

**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Educational Research**

**Organizational and Managerial effectiveness of  
Distance Education program in the Ministry of National  
Defense: Challenges and Prospects.**

Tadege Yohala

January 2011  
Addis Ababa

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Distance Education program in the Ministry of National  
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**A Thesis Submitted to the School of Graduate Studies  
of Addis Ababa University in Partial Fulfillment of the  
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Educational Research and Development**

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By  
Tadege Yohala

**Institute of Educational Research**

Approved by board of examiners

Desalegn Chalchisa (PHD)

\_\_\_\_\_

Chair person, Department Graduate Study Committee

signature

Wossenu Yimam (PHD)

\_\_\_\_\_

Advisor

signature

Wanna Leka (PHD)

\_\_\_\_\_

Examiner

signature

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## TABLE OF CONTENT

Acknowledgment

I

Table of contents

II

List of tables

IV

Acronyms

V

Abstract

VI

### **1. CHAPTER ONE: Introduction**

**1**

1.1 Background of the study

1

1.2 Statement of the problem

4

1.3 General objective of the study

6

1.3.1 Specific objective

6

1.4 Significance of the study

7

1.5	Delimitation of the study	7
1.6	Limitation of the study	8
1.7	Operational Definition of key terms	9
1.8	Organization of the study	10

## **2. CHAPTER TWO: Review of Related Literature**

### **11**

2.1	The concept of distance education	11
2.2	Distance Education- Stages of Growth	16
2.3	Correspondence education:	18
2.4	Distance education- the present form	19
2.5	Innovative aspect of distance education	21
2.6.	Problems and constraints in distance education	27
2.7	Non-human resources allocation in distance education	29
2.8	Educational Management	29
2.9	Organizational Structure	32

2.10	Organizational effectiveness	
		33
2.11	Managerial functions	
		35
2. 12	Distance education in Ethiopia: an over view	
		41

### **3. CHAPTER THREE: Research Design and Methodology**

**46**

3.1	Methodology	
		46
3.2	Sources of data	
		46
3.3	Sample size and sampling techniques	
		47
3.4	Data collection instruments and procedures	
		48
3.5	Data analysis technique	
		49

### **4. CHAPTER FOUR: Presentation, Analysis of data, and Discussion**

**50**

4.1.	Background information of the respondents	
		50
4.2.	Data Analysis on major issues	
		54

### **5. Chapter five: Summary, conclusions and recommendation**

**98**

5.1	Summary	98
5.2	Conclusions	105
5.3	Recommendations	109

References

112

**Appendixes**

Appendix A: Questionnaires provided for the Coordinators

Appendix B: Questionnaires provided for the Experts

Appendix C: Questionnaires provided for the Students

Appendix D: Interview provided for the DEP managers

Appendix E: Summary of the interview

Appendix F: Checklist availability of documents

**LIST OF TABLES**

Table 1: Number of distance learners in MOND

47

Table 2: Age, sex, level of education, and service year of respondents

51

Table 3: Managerial skill	54
Table 4A: Organizational structure	60
Table 4B: DEP Regulation and procedures	64
Table 4C: Authority of employees in DEP	66
Table 5A: Planning of production materials	70
Table 5B: Delivery planning	73

Table 5C: Exam planning	75
Table 5D: Experts, coordinators and students involvement in managerial functions	81
Table 5E: DEP Decision making process	86
Table 6A: DEP Effectiveness	90
Table 6B: Performance assessment of the program	93
Table 7: Level of problems seriousness in DEP	95

## **Acronyms**

DEP: Distance Education Program

EMA: Educational Media Agency

MoE: Ministry of Education

MoND: Ministry of National Defense

TMD: Training Main Department

DLS: Distance learning System

ODL: Open and Distance Learning

### ***Abstract***

*This study was set to examine the organizational and managerial effectiveness of distance education its implementation in MOND. This was with the intent to find out its challenges and prospects of the organization and then recommend possible ways of alleviating the problems. To this*

*end, basic questions addressing the issues related to goal attainment, qualification skill and work experience, organizational structure favorability, managerial function and problems affecting the program effectiveness were formulated. The study employed mixed methods approach (quantitative supported by qualitative) to address the research questions. In order to collect the necessary data, questionnaire (for learners, coordinators, and experts) and interview guide (for managers) were developed. Moreover, relevant literature was reviewed. The questionnaires were evaluated and checked by the thesis advisor and pilot-tested in order to avoid irrelevant and ambiguous terms and necessary corrections and modifications were made before distribution. Participants of the study were 40 experts, 244 learners, 10 coordinators and 2 DEP heads. The study found out that distance education program was affected due to the ineffective organizational structure, lack of giving feedback, shortage of budget, delay of examination, lack of evaluation of the program, and lack of measure taking were the most serious problems. Hence, it was recommended that the DEP managers should take urgent measure to restructure the program in order to alleviate the most and related problems.*

## **Declaration**

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

Name: Tadege Yohala

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Place: Addis Ababa University

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

Signature: \_\_\_\_\_

Dr. Wossenu Yimam

Jan, 2010

Addis Ababa University

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Institute of Regional and Local Development  
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# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

Any organization in a society whether profit making or non-profit needs educated man power to accomplish its predetermined objectives, to cope with new technologies and development. Thus, either developed or developing countries give /allocate/ substantial resources priority to the education sector in order to satisfy the economic, social, political demand of the society. Therefore, in addition to conventional education, nowadays distance education is becoming highly demanded and rapidly increasing in the world.

Adding to the above idea, distance education passed different stages in its history; the stage distance education is quite the recent origin, even it did not exist at the beginning of 1971 (Dodds, 1993). The concept has evolved from varied names, such as "home study", "postal tuition", "correspondence course", "independent study", "external study" etc. the educationist thought that the potentials of the various educational media and means should be exploited maximally. Educational media and the audio-visual-aids thus become part of the instructional process. Student support services are considered to be one of the major components of "distance education". Hence, more recently most scholars agreed that the three elements: correspondence, broadcasting and occasional face-to-face tuition are the most common elements in what we have just defined as distance education (Keegan, 1995). According to Keegan (2004) distance education is the sum of distance teaching and distance learning.

On the other hand, the organizational structure and governance of distance education differs from country to country depending on their situation and needs serious attention in its implementation. For instance, according to Mensah and Yates 1996, in Yates Chris and Bradley JO, (2000), in Ghana Ministry of Education and Non-Formal Education Division (NFED) collaboration with NGOs and district and local authority structures govern the distance education, whereas, in India, State Open University often working with local government agencies and local NGOs (Takwale et al. 1994, in Yates Chris and Bradley JO, 2000). As we saw the experience of Ghana and India, concerning different countries many authors about distance education, is that there is a vast variety of organizational structure and of governance. Thus, the status, governance and organization of distance education underfunded, held in low esteem by governments, run only on a small scaled usually only as a pilot project, often at the initiation of NGOs or under pressure from international humanitarian agencies (Spronk 1999, Dodds 1996, in Yates Chris and Bradley JO, 2000).

Thus, the organizational structure of DE is implemented in different ways depending on the situation of the country to satisfy and fulfill their demands.

When we come to the Ethiopian context, distance education in Ethiopia was started in 1967 with collaboration of Ministry of education and Addis Ababa University. To do this, correspondence study unit established under the Extension Division of the A.A University. The main target of the unit was to develop a senior secondary correspondence course for adults working in various ministries, factories and military organizations. Following this, in 2002 distance education unit was transformed to the Ministry of Education under the

Department of Adult and Continuing Education, and then the Education Media Agency (EMA) (KUAWAB, 1999). Correction MoE, 1985

According to MOE (1985) the country renewed the delivery of distance education using distance methodologies in the 1990s. During this period, distance education aimed not only raising student enrollment at the secondary level, but also to cover both primary and tertiary level of education. The reason for the need of distance education, improves for the competence of teachers, improve students' learning, and reduce educational costs and strength capacity in the education and civil service sectors. Then, due to the high demand of DE in Ethiopia expanded to private and governmental organizations, as a part of the governmental organizations MoND starts to establish the program for the members of the army.

