it.					
The course development process was generally adherent to schedule.					

8. If your answers to question number 6 & 7 are 'strongly disagree' or 'disagree', please specify the most important reasons for the variation.

Reasons for budgetary deviation_____

_____

_____

Reasons for schedule deviation _____

_____

_____

Following are six questions that have to do with the content of the course materials. Give your opinion on each of the statements by checking in one of the cells against them.

Item	Strongly disagree	Disagree	undecided	Agree	Strongly agree
9. The course materials are of an academic quality appropriate to the level of the course					
10. The course materials are of a pedagogic quality appropriate to the level of the learners					
11. The course materials are integrated to other materials developed for the course					
12. The course materials encompass enough self-assessment exercises					
13. The course materials contain adequate assignments for submission.					
14. The course materials are generally instructive and self-sufficient.					

Course distribution

1. Are the following media used in the distribution of courses?

	Yes	No
A. Course modules/ print	☐	☐
B. Radio	☐	☐
C. Television	☐	☐
D. Radio and video cassettes	☐	☐

2. If you have checked on 'Yes' for alternative 'A' of Q1, how do they reach the learners?

	Yes	No
A. Mailed to private box	☐	☐
B. Mailed to work place	☐	☐
C. Collected from tutorial centres	☐	☐
D. collected from universities and colleges	☐	☐
E. Other means _____		

3. Consider the same condition as Q 2, do they reach the learners at the right time?

A. Yes ☐
B. No ☐

4. What other problems do you identify in connection to modules?

	Yes	No
A. Deficiency of modules in general	☐	☐
B. Complete lack of modules for some of the courses	☐	☐
C. Missing modules for some of the courses	☐	☐
D. Other problems _____		

5. If you have checked on 'Yes' for alternative 'B' of Q1, what sort of problems do you identify with this medium?

		Yes	No
A.	Time of broadcast not convenient	☐	☐
B.	Shot period not enough (is short)	☐	☐
C.	Language used is beyond scope	☐	☐
D.	not attractive and barely supportive	☐	☐
E.	Others _____		

Following are five assertive statements to which you are supposed to reflect upon as agreeing or disagreeing. Please check only in one of the five options given against each of the statements.

Item	Strongly disagree	disagree	No opinion	Agree	Strongly agree
6. The quality of media used (print, radio) is to the standard.					
7. The media in use are very much suitable for the distribution of the course.					
8. The media in use are very much attractive and stimulate learning.					
9. The media in use are relatively cost effective.					

PART THREE: Administration of student issues

Recruitment and admission of students

Following are six questions concerning recruitment and admission of the trainees. Please indicate your agreement or disagreement by putting a check mark ('✓') in one of the cells against the suggestions.

Item	Yes	No
1. Did your unit participate in the recruitment and selection of the trainees?		
2. Were all kinds of information pertinent to the program released to potential recruits?		
3. If yes to Q1, which of the following communication means were employed?		
A. News papers		
B. Radio		
C. Television		
D. Circulars		
E. Pamphlet		
4. Was admission open to all applicants/		
5. If 'No' to Q3, was any selection criteria employed?		
6. If 'Yes" to Q4, is it within your opinion that the criteria used were objective?		

7. If 'No' to Q4, what other mechanism was employed to do the selection?

_____

_____

8. If selection criteria were employed, please list them down

_____

_____

Evaluation

1. Evaluation of the performance of the students is done by:

	Yes	No
A. Continuous evaluation	☐	☐
B. Mid exams	☐	☐
C. Final exams	☐	☐
D. Lab reports (for science students)	☐	☐
E. Others _____		

If you have checked on 'Yes' for alternative 'B' of Q1, please answer Q2 through Q10.