Therefore, MoND to ease the educational problems of the army formulate face-to-face educational strategy in 1992, the program was started at the primary school level in face-to-face and it continued for about eight years to improve the low educational capacity of the military. However, conventional study was not accessible to all learners due to the scattered deployment of the army and then expanded to secondary school (7-10) in distance education. Therefore, in 2002 the Ministry of National Defense started distance education program in grades ranging from 7 to 10 to provide educational access to the majority of the army, because of cost effectiveness, flexibility and suitability for the army deployment situation.

Ministry of National Defense training Main Department has been formulated strategic plan and implemented distance education for about eight years. The strategy aims to make

available educational access to the majority of the army; with the purpose of improving the army's academic knowledge that helps them to cope with the ever rising technology and to carry out the military missions effectively. The strategy document also underline the educating army helps them to acquire scientific knowledge and skills that serve as a pre-requisite for further study in higher education and training institutions (TMD, 2002).

MoND distance education started in 2002 by registering a few officers, but after one year (in 2003) expanded to the majority of the army and in 2010 comprises about 24,423 distance learners, 30 coordinators in different sectors, 40 staff members and 2 department heads in the center, the department annual report of 2010 indicates total of 24,500 are currently available (Annual report of MoND Education Department, 2010). Unlike the civil sector, the organizational and managerial effectiveness of MoND distance education program was unexplored one. This study was therefore intended to make a breakthrough in assessing this unexplored program in order to contribute supportive ideas to enhance the managerial and organizational effectiveness.

## **1.2 Statement of the problem**

Many scholars such as Holmberg (2000) stated that distance and conventional education have their own strength and weakness in implementation. To implement distance education as intended it needs favorable organizational work environment, stability and clear managerial understanding of the program and applying their functions of distinct process of planning, organizing, leading, and controlling, utilizing in both science and art in order to accomplish pre-determined objectives. Effective managers provide both task and psychological supports for their employees. They must furnish their employees with

necessary materials and stimulate them to work effectively. Whereas, MoE were not satisfied on the DE program results.

MoND distance education head office is working to give an access education for all the military members ranging grades 7 to 10, to facilitate them for additional military training and higher education. However, access education without effective organizational structure and implementation of managerial functions will not bring the needed result for the organization and individuals cannot be satisfied. Some of the studies conducted regarding distance education in MoND failed to investigate the organizational and managerial effectiveness in implementation of the program. For instance, the study conducted by Abebe (2000) attempted to describe some of the problems of teaching aid materials in MoND education. In this study, it left aside to examine specifically the organizational and managerial effectiveness.

In addition, as observed from the annual report of the DEP of MoND, its outcome seems not improving as expected to be. Also Organizational structure of distance education in MoND shows inconsistency. As the existing practical experience indicates, sector coordinators and experts were heard complaining that there is no effective managerial practice in serving the distance education beneficiaries of MoND. The organizational and managerial ineffectiveness of the program were some of the problems that have been underlined on the implementation of the DEP considering this problem, the researcher believed that a study that will assess the organizational and managerial effectiveness was necessary to reduce the problems. Based on this assumption the study was intended to answer the following basic questions:

1. To what extent do managers and staff members have the requisite qualification, skill and work experience to manage the program?
2. How favorable was the organizational structure to attain the intended purpose?
3. To what extent was the managerial functions (Planning, organizing, evaluating, and timely decision,) implemented in the DEP of MoND?
4. To what extent was distance education program effective in attaining the pre-determined goals?
5. What were the major problems affecting organizational and managerial effectiveness of DEP?

### **1.3 General objective of the study**

The major objective of this study was, to investigate issues related to organizational and managerial effectiveness of distance education in MoND and its practice, challenges and prospects from all stakeholders (managers, coordinators, experts and learners) perspective.

#### **1.3.1 Specific objectives**

To examine the effective deployment of the required experts and trained manpower

To investigate the organization whether the environment was favorable or not (workable structure and stability) to implement the DEP

To identify the challenges and prospects of distance education management

To determine the effectiveness of distance education management functions and practice in MoND.

## **1.4 Significance of the study**

A study is conducted to serve a particular purpose. Therefore, the significance of this study is believed to contribute that:

1. It may open the ground for the program to be designed and implemented more efficiently and effectively.
2. Helps to generate awareness among the decision makers and encourages the promotion of effective managerial approach in designing the future task of distance education in MoND.
3. It may help the planners as additional information sources document for the process of designing, planning, organizing, implementing and supervising the distance education program.
4. It may help as a departure to conduct further study in the program.

## **1.5 Delimitation of the Study**

The study focuses on the organizational and managerial effectiveness of the distance education program in MoND grade level ranging (7-10). The scope of the study particularly includes the issue of effectiveness of distance education management challenges and prospects from the participants (managerial, experts, coordinators and learners) towards organizational and managerial effectiveness of distance education in MoND including the head office of education department heads.

There are many factors affecting the distance education system. However, they vary according to the objective of the organization. As employed in this study, only the organizational and managerial effectiveness (i.e. qualification and skill of managers and employees, organizational structure, proper implementation of managerial functions (Planning, organizing, controlling, and timely decision), timely communication and feedback were investigated based on management of (production and distribution, participation in face to face program, involvement of employees in decision making, organizational structure, assignments and exams) were taken in to account as the major independent variables. And dependent variables of the study include: the distance education ranging grade 7-10 of the study.

On the other hand, MoND distance learners deployed in wide geographical areas and large in number. So, face-to-face contact with all the sectors of the army was impossible due to resource shortage. However, the study designed to access some of the sectors considering sampling techniques in Addis Ababa and Mekelle (2 of 5 sectors).

## **1.6 Limitation of the Study**

In the data collection students who are living in Addis Ababa and around were not found in their work area because of different reasons so, this affects the time management. In the data collection process, five learner respondents took questionnaires and not return them back. Then the researcher tried to conduct the study using the rest who returned the questionnaires properly. In addition, the study was limit on the issue of organizational and managerial effectiveness of distance education; then based on the sample to generalize the population may have short comings. On the other hand, the main limitation of this study

was constraints of time due to the scattered deployment of the army in different regions of the country and the time duration given to complete the thesis. However, the researcher tried to manage the time given to gather necessary and relevant data in order to finalize the study as much as possible.

## **1.7 Operational Definition of key terms**

**Distance education:** refers for the study within MoND that provides education ranging from 7 to 10 grade level of distance education (TMD, 2002).

**Management:** is the art of guiding actions and controlling situations in a manner that yields results that best meet the objectives of the institution (Koontz Harold and Wehrich Heinz, 1988).

**Organization:** is a consciously coordinated social entity, which a relatively identifiable boundary, that functions on a relatively on continuous basis to achieve common goal or set of goals (Robbins, 2009).

**Sector:** refer to responsibility of area which is assigned for the head quarter of each center which has sub-centers under each (TMD, 2002).

**Sector coordinators:** refer to persons who are assigned at head quarter of each Sector (i.e. East command, West command, Central command, North command, and A.A & around), so that they could coordinate and facilitate the delivery of the distance education program (TMD, 2002).

## **1.8 Organization of the Study**

The study comprises of five chapters; the first chapter contains the introductory part, which provides the basis for the other chapters and it consists of background, statement the problem, objective of the study, significance, delimitation, limitation and operational definition of the terms. The Second chapter is review of related literature which focuses on the conceptual frame work of the study; third chapter covers research design and methodology of the study. Chapter four- emphasizes presentation and analysis of the data which is collected from the field; finally the fifth chapter contains summary, conclusion & recommendations is presented accordingly.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 The concept of distance education

Distance education has evolved from traditional correspondence course to online and networked learning. Today, a host of educational and training forms and processes are presented under the banner term 'distance education' (Taylor, 2001, 2002 in Panda Santosh, 2003).

The term 'distance' education has different connotations by different authors:

Rumble (2005) stated that: DL is a method of education in which the learner is physically separated from the teacher. Adding to this idea, Evans (1996) indicated that, the concept 'distance' refers to not just as static distances which can be measured in km or miles, rather, they are complex and fluid 'distances' in the teacher- learner relationship. These are not just matters of geography or even time; the social, economic, spiritual experiential and personal dimensions add many interwoven layers to the distancing of the teacher from the student. It seems realistic and physical sense is not a major necessary defining feature of the form of educational provision. Even some of us may jump to the conclusion that any kind of acquisition of knowledge, skill etc., by a learner independently is distance education (Koul and Ramanujam, 1989:7).