Item	Strongly disagree	Disagree	undecided	Agree	Strongly disagree
2. Students get exam schedules in advance					
3. exam schedules are highly consistent					
4.Exams are appropriate to the objectives of the course					
5. exams have good coverage of taught portions					
6. By and large, time allowed to exams was enough					
7. Timely feedbacks on exams are given					

Following are three questions on possible problems that could be encountered in the process. Indicate your opinion on each of the questions by checking in either the 'Yes' or 'No' column against the questions.

Item	Yes	No
8. Have the following problems been encountered?		
A. loose security of exams		
B. Leniency of invigilators		
C. loose security of answer sheets		
D. unfair marking of exams		
9. Have any of these misdeeds been reported?		
10. If yes, have they been met with corrective actions?		

11. If yes to alternative 'B' of Q8, what sort of problems were encountered

_____

_____

Student support services

1. Does the system provide the following sort of supports?

	Yes	No
A. advisory and counseling service	☐	☐
B. assistance on the subject matter of the course	☐	☐
C. resolutions institutional regulations and administrative procedures	☐	☐
D. resolutions to appeals against tutors and some administrative decisions	☐	☐
E. Others _____		

2. If you have checked on the 'Yes' box of alternative 'A' above, what sort of services?

	Yes	No
A. Pre-application enquires	☐	☐
B. field choice	☐	☐
C. counseling on personal problems which hinder studying	☐	☐
D. advice on career and further study	☐	☐
E. advice on study technique	☐	☐
F. advice on examination techniques	☐	☐
G. Others _____	☐	☐

3. What are the methods and media employed to provide these services?

	Yes	No
A. Correspondence	☐	☐
B. Telephone	☐	☐
C. Face-to-face	☐	☐
D. Others _____		

4. If you have checked on the 'Yes' box of alternative 'B' in Q1, the form of the assistance is:

	Yes	No
A. correspondence tuition (exchange of assignments)	☐	☐
B. face –to –face tuition	☐	☐
C. two-way radio tuition	☐	☐
D. residential school (laboratory practical)	☐	☐
E. telephone tuition	☐	☐
F. mentoring	☐	☐
G. organizing resource centres	☐	☐
H. Others _____		

5. If you have checked on 'Yes' for alternative 'D' of Q4, do you think that the program was conducted effective?
   A. Yes ☐
   B. No ☐

6. If No to Q5, do you say that it was because of the following reasons?

	Yes	No
A. variability of schedules	☐	☐
B. lack of background skills	☐	☐
C. lack of chemicals	☐	☐
D. lack of technical assistance	☐	☐
E. financial incapacity of trainees to cover their expenses	☐	☐
F. lack of laboratory manuals	☐	☐
G. others _____		

PART FOUR: Issues related to tutors

Following are questions (Q 1 – Q 17) concerning the tutors. Please indicate your opinion by putting a check mark "✓" on either the 'yes' or the 'no' column against each question.

Question items	Yes	No
1. Was recruitment open to all potential tutors		
2. Is it within your agreement that the selection of tutors is based on the fulfillment, by tutors, of requisite criteria?		
3. Was subject matter expertise given due attention in the selection process?		
4. Do tutors receive formalized induction & training before they get started?		
5. If your answer to question no 4 is yes, then do you think that it has helped the tutors in:		
A. acquiring the human skills required dealing with distance learners?		
B. Understanding their roles in the system properly?		
C. getting the knowledge of the standards & practices of assessment?		
D. Conducting correspondence tuition effectively?		
E. Learning the concept, governing principles, procedures & general requirements of distance education?		
6. Do tutors participate in staff development program on a continuous basis?		

7. Do tutors have formalized attachment to experienced staff to learn the basics and effective practices of tutoring?		
8. Do tutor play the role of a counselor too?		
9. If 'yes' to Q8, do they have the requisite knowledge, competence and training to do counseling?		
10. If 'yes' to Q8, do you think that the work load is manageable to the tutors?		
11. Is tutors' pay commensurate to the work load?		
12. Were there times in which performance appraisal of tutors has been conducted?		
13. If yes to 'Q. 12' were there instances whereby appraisal was followed by rewards and incentives?		
14. Are there any incidences of disciplinary problems committed by tutors?		