From the above statements we can conclude that, as such the concept does not include all kinds of self learning or private studies. But, distance education is meant for people who

want to pursue their studies without attending regular courses but who need the help of some teaching institutions.

According to Holmberg (2000:2 and 95), the concept of distance education implied that consistent non-contiguous communication is of two kinds. One-way traffic in the form of pre-produced course materials sent from the supporting organization and involving students in interaction with texts; this can be described as simulated communication the two-way traffic, i.e. real communication between students and the supporting organization.

Distance education, therefore, has two constituent components, the teaching exposition referred to as one-way traffic and the real communication by means of which students access to the personal counseling and tutoring. With this in mind of its two constituent elements, Holmberg defined distance education as covering the various forms of study at all levels which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises but which, nevertheless, benefit from the planning, guidance and teaching of a supporting organization.

According to Rao .V.K. (2007) and Venkataiah S (2001) good Adult education, the objection claims, is essentially self-education by the learner based on private study in libraries, audio-visual carrels and laboratories. Those who support the view that distance education is radically to be differentiated from conventional education would point out that access to the University's library and carrels is not often possible for students who study at a distance from the institution and that the use of indirect teaching methods in face-to-face institution does not make it identical with distance education. In spite of these objections,

one can grant to Otto Peters that he has highlighted a characteristic of distance education that should form part of any definition: ---it is the most industrialized form of education.

It must also be conceded that has attempted to get to the nature of distance education and that the two objections just quoted, and many other like them, seem to neglect certain fundamental aspects of distance education. There are five reasons for this:

1. In traditional education a teacher teaches. In distance education an institution teaches. This is a radical difference. In traditional education the teacher is present in the lecture room with students and his success often depends on the rapport he can build up with students: personality and even idiosyncrasiesø may be central. In distance education the teacher prepares learning materials from which he himself may never teach. Another teacher may use the materials and evaluate the studentsø work. The pedagogical structuring of the learning materials, instructional design and execution may be assigned to others. Personality needs to be played down, idiosyncrasiesø eliminated. The teaching becomes institutionalized. Different skills are needed as even part of the content of what is taught may be contributed by others.
2. In distance education the goal of linking of learning materials to learning is at the center of the organizational structure. In conventional education the -inter-subjectivity that R.S Peters saw as central to the teaching /learning process is automatically set up. In distance education this -inter-subjectivityø is lacking and there can be no guarantee that any thing will happen once learning materials have been developed and dispatched to the student.

Administrators of distance education system who consider that distance education is merely a -fringe form of traditional educationø often forget to provide this linking. They feel that once the learning materials have been developed and dispatched to the student the job is done: learning will occur. In distance education there is no basis for this unless a successful linking system is provided. Even then questions on the quantity of learning and the status of the learning remain for solution.

3. From the studentsø point of view there are important differences between the two systems of education. The distance system gives a radical new meaning to the concept of the independence of the Adult learner. In this system he is responsible for initiating the learning process and to a target extent for maintaining it throughout. Questions of motivation and skill acquisition, of a specifically different kind to those required to the traditional education, need to be tackled to combat the phenomena of non-starters and dropouts that have been a feature of this type of education throughout the last one hundred years.
4. Management skills that are more akin to those found in industrialized enterprise are needed in distance education. The distance system has daily preoccupations with lead times, deadlines, print runs, job schedules, typefaces, warehousing, delivery and dispatch and planning decisions on educational priorities that must take place two, three or more years before teaching is to take place. Such preoccupations are not normally characteristics of educational administration.
5. Distance education is a form of education that can easily become depersonalized both for staff and students. Students are not invited to Milton Keynes more too

many of the distance education institutions throughout the world. There is little doubt that the absence of students can create a strained atmosphere for lecturers. The constant process of writing creatively for distance students, whether alone or in a course team framework, poses problems, which are not fully resolved even in those institutions where the lecturer has some responsibilities for on-campus students as well. The marking of distance students' work, even when relieved by face-to-face seminars, telephone tuition and work for radio or television has a definite propensity for staff disillusionment (Rao .V.K. 2007 and Venkataiah S, 2001).

On the other hand according to Panda (2003:1) described that the management of distance education operations is as much the responsibility of organizational leaders as that of the staff, with staff responsibility varying across organizational type. For example, in the single-mode institutions the course team may include dozen of staff; an electronically delivered course in a conventional university may involve one staff number who is responsible for all aspects of production and delivery. Irrespective of variations in provision and organization, both government and institutional policies on placing distance education at either center stage or the periphery of educational planning are heavily influencing distance education practice and reforms.

Feature or characteristics of distance education:

- It is carefully planned and developed by professional designers.

- In principle the best scholars available in the given discipline are engaged in order to produce really first-rate and authentic material (quality courses), and with low prices.
- Cooperation between subject matter specialists, instructional designers and media experts is required for the development course and learning packages.
- The product of the teacher is objectified and mass-produced.
- Technical media (e.g. radio, television, and computers) are used in order to target the greatest possible number of students.
- The instruction is developed to cater to the disadvantaged: the protagonists of this model are motivated by an abiding concern for equity of educational access (Ibd).

From above stated reasons and characteristics we can conclude that the distance education system is different from the formal education.

## **2.2 Distance Education: Stages of Growth**

*The growth of distance education, from its origins correspondence education in the 1830s or 1840s through the growth of private correspondence schools and colleges, to the present level of investment in distance education on the part of many publicly-funded institutions and governments has resulted in the emergence of an alternative educational paradigm in which students are not in constant face-to-face contact with their teachers or their institution (Rumble, 2005)*

Adding Dr. Rao Bhaskara Digumarti (2007: introduction)

*Distance education has been booming in the past few decades. In order to respond to increasing demand for highly trained human resources for socio-economic development in the countries in the region, the*

*government of each and every nation has paid special attention to the possibilities of distance learning in higher education.*

The rapid expansion of industrialization and expansion of science and technology have contributed for the explosion of information and knowledge over the current century, change in technology have made it more difficult for informal systems to be adequate in providing the crucial education and training people needed (Hakemulder, 1979).

The demand for formal education has amplified significantly all over the world. Parents see the school as a way to mastery of new skills and at the same time as a way to earn additional money and attain better living standards.

Technical changes in medicine, agricultural and engineering have opened new ways of life to the entire society. However, may be open only if they have accessed to some start of relevant education and training. This undoubtedly increases the demand for education in scope and variety to cop up with the new demand of life. This calls for the improvement on changes of curriculum so as to fit the newer educational needs. More ever, the demand for school places, however, is very much bigger than the capacity of any economies to supply them even the industrialized countries are encouraging problems in financing this costly and not very efficient school system (Hakemulder, 1979).

According to Ramanujam in EMA, (1999:1-12), had the following to say regarding the problems associated with the formal education.

*---there are problems of access, quality and relevance unless we recognize and reorient our educational system; we would not be able to overcome them. We have, therefore, to think of attentive and different strategies. One such strategy, which is catching up all over the world, is that of distance education. Thanks to the availability of modern communication technologies,*

*it is possible for us to provide access to education to a large number of people, improve the quality of education and provide relevant courses.*

Hence, education is not to serve all members of the society in all places in time. There are some sections of the society such as Adults who may not afford the time and money to continue their education. It is for these reasons that educational planners have agreed that they can no longer stick to the old pattern of class room teaching or on campus studies as the only way of imparting education. This has led to the search for alternative methods of education which can reach more people, and so more cheaply.

The whole mark of the above statements is expanding of education for all, just not to the fortunate minority in school but also to the whole community. To this effect, distance education ensures this possibility.

### **2.3 Correspondence Education: The Early Stage of Distance Education**

If we try to trace back to origins of distance education, we find that this form of education happened to be begun since human beings have been able to read and write. People even in the primitive stage exchange useful sometimes educational information to each other by means of letters; they have corresponded with each other.

The term correspondence refers to the mode of delivery of learning materials to learners (Koul and Rammanujam, 1989:8). Correspondence education is taken to denote teaching in writing, by means of so-called-self-instructional texts, combined with communication in writing, i.e. correspondence between student and tutors (Holmberg, 2000). Historically, the primary means of communication between learners and teachers separated by space and

time has been through the printed word, and this is still preferred medium of life rally and distance education institutions/universities of the world.

Thus, the first type of distance education to be introduced was correspondence education. This was an innovation, not so much in technology as in the organization of teaching and learning. Otto Peters has pointed out that this is the first industrialized form of education, characterized by mass production and division of labor (Peter, 1993:49). However, the correspondence mode of education suffers from many drawbacks. IGNOU (1989:8) has pointed out that:

*---it offers the same conventional courses which are offered by the traditional Colleges and Universities. Many correspondence institutions usually send some kind of lecture notes to their students. The learning materials in print are mostly in the form of text books, which hardly help the students, learn on their own. Admission policies and evaluation methods adopted by correspondence institutions are similar to those of traditional institutions. The potential of the mass media is hardly used for educational purposes.*

As a result, the correspondence mode of education could not meet all the varied individual needs of the modern learner quality of education, therefore, suffers. This however, is not to deny the fact that of late, many such institutions have been making conscious efforts to improve their materials in various ways.

## **2.4. Distance Education- The Present Form**

The concept has involved from varied names such as 'home study', 'postal tuition', 'correspondence course', 'independent study', 'external study' etc. the educationist thought that the potentials of the various educational media and means should be exploited maximally. Educational media and the audio-visual-aids thus become part of the

instructional process. Student support services are considered to be one of the major components of distance education. Hence more, recently most scholars agreed that the three elements: correspondence, broadcasting and occasional face-to-face tuition, are the most common elements in what we have just defined as distance education.

The history of distance teaching begins with the correspondence education, as this article shows. Its adoption in different countries was influenced by local needs, by geographical and by politics, as in the soviet. It is interesting to note that the earliest correspondence education was for business and professional studies, an area which is once again particularly popular (Koul, 1991).

Adding, there has been a phenomenal growth in distance teaching projects world-wide during the last twenty years. There seem to be three main reasons for this growth:

Distance teaching offers an economic use of sparse educational resources to provide large number of students with chance to continue their education

Distance teaching can reach students where they are, however, remote that may be, and therefore allows students to continue earning while learning

Distance teaching is therefore, potentially, a great equalizer of educational opportunity (Ibid).

These qualities make it highly likely that the expansion will continue; he believes such expansion is likely to make four main forms:

Refresher and in-service courses for professional and technicians, as a means of keeping them breast of rapidly changing skills and technologies

Initial and up-grading courses for apprentice in various vocations and professionals, allowing such initial training to become increasingly on-the-job, i.e., allowing people to be trained in the midst of practical experience rather than detached from it. Second-chance courses at secondary and tertiary level for adult who never had the opportunity to take such courses earlier in their lives, or who dropped out from such opportunities if they did; such courses will recognize that universal opportunity for education at any level is not enough: motivation and attitudes and even aptitudes change, hence the need for continuing education.

Basic and remedial education courses through which adults, particularly those who have had little or non-formal education as children, will be given access to it in later life (Ibid).

## **2.5 Innovative Aspect of Distance Education**

DLSs are as varied as traditional systems in respect of their purposes, size, technologies, choice, underlying philosophy and efficiency. They also vary significantly in their structure, vis-à-vis traditional forms of education. All of these differences have an effect on why they are set up and how they are managed. (Rumble, 2005:19-22)

In distance education system it is quite possible for each learner to begin, stop, and complete the course as work, family and health conditions allow, to study at his /her own pace, and to disregard all the organizational and administrative restrictions usually inevitable in face-to-face education. Hence one can confidently conclude that distance education with its three basic components Viz. printed material, contact program and electronic media is a truly educational innovation of this century (Ibid:22).

DLSs are particularly appropriate for those who, for a variety of reasons, cannot attend a traditional school, college or university. This includes persons of school-age who live in geographically remote areas in which it is difficult or impossible to provide face-to-face teaching (as in the Australian outback, where the schools of the Air provide distance education to children on remote settlements); those who suffer from physical disability or long term illness, which prevents them from attending a normal school.

In general distance teaching methods can be used to meet the needs of students at secondary and tertiary education levels, but they are not appropriate for primary school students unless those students are being tutored by a parent or another adult or are in classes supervised by a monitor who keeps order. (Ibid: 22).

Distance learning may also be used by firms for the delivery of their training. For example the Banco popular in Colombia used distance learning to provide in service training to its employees; in Brazil, PETROBRAS, the state oil company, uses distance education to train production workers on its oil rigs; and in Italy and France the Banco SANPAOLO group utilizes distance education methods to train employees. (Ibid: 22).

The advantages of distance learning, from an employer's point of view, are that:

Participation does not require the employee to be absent from work. While employees may be given time off to study, some of the training may take place in the employee's own time. A major advantage of this is that some of the costs of training are transferred from the firm to the employee.

The employer no longer incurs the cost of sending employees away on training courses. The cost of travel and of residential training can be high-significant savings can thus be achieved;

Individual employees may be reluctant to take up training which necessitates absence from home. Distance learning gets around this problem;

Relatively few trainers can reach large number of trainees;

Employees can train more people quickly than they would by traditional means;

Employees can train dispersed workforce (e.g., PETROBRASØ program for production workers based on oil rigs) (Ibid:22)

Distance education as a system is often regarded as the most innovative, which gives learners independence of high degree. This view has been expressed by (Charles Awed Meyer in Holmberg 2000:8) as follows:

Instructions should be available any place where there are students- or even only one student whether or not there are teachers at the same place at the same time.

Instructions should place greater responsibility for learning on the student.

The instructional plan or system should free faculty members from custodial duties so that more of the teachers and learnerø time can be given to truly educational tasks.

The instructional system should offer learnerø wider choices (more opportunities) in subjects, formats and methodologies.

The instructional system should maximize and combining media and methods so that each subject or unit within a subject is taught in most effective way.

The media and technology employed should be articulated in design and use; that is, different media or technologies should reinforce each other and the structure of the subject matter and teaching plan.

The instructional system should preserve and enhance opportunities for adaptation of differences among individual learners, as well as teachers.

The instructional system should evaluate student achievement not raising barriers concerning the place where the student studies, the rate at which he studies, the methods which he studies, or even the sequence in which he studies, but instead by evaluating as directly as possible the achievement of learning goals.

The instructional system should permit students to start, stop and learn at their own pace, consistent with learner short and long range goals, situations and characteristics.

Holmberg (2000:163) agreed on the listed characters. However, adding, he listed the following innovatory characters of distance education.

The particular organization which makes it possible to provide for both independent and individual learning and mass education through personal tutoring and more or less industrialized working methods.

The possibilities it offers for economic of scale.

The influence of distance education experts on adult education, further training, and labor market conditions, by opening new study opportunities as well as through its methods and organization.

### **2.5.1 Staff Development**

All distance educators need training. Who are these people? Distance educators use a confusing range of job titles for different basic functions, while different patterns of work organization mean that in some institutions individuals have multiple roles. It may be helpful simply to offer a list of categories of staff in distance education, using four key functions as a basis for classification:

Administrative staff, ranging from managers and planners to junior administrators

Those concerned with course design and development, including writers, editors, media technicians and producers

Those concerned with course presentation, including tutors and counselors

Those concerned with research and evaluation.

We can start with an understanding that there is a common training need for every one when they are first introduced to distance education (Harry Keith, John Magnus and Keegan, D, 2003:)

Adding to the above idea, Distance education requires teams of people performing different tasks and working at different levels to accomplish common institutional goals. As a result it is difficult to imagine a distance teaching equivalent to the one-teacher school. Training of staff, writers, tutors, and administrators is an aspect of distance teaching institutions, which must surely attract considerable attention. Such training ought to reinforce what is accepted as one of the fundamental principles of distance teaching, namely, that any course should relate fully to the need and background of the students,

Rutledge and Keegan (1973:6). More over staff training is most successful if it is reinforced by refresher courses, workshops, periodic seminars, and experience share with other distance institutions- local and abroad and regular tutors of the areas covered by the institution.