15. If yes to 'Q.25', what sort of rewards & incentives were given?

A. Extra pay for greater work load ☐
B. Release time ☐
C. Administrative Support ☐
D. Fund to attend related conferences ☐
E. Written recognitions ☐
F. Special awards ☐
G. Others_____

16. If yes to Q14, what sort of disciplinary defaults are they?

A. Disclosing exams ahead of time ☐
B. Overlooking misconducts during exam sessions ☐
C. Assisting students in their exams ☐
D. Denying or unfairly giving grades ☐
E. Sexual harassment ☐
F. Others_____

_____

17. Have any of these problems been followed by institutional disciplinary measures?

A. Never ☐
B. Rarely ☐
C. Sometimes ☐
D. Always ☐

PART FIVE: Issues related to budget and financial control

Budget preparation

1. Does your university /college participate in the preparation of budget?
   A. Yes ☐
   B. No ☐

If yes, please attempt the following questions (Q2 – Q14).

2. What is the source of revenue for the system?

	Yes	No
A. General grant	☐	☐
B. Earmarked grant	☐	☐
C. Income from student fees	☐	☐
D. Income from sales of materials	☐	☐
E. Community support	☐	☐
F. Private sectors	☐	☐
G. Donors	☐	☐

3. For which of the following expenditure categories do you prepare budget?
   A. Human resource ☐
   B. premises and accommodation ☐
   C. equipment and furniture ☐
   D. stock, supplies, consumables, and expenses
   E. Others _____

4. If you have checked on category 'A' of Q3, which of the following aspects do you budget for?
   A. Recruitment and selection ☐
   B. Induction and training ☐
   C. Staff development program ☐
   D. wages/ salaries ☐
   E. per-diem ☐
   F. Incentives ☐
   G. pay for short term consultants ☐
   H. Others _____

5. If you have checked on category 'B' of Q3, which of the following items are budgeted for?
   A. purchases of buildings ☐
   B. rental of buildings ☐
   C. repair and maintenance ☐
   D. upkeep of ground and gardens ☐
   E. utilities ☐
   F. Others _____

6. If you have checked on alternative 'C' of Q 3, for which of the following items do you prepare budget?
   A. Tables and chairs ☐
   B. Blackboards ☐
   C. Computers and printers ☐
   D. Overhead and slid projectors ☐
   E. Radio and video tape recorders ☐
   F. Televisions ☐
   G. Telephone apparatus ☐
   H. Others _____

7. In what form does the budget reach you?
   A. In cash ☐
   B. In kind ☐
   C. Both in cash and kind ☐

8. Does the budget reach you at the right time?
   A. Yes ☐
   B. No ☐

APPENDIX D

Interview Guide Used For Interviewing the Heads of the Distance Education Units of the Regional Education Bureaus

1. According to the national guideline for distance education and summer upgrading program, one of the key roles of your office, in collaboration with the TEIs, is to recruit and select trainees. To what degree did you accomplish this? Did you make use of the selection format sent by the ministry? Did you find the criteria contained in this format valuable "in selecting the most appropriate students for the program? If no, did you develop one of your?
2. By and large, what is the profile of participating students?
3. What are the comments that you give generally about course distribution (organization, means of distribution, encountered problems, and measures taken to alleviate the problems)?
4. What is your opinion in the quality, suitability, pedagogic potential, and cost behavior of the media in use?
5. How adequately are you coordinating the establishment and operation of the support centers in your region?
6. Do you think that adequate of the necessary equipment, facilities, and materials are available at the support centers?
7. To what extent are the resources allocated to the tutorial centers being used? What sort of problems did you encounter in this regard ?
8. What sort of support do you provide to TEIs to make sure that course writers send the master copies right on time?
9. Do you have the right communication channel in place between and among TEIs, support centers, and EMA? What sort of problems did you face in this regard and what sort of alternative solutions do you suggest?