In contrast to staff development, which is based on the assumption that the better technical skills staff has members, the better they will perform on the job. However, to be successful in a changing and competitive environment, technically skilled individuals are not enough. Individuals must be helped to improve not only their technical but also their ability to work productively with each other for the good of the organization (World Bank, 1992). In the word of Argyris (1971), "At the heart of the organizational development is concern for utilizing, energizing, actualizing, activating, and renewing of organizations through technical and human resource. Apparently policy makers have yet to be convinced that distance education requires the administrator who is best able to influence, guide, and direct-in short, to communicate with the individual participants in an organization is- the one who had developed a sensitivity to the participants need and goals. More ever, managers in distance teaching institution and policy makers responsible for staffing should consider reviewing the current patterns of resources expenditure to fill key posts; introducing measures to avoid turn-over of experienced staff; reviewing procedures to ensure the early recruitment or replacement of staff to fill vacant posts, providing staff development programs, including on-the-job training, to provide a pool of in-house candidates from which staff losses could replenished (World Bank, 1992:28).

## 2.6 Problems and Constraints in Distance Education

Different authors describe different problems and constraints in distance education program implementation. According to Keegan (2004 and 2000:12) the common problems and challenges of distance education in developing countries, particularly sub-Saharan Africa include: funding constraints, infrastructural limitations, and administrative problems. Lack of resources is the most commonly encountered challenges for the programs of the region. Because of the resources problem they will be forced either to freeze some of their services or to close down altogether when the funding agency ceases to sponsor them.

Adding to the above idea the following points were identified as the difficulties of distance education:

1. The first is the problem of isolation students studying alone at home, far from their tutors, have no immediate source of help, no-one to answer questions about things they don't understand, no one to seek encouragement from. In many cases they don't even have the support of fellow students experiencing similar difficulties.
2. It encourages and depends on rote learning. The student who learns the lesson notes by heart and regurgitates than in the examination stands the best chance of success. Correspondence education, by itself, is creating a very good vehicle for teaching parrot-fashion repetition. But it does not need to be.
3. Most distance students have been outside formal education for some times, and may well have been unsuccessful students if they were even in it. So their study skills are poorly developed, their approach to study is hesitant, and they lack self

confidence. Without a regular guide or tutor they are likely to make mistakes, become discouraged and to become dropouts or failures.

4. There is therefore a danger that distance education may be seen as, and allowed to become, inferior to orthodox education, to what is traditionally provided in schools and colleges. If in practice a distance teaching system leaves its students isolated, and if its courses concentrate on the transfer of facts and encourages rote learning of those facts, then it is second best.
5. The problem of isolation, the boredom that comes from rote learning and common belief that distance teaching is inferior. Traditional forms of education, often lead to a high dropout rate. This is a particular danger if the production and distribution system does not keep up with its students, so that their college failing to get their study materials out to them on time increases their self-doubt and loneliness (Dodds Tony, 1983:10-11).

From the above quotations, we can understand that distance education as a system has its own problems and constraints. Therefore, for a given distance education project to succeed, those people involved in the system must find out ways of minimizing its deficiencies. In view of this, it is of prime importance to make every possible effort to reduce the loneliness of the long-distance students. More ever, by encouraging active learning and with a regular guide the distance students can be motivated. However, that job depends on employing good academic staff and effective and efficient organization and management.

## **2.7. Non-Human Resources Allocation in Distance Education: Planning and developing open and distance learning**

Within open and distance learning self-study materials have an important part to play, and the effectiveness such materials depend to a large extent on the strategies incorporated in to their design. The quality of self-study materials is important, but their ultimate success will depend to a large extent on the provision of effective student support (Melton F. Reginald, (2002:5-6). In addition Panda (2003) noted that distance education managers need bear in mind the following key factors:

To match production capacity to demand, Academics have to meet production schedules which are based on the scheduling of not only the materials for which they are responsible, but the materials developed by other academics.

## **2.8 Educational Management**

Management is the process of getting activities done efficiently and effectively with and through other people. It is something that takes place in all organizations (Rumble, 2005). Adding the term management is the art of guiding actions and controlling situations in a manner that yields results that best meet the objectives of the institution. (Panda, 2003:15).

The successful management of academic institutions requires detailed planning, timely and appropriate decision making, and skillful coordination of activities (Panda, 2003:65). Educational management is a field of study and practice concerned with the operation of educational organizations. There is no one single general accepted definition of the subject because of its development has drawn heavily on several more firmly established

disciplines including sociology, political science and economics (Bush, 1986:1). The definition of educational management is made more complex by semantic ambiguity on the part of its practitioners-policy, management and administration are used almost interchangeably by some, and with very rigid and specific meanings by others. These uncertainties are further compounded by genuine debates as to the actual components of the subject (Bush & Bumham, 1994:12).

The managerial functions of planning, organizing, leading and controlling can be done well or badly. When they are done badly, resources are wasted, opportunities are lost, institutions grow weaker, morale falls, and in the end, the institutions go under. To insure that institutions are managed well-that is, both efficiently and effectively; respond to changes in their environment; and prosper and grow, vast sums are now expended on the education and training of managers. This is not the place to justify the investment in management education and training. It is enough to indicate that it is recognized as a vitally important from the institutional and, ended national, point of view (Rumble, 2005).

Bush (1986:4) says, "The case for a common approach to the education managers rests largely up on the functions thought to be common to different types of organizations. - - - educational institutions have several specific features which justify a distinct approach to the training of those charged with running our school and college." Crucially to society, public visibility and sensitivity, complexity of functions, intimacy of relationships, staff professionalization, difficulty in appraisal, difficulty in defining objectives, the input and the out puts being human beings are the main distinctive features which need special attention and management approaches unlike other organizations management approach.

Thus, educational managers are required to understand and identify organizational situations in the application of universal or particular management principles, procedures and approaches.

There are also different arguments among various researchers and other people who involve in the practice of management about the use of management, administration, leadership, and their corresponding authorities designated as leaders, managers and administrators. Accordingly although its classical concept was related to commandism, contemporarily, leadership is perceived as a distinctive component of organizational effectiveness which needed to be differentiated from management and administration (Bush and Burnham, 1994:12). Hudson in Bush and Burnham, (1994:12) also perceives leadership in terms of vision and management, and in terms of implementation. Similarly, (Burnham in Bush and Burnham, 1994:12)

Despite there is no one single general accepted definition of educational management, it can be perceived as it is a field of study and practice concerned with the operation of educational organizations. Management functions, principles, procedures and approaches are universal to all organizations. However, this does not mean that there are no particular situation in each organization, which seeks special treatment in the application of management principles and procedures. So, there are distinctive characteristics, which need special treatment or management when it comes to the management of educational organizations.

## **2.9 Organization and structure**

Organization is a consciously coordinated social entity, which a relatively identifiable boundary that, that functions on a relatively on continuous basis to achieve common goal or set of goals (Robbins, 2009).

Organization structure defines how tasks are to be allocated, who reports to whom, and the formal coordinating mechanisms and interaction patterns that will be followed (Robbins, 2009).

There are three main aspects to the management of the initiative. The first is the organizational structure through which the action learning project, as a whole, was run. The second is the nature of the support offered to the individual project teams. The third is the associated dissemination activities (Panda, 2003:102).

The organizational structure of the institution is often a determinative factor. Distance education generally is imparted through three types of institutions: the purpose built the distance education institutions (open universities), the mixed- model (or dual model) institutions and consortia (Rumble, 1986 in panda, 2003:65). In the case of mixed-model institutions, the department or school of distance education is only one of the academic units of the parent institutions and, therefore, the managerial responsibilities relating to it are limited. The consortia are essentially materials development and distribution agencies with management stressing the commercial aspects (Panda, 2003).

Strategy	Goal(s)	Environment	Structure characteristics
Defender	Stability and efficiency	Stable	Tight control; extensive division of labor; high degree of formalization; centralized.
Analyzer	Flexibility	Changing	Moderately centralized control; tight control over current activities; looser controls for new undertakings.
Prospector	Stabile and efficiency	Dynamic	Loose cincture; low division of labor; low degree of formalization; decentralized.

Sources: organizational theory Robbins, 2009

According to Panda (2003), there is no one single way of organizing the distance learning system. The organizational structure appropriate for a small scale person centered distance learning system will be very different to that for a large institution centered system dual-mode institution; but similar functions will be need to perform.

## 2.10 Organizational Effectiveness

According to Robbins, P. (2009), Organizational effectiveness is the complex term to understand and to define it, but defined it based on different approaches: Goal attainment, Systems, Strategic constituencies, and Competing values.

### **The Goal attainment approach and the system approach**

An organization is, by definition, created deliberately to achieve one or more specified goals. It should come as no surprise than to find that goal attainment is probably the most widely used criterion of effectiveness.

The goal attainment approach states that an organization's effectiveness must be appraised in terms of the accomplishment of ends rather than means.

Assumptions of goal attainment approach: The goal attainment assumes that organizations are deliberate, rational goal seeking entities. As such, successful goal accomplishment becomes an appropriate measure of effectiveness. But the use of goal implies other assumptions that must be valid if goal accomplishment is to be viable measure. First, organizations must have ultimate goals. Second, the goals must be identified and defined well enough to be understood. Third, the goals must be few enough to be manageable. Fourth, there must be general agreement on the goals. Finally, progress towards these goals must be measurable (Ibid).

Making goals operative: Given that the assumptions cited are valid, how would managers operationalize the goal-attainment approach? The key decision makers would be the group from which the goals would be obtained. This group would be asked to state the organization's specific goals. The goal-attainment approach is probably most explicit in management by objective (MBO). MBO is a well known philosophy of management that assesses by organization and its members by how well they achieve goals that superiors and subordinates have jointly established (Ibid).

The system approach in the system approach, end goals are not ignored; but they are only one element in a more complex set of criteria. Systems models emphasize criteria that will increase the long-term survival of the organization.

Assumptions: A system approach to organization implies that organizations are made up of interrelated sub parts. If any one of the subparts performs poorly, it will negatively affect the performance of the whole system. So, organizational effectiveness requires awareness and successful interaction with environment constituencies (Ibid).

### Comparing the four approaches

	Approach	Definition	When useful
1	Goal attainment	An organization is effective to the extent that it accomplishment its state goals.	The approach is performed when goals are clear time bound and measurable
2	Systems	It acquires needed resources	A clear connection exists between inputs and outputs
3	Strategic constituencies	All Strategic constituencies are at least minimally satisfied	Constituencies have the powerful influence on the organization, and the organization must respond to demands.
4	Competing values	The emphasis of the organization in the four major areas matches constituencies preferences	The organization is unclear about its own emphases or changes in criteria over time and of interest.

Source: Organizational theory (Robbins, 2009)

Organizational effectiveness has proven difficult, some even say impossible, to define. Yet as the central theme in organization theory, its meaning and measurement must be confronted (Ibid). This indicates that it is difficult to say one is better than the other, but to use the approaches it depends on the organizational situation. For this study purpose the researcher will use as a mixed.

## 2.11 Managerial Functions

According to, Koontz Harold and Weihrich Heinz .(1988), the term management is the art of guiding actions and controlling situations in a manner that yields results that best meet the objectives of the institution.

It has to be remembered that effective managerial performance depends upon the successful interplay of a number of factors, including the personal competences (in terms of skills, knowledge and aptitude) of the chief executive and his or her senior colleagues; and the exercise of a stable instrumental framework in the form of policies, rules, guidelines, conventions and information. It can be enhanced by provision of opportunities

(say, to experiment or to innovate) and extension of support (in the form of appreciation, reward or promotion) to subordinates (Ibid).

The leadership provided to the institution is a critical factor in management. The chief executive needs to have, among other things, a clear perception about the goals and objectives of the institution, a yearning for success but also the willingness to accept setbacks stoicism, a confidence in colleagues and subordinates but not over-dependence on them, equanimity coupled with a sensitivity to the feelings of co-workers, an understanding of the strengths and weaknesses of the institution, a full knowledge of the functioning of all divisions and units in the institutions, the (inborn) capability of having a holistic overview, the ability to take timely (and sometimes unpleasant) decisions, an appreciation of the need to change and willingness to adopt new and innovative strategies, a commitment towards quality, and the ability to listen patiently and communicate effectively. The chief executive has to be not only a leader but also a motivator, coordinator and facilitator (Ibid).

Every plan and all its supporting plans should contribute to the accomplishment of enterprise purpose and objective and as Koontz Harold and Wehrich Heinz state "Planning and control are inseparable".

Planning is the function of all managers, although the character and breadth of planning will vary with each manager's authority and with nature of policies and plans outlined by superiors.

Policies are plans in that they are general statements or understandings which guide the channel thinking in decision making. Policies define an area within which a decision is to be made and ensure that the decision will be consistent with, and contribute to an objective. Procedures are plans that establish a required method of handling future activities. They are guides to action, rather than to thinking, and they detail the exact manner in which certain activities must be accomplished, and they are found in every part of an organization

### **Communication Techniques**

The effectiveness with which communication techniques are used are also influences the span of management. Objective of standards of control are a kind of communications device, but many other techniques reduce the time spent with subordinates. Panda (2003) adding the complexity of the division of labor in ODL organizations means that effective communication is essential. Mapping and management refers to activities which first of all make clear who should talk to whom about what (the mapping); management refers to the operation of systems that built in actual communication, which actually takes place. It also refers to the culture and attitudes that prevail. Most importantly, it means that while customer and service relationship exist between departments.

### **Organization**

According to Panda (2003) there is a fundamental logic of organizing

1. establishment of enterprise objective.
2. formulating of supporting objectives, policies, and plans

3. identification and classification of activities necessary to accomplish these
4. grouping of these activities in the light of human and material resources available and the best way, under the circumstance, of using them
5. delegating to the head of each group the authority necessary to perform the activities
6. tying together of the groups horizontally and vertically, through authority relationships and information flows.

To be most effective, any control system or technique must fit the organizational climate.

## **Evaluation**

As Panda (2003) described distance education may be offered at single-mode open/distance teaching universities, dual-mode universities and independent virtual universities or as virtual learning programs. The use of new educational technologies (NETs) facilitates an enhanced geographical coverage while at the same time reaching out to a heterogeneous clientele. The ever increasing enrollment raises doubts in the public mind about whether quality education is possible while meeting the educational needs of a growing clientele. Therefore, it is pertinent to evaluate the programs that distance education institutions offer in terms of curriculum design, content organization, delivery mode, design, development and standardization of the study materials, student assessment patterns and assignment turnaround time, including monitoring and counseling of students. Panda (2000) states that, in addition to deliberate effort to know how well the program is performing, it is equally pertinent to find out, among other things, the following essential details with regard to the effectiveness or other wise of a distance education program:

How students are learning from the program;

The difficulties they encounter at different level of operations;

The adequacy and appropriateness of the support services provided to them;

The necessity of changing or modifying the patters of continuous and end-of-program assessment;

The cost of running the program and how best to achieve economy of scale and

Whether the program objectives have been met and the goals achieved.

Calder (1994) has further identified the following objectives for conducting program evaluation in distance education:

Monitor progress towards stated organizational goals.

Support the promotion of the quality of teaching.

Help monitor and control academic standards.

Help monitor, control and improve the standards of teaching, student services and student support.

Support the expansion of the provision without loss of quality.

Help improve the appropriateness of the provision for students.

Granted that the overall goal of evaluation is to assess the performance of distance education system in all its ramifications through the collection of useful data that will assist in improving the program structure and offering, it must be noted that it is difficult to evaluate teaching at distance (Jegade, 1993). This is because, in distance education, the teacher has little or no direct contact with the students and, therefore, does not present subject content in the way it is done in a physical classroom situation. If the quality of the

academic program to be ensured, we must evaluate the total delivery system in order to provide or maintain a quality service to students (Ibid).

We may summarize the benefits that are drivable from program evaluation as follows:

Improve delivery mechanisms so as to be more efficient and less costly.

Verify that we are doing what we had planned. This is because, more often than not, plans about how to deliver services end up changing substantially when those plans are put in to action. Therefore, evaluation can verify if the program is really running as originally planned.

Facilitate management's deep through out what their program is all about, including its goals, how it meets its goals and how it will discern if it has achieved its objectives or not.

Determine if the program had the anticipated impact on people or organizations.

Determine if learners were able to use what they learnt after completing the program.

Produce valid comparisons between programs so as to decide which should be retained or discontinued, particularly in the face of dwindling financial resources or imminent budget cuts.

Examine effective programs for possible replication elsewhere.