10. Appreciable number of trainees are reported to say that they have a wide variety of problems pertinent to both the program and work place. Have you ever tried to identify and approach the problems?

11. Some regions are working for the organization and operation of study circles or cluster with the objective of providing more support for the learners. What sort of efforts does your office put in this regard?

12. How regularly do you monitor the overall program and subsequently provide reports to EMA?

13. In general, what are the most important problems that this program has encountered in its implementation? What are the kind of strategies you suggest to tackle these problems?

14. Do you think that decentralizing the program would help to augment the success of this program?

15. How are budgets for the program prepared? What is your role in this? Do you get the budget in Cash or in kind?

16. Do you think that the selection, induction and training, and supervision of the tutors was appropriately done?

APPENDIX E

Interview Guide Used For Interviewing the Head of the Distance Education Unit of Educational Media Agency

1. As part of your major responsibility, did your office commission the most appropriate personnel for the development of courses? What sort of approach was used – individual or team approach? What was the rationale behind the choice? What sort of problem did you encounter in the process?
2. Did your office employ the right expertise for the tasks of editing and quality control? To what extent were you successful in coordinating this task? Problems of what nature did you come across in dealing with it?
3. Could you please tell me about the following aspects of the production of materials?
   A. Whether production is "in-house" or contracted and the rationale associated with it.
   B. Whether it is just-in-time production or long run production and the associated justifications.
4. Was the distribution of course materials and other resources to the support centers effective to your expectations? What sort of problems did you face and how did you tackle them?
5. Do you think that REBs have successfully managed the organization and operation of student support centers? Do you say that a range of services & sufficient of (in terms of both quality and quantity) human and non-human resources are deployed to the support centers?
6. How effectively does your office conduct staff development programs?

7. How effectively and conveniently are you using examination and face-to-face sessions?
8. What are the sources of the budget for this program? What mechanisms of budget preparation & financial control do you employ? What are the roles of the different subsystem this program in the preparation of budget? In what form does the budget reach the various units? What is the extent of authority they have upon the use of the budget?
9. What are the major constraints that are affecting the management of this program? What alternative approaches do you suggest to tackle them?

Appendix F

List of visited tutorial centres

No.	Name of centre	Region	Supporting university/ college
1	Tana Haik Secondary school	Amhara	Bahir Dar teachers College
2	Damot Secondary School	<do>	<do>
3	Enjebara Secondary School	<do>	<do>
4	Hote Secondary School	<do>	Gondar teachers College
5	Woldeya Secondary School	<do>	<do>
6	Awassa Secondary School	SPNNRS	Awassa teacher education
7	Yirgalem Secondary School	<do>	<do>
8	Butajira Secondyry School	<do>	<do>
9	Sodo Seconday School	<do>	<do>
10	Dilla Secondary School	<do>	<do>
11	Jijiga Secondary School	<do>	Alemaya University
12	Dire Dawa Secondary School	Dire Dawa	Alemaya University
13	Harer Senior Secondary School	Harari	<do>

visited tutorial centres

Appendix G

Searman's computation for Table 19

Items	Rank given by the tutors	Rank given by the tutees	D	D square
Variability of schedules	1	1	0	0
Lack of background skill	6	5	1	1
Lack of chemicals	3	3	0	0
Lack of lab manuals	2	4	-2	4
Lack of technical assistance	5	6	-1	1
Students' financial incapacity	4	2	2	4
				$\sum D = 10$

$$\rho = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

$$= 1 - \frac{6(10)}{6(36 - 1)}$$

$$= 1 - .2857$$

$$= \underline{0.7143}$$

DECLARATION

I. The undersigned, declare that this thesis is my original work, has not been presented for degree in any other university and that all sources of materials used for the thesis have been duly acknowledge.

Name: Sahlemariam Abebe

Signature

Date: June 1, 2004

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

Name: Ayalew Shibeshi

Signature

Date: June 1, 2004