Learn to avoid similar mistakes in future projects or programs.

From the above idea, we can conclude that evaluation is an essential component of any human being's process of development as well as for the organization's growth. The purpose of evaluation must be the improvement of what we do. And any organization it

could be educational or other whatever the organization cannot succeed its objective without properly implementation of managerial functions; but, it can vary to the way of implementation and according to the complexity situation of the organizational, since, management is science and art. Hence, the only key to maintaining balance in this regard lies in the effective planning and management of distance education.

## **2.12 Distance Education in Ethiopia: An Overview**

Through the last few decades, like the other continents of the world there has been also a growing awareness in the continent of the need to introduce a new delivery system, distance education, in order to satisfy the educational demand in spite of poor communication, scattered settlement and lack of adequate qualified manpower.

Today, it is a proven fact that conventional educational institutions cannot fulfill the educational demand of both children and adult simply because school facilities are inadequate. Ethiopia, as a developing country, is not an exception. This pressing educational problem had led the country to the search for alternative solution such as distance education. Its need /distance education/ is worldwide both in developed and developing countries, though it has a greater significant role to play in Ethiopia where there are not enough institutions for school age children; where improving the skill and training of working adults are needed badly; where giving educational opportunities for these adults who discontinued their education for various reasons is a must and where tackling the problems of literacy is prevalent in rural or remote regions and is demanding distance education division (1982) has stated the following justification for the starting of distance education in Ethiopia.

It is affirmed by the department's survey of November 1977, that there is a felt need for correspondence education. For instance, out of 855 factory workers with secondary level education, 735 persons filled in the questionnaires showing interest in correspondence education, which is the educational alternative for the adult population.

It enables to disseminate educational opportunities to all corners of the country, so that it lessens that time all grievance of centralizing educational opportunities. It tremendously reduces the number of requests for transfer to Addis Ababa which may unqualified elementary school teachers and workers in remote areas demand under the pretext of improving their level of education.

In view of the above facts, one can infer that the expansion of distance education program is highly timely and desirable for promotion and development of adult education throughout the country. The initiatives to launch the distance education program have emanated from both private and public institutions.

The first pioneers of distance education, in the form of correspondence educational approach to have been externally based on commercial correspondence education institution. An institution known as the British Tutorial College (BTC), which was based in Kenya, had opened an office in Addis Ababa as early 1967 and offered correspondence education course in Ethiopia.

MOE (2005) on the above Distance learning materials for improving agricultural production Sebsibe Sema in the above book distance education, which started as a correspondence education over a hundred years ago, is now widely used as an educational

system to satisfy the increasing demand for education. Initially it was developed to reach and satisfy the learning needs of students separated from institution in distance and time.

At a secondary level, distance teaching is used either as integral part of the school curriculum to enrich (school broad casting) and expand (correspondence) school programs or to provide substitute secondary level opportunities to out-of-school youths and adults. Large number of adults who were unable to complete secondary school when they were young and primary school leaves in the third world that cannot get places in the limited number of secondary schools benefit from such distance teaching. Page 464 Distance education program were put in to practice in Ethiopia a program known as "direct study for teachers", Distance teaching started functioning in Ethiopia in 1960 (Getachew et al. 1990 in Gothe-institute, 2005). This was an in-service program designed to upgrade the academic and professional standard of teachers who had not gotten the necessary and appropriate training for the job. The program was run by the Ethiopian U.S cooperative education program and was using self instructional materials, exercise and study guides developed in line with the formal school text books. Participants were required to attend a 6 week face-to-face program at the few teachers' training schools during the summer vacations. Those who successfully passed the exams were given a chance to join teacher training schools and were then promoted and got salary increments. Teachers therefore used the program as an alternative way to complete secondary education, to be able to sit for university entrance exam and to get promotion in their work.

In 1962 the Ministry of Education and the A.A University jointly decided to open correspondence education under the extension (night) section of the university. After the

development and preparation of a few courses, however, the whole process was delayed for several reasons and distance education was transferred to the MOE in November 1969. Finally, after making all the necessary preparations and the completion of 26 academic courses, the program was launched in 1971 (Ibid).

Priority was given to those adults who had discontinued their studies for various reasons and to those living in the rural and border areas of the country. Teachers, men in uniform, health assistants, office workers, and rural development workers were among the beneficiaries. Statistics show that a total of 6020 individuals (5593 male and 427 female) participated in the program from 1971 to 1981 (Ibid.).

The national vocational correspondence education program, a local and private distance education organization was established in 1974 to provide theoretical and conceptual information for local practitioners who were lacking the necessary formal educational background to their professions. From 1974 to 1977, a total of 20,000 persons participated in the program. Out of these, 11,289 who successfully had passed the exams were then certified. The organization was working under the supervision and follow up of the adult and continuing education department of the MOE.

There were also foreign Education Institutions offering correspondence courses through their representatives in Ethiopia starting from 1956. Some of these were the British Tutorial College, the International Correspondence School, the Trans World Tutorial College and Century University (MOE, 2005).

At present, a number of private and government institutions of higher learning are running distance education program in the country. Unlike some of the countries cited above as example, how ever non-formal and basic adult distance education is not well established in Ethiopia. In fact, apart from privately run national vocational correspondence education program mentioned earlier, there were no other adult distance teaching programs to provide courses in basic practical and functional education particularly in a whereas, 85% of the population consists of predominantly illiterate traditional subsistence farmers, no functional distance teaching program is designed for or available to these farmers.

It was in 1969 that the first attempt to train farmers through correspondence education was made in the former Wollamo Sodo of Sidamo province (today Wollita Zone) in the south of the country. It was father Hennery, a missionary school director in Areka who initiated the idea. He strongly believed that teaching modern technique of agriculture to farmers would bring the desired change in the farmersø lives. The launching of the program was also the birth of agri-service Ethiopia (ASE). Hence MoND distance education started before few years to serve the armed members with no experience of distance education program registered few learners. However, in the recent time the number of the learners raised above 24,000 without increasing additional employees.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Methodology**

For the purpose of this study, mixed approach (more quantitative supported by qualitative method) was employed on the assumption that it will help to reveal the existing organizational and managerial problems of distance education in MOND. Among the quantitative method descriptive survey method was preferred in order to get the necessary information in breadth.

On the other hand, qualitative method was employed in order to get in-depth information from the interview responses and triangulate the information collected using questionnaires.

#### **3.2 Sources of Data**

The primary data were collected from head office leaders, center coordinators, experts, and learners through interview and questionnaire.

On the other hand, the secondary data were secured from documents of the academic education head office and the command sectors of the army. Besides, relevant books and journals were reviewed.

### 3.3 Sample Size and Sampling Techniques

The study included participants like students, coordinators, experts, and managers of distance education. According to the data obtained from the main office, currently there are five main sectors in different regions of the country with many sub-sectors which consist of total number of 24,423-distance education learners in grades 7 to 10, 30-coordinators, 40-experts, and 2 managers at the head office. (See Table 1 for details).

**Table: 1 Number of distance learners in MOND**

R.No	Sectors	Number of students by grade level				
		7	8	9	10	Total
1	East command	212	396	987	120	1,715
2	West command	493	423	538	146	1,600
3	Central command	3655	2482	2070	701	8,908
4	North Command	4049	1546	3991	565	10,151
5	A.A & around	305	515	791	438	2,049
	Total	8714	5362	8377	1970	24,423

Sources: Annual report of distance education of MOND (2010)

From the aforementioned sectors of the distance education, North Command (Mekelle) and Addis Ababa with total of 12,200 learners were included as sample frame for the study. This selection is due to large representative number of learners in Mekelle comparing to other sectors, while Addis Ababa due to accessibility to the researcher.

Thus, 244 learners were selected (2% Of 12,200) due to the objective of the study focused on organizational and managerial effectiveness and as a supportive representative number of learners in their homogeneity from grades 7-10 using stratified technique which considers proportion across different grade levels (i.e. 35.7%, 17%, 39.3%, and 8% from grade 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> respectively were considered in the study. In addition, 10

coordinators (33%), 40 experts (100%), and 2 managers (100%) were included in the study purposefully due to better exposure on the issues related to the study and accessibility

### **3.4 Data Collection Instruments and Procedures**

Questionnaires, interviews, document review and check list were employed as data collection instruments in order to get adequate information and to triangulate the information.

#### **3.4.1 Questionnaire**

The questionnaires were composed of open and close ended items. Three types of questionnaires were prepared, the first and second was for the experts and coordinators (in English) and the third one was for the learners (in Amharic).

To make the instruments understandable, objective, and reliable the questionnaires were discussed with colleagues and pilot tested. The questionnaires were pre-tested to check whether or not to generate the expected information internal consistency. In this case, the questionnaires were distributed to 20 students in Mekelle sector. The data obtained from students were analyzed to determine the reliability of the questionnaires, hence, its reliability cronbach's alpha shows 0.916. Based on the response obtained from the pilot test and the comments and suggestions given by the advisor the questionnaires were modified and distributed to the sample respondents.

Based on the feedback from the brain storming, pilot-test and advisor's suggestions, necessary corrections and amendments were insured, then distribution was continue to

collect the main data from the sample respondents. The questionnaires of the learners, coordinators, and experts were administered by researcher and active participation of the sector coordinators.

### **3.4.2 Interview**

To get further information, interview was conducted with the department heads. For this purpose, unstructured interview was used to collect the necessary data from the management perspective (interviewees). And interview for the education department heads was conducted by the researcher after collecting the questionnaires from the learners.

### **3.4.3 Check list**

To supplement the official statistical data, check list for the availability of documents was made to identify problems related to organizational and managerial effectiveness. Moreover, informal discussions concerning implementation of the program was conducted with distance learners sector coordinators and experts.

## **3.5 Data analysis technique**

The data were examined on the basis of the information collected through the research questions and arranged accordingly. The information was tabulated and calculated. Percentage and mean was calculated using SPSS program. Besides, the quantitative method was supported by qualitative in order to examine unexpected results.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS OF DATA AND DISCUSSION OF RESULTS**

This chapter deals with the presentation, interpretation, and analysis of data gathered from the different sources followed by discussion of the results. The presentation begins with the description of the background information of the respondents. The quantitative data were presented in tables using percentage, frequencies and mean. In the likert type scale are computed by combining the two outside categories "strongly agree" and "agree"; and disagree" and "strongly disagree" for the purpose of analysis. At the same time the quantitative results would be supplemented by qualitative results.

#### **4.1. Background Information of the Respondents**

Under the background information section, the major study subjects (i.e. student, experts, coordinators, respondents in questionnaires, and the interview conducted with distance education heads) were briefly described below.

##### **4.1.1 Characteristics of Respondents**

In this study the students were military members who were found under Mekelle sector in Wukro, Agulaæ, Romanatt, Kuha, and Addis Ababa and around were also included in the study. The questionnaire was administered to 244 students out of which 239 of them were collected back and 5 (1.69%) were not collected; hence, the analysis was made using 239

respondents. Student respondents were all adults and have different work experience so they could respond to what they were asked concerning distance education program as follows.

**Table: 2 Age, Sex, Level of education, and Service year of respondents**

Variables		Respondents							
		Managers		C		E		S	
		N	%	N	%	N	%	N	%
Sex	F		-	-	-	2	5	-	-
	M	2	100	10	100	38	95	239	100
	<b>T</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>-</b>	<b>100</b>
Age	20-25	-	-	-	-	1	2.5	73	30.5
	26-30	-	-	-	-	4	10	84	35.1
	31-35	-	-	-	-	18	45	-	-
	36-40	-	-	4	40	13	32.5	62	26
	Above 40	2	100	6	60	4	10	20	8.4
	<b>T</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>239</b>	<b>100</b>
Level of education	7	-	-	-	-	-	-	84	35.7
	8	-	-	-	-	-	-	40	17
	9	-	-	-	-	-	-	95	39.3
	10	-	-	-	-	-	-	20	8
	Diploma	-	-	3	30	-	-	239	100
	BA/BSC	1	50	7	70	37	92.5	-	-
	MA/MSc	1	50	-	-	3	7.5	-	-
	<b>T</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>-</b>	<b>-</b>
Service year	1-5	-	-	-	-	5	12.5	33	13.8
	6-10	-	-	1	10	5	12.5	59	24.7
	11-15	-	-	3	30	24	60	92	38.5
	16-20	1	50	1	10	5	12.5	36	15.1
	Above 20	1	50	5	50	1	2.5	19	7.9
	<b>T</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>239</b>	<b>100</b>

**C=Coordinators, E=Experts, S=Students, T= Total**

As it can be seen in Table 2, majority of the learners (35.1%) of the respondents are in the age category ranging from 26 to 30, 30.5% of the respondents are in the age ranging from 20 to 25, 26% of the respondents aged 35 to 40 and the smallest population (8.4%) of them aged above 40 years old. Table 2 indicates that, all the respondents are matured leading to conclude that they can give relevant answers for what they are asked.

Regarding the service years of the learners, 92 (38.5%) have marked their service year, as indicated in Table 2, 11 to 15 years, 24.7% of respondents had 6 to 10 years services, 13.8% 1 to 5, and the smallest population 19 (7.9%) of them had above 20 years service in the Ministry of National Defense. This shows that the respondents served for a number of years in the Ministry of National Defense that enables to infer the respondents can understand and give relevant response for what they were asked.

In Table 2 concerning sex of the learner respondents, all of them were males and based on the data, one can possibly say that female involvement in the army is very low.

As indicated in Table: 2 most of the experts of MOND Distance education program are aged 31 to 35 (45 %) and the least age years of experts was 1 (2.5%) ranging 20-25. In terms of service years 11 to 15 (60%) and the least service years of the experts 1 to 5 was 5 (12.5%); and sex of the experts 2 (5%) of the respondent experts were females and 38 (95 %) of them were males. From the above Table we can conclude that participation of females was low in the program of MOND distance education. On the other hand, academic qualification and service year of the experts revealed that concerning the DEP they have experience and qualification to respond the questionnaires correctly. Concerning the academic qualification of experts were 38 (92.5%) BA/BSC and 3 (7.5%) MA/MSC. As Table 2 illustrates that the coordinators were in the age group ranging from 35 to 45 years; and the service year of the coordinators were above 6 years of both coordinators with the academic qualification of 7 (70%) BA/ BSc, and 3 (30%) of them were diploma graduates.

This indicates that all coordinators and experts served for a number of years in the Ministry of National Defense DEP. That enables to infer that most of them were the beginners of the DEP in the institution and they have the exposure to understand and to know the real situation of the DEP organization and managerial effectiveness and its implementation, because of their experience. Explicitly they can able to respond the questionnaires correctly.

In addition, the managers of the DEP interviewee were employed in 2002 since the beginning of elementary schools in MOND later they became leaders of the distance education program. Hence, one of the managers had the experience of 19 years and the other manager also had 19 years of service in MOND and totally 28 years including in MOE; and they are 40 and 50 years old; besides this they have academic qualification of BA and MA respectively.

As Table 2 revealed that all learners of the MoND distance education are male that is 95% of the experts are males and only two of them are females.

From the above idea we can infer that the interviewee managers had long service years in the organization related to the DEP; hence, they have the opportunity to understand and know the real situation of the DEP; and to give appropriate answer for the interviewee questions.

## 4.2 Data analysis on major issues

### 4.2.1 Managers and staff members' requisite qualification, skill and work experience to manage the program

**Table: 3 Respondents concerning Managerial skills**

ITEM		Respondents		Disagree		Undecided		Agree		Mean
				F	%	F	%	F	%	
1	Managers' ability to work with individuals & groups of employees.	C	10	6	60	4	40	-	-	2.6
		E	40	11	27.5	3	7.5	26	65	3.45
		S	239	51	21.4	31	13	157	65.7	3.0
		<b>T</b>	<b>289</b>	<b>68</b>	<b>23.5</b>	<b>38</b>	<b>13.1</b>	<b>163</b>	<b>56.4</b>	
2	Managers' ability to understand individual & groups of employees' interest.	C	10	6	60	1	10	3	30	2.6
		E	40	24	60	5	12.5	11	27.5	3.4
		S	239	134	56.1	29	12.1	76	31.8	2.61
		<b>T</b>	<b>289</b>	<b>164</b>	<b>56.7</b>	<b>35</b>	<b>12.1</b>	<b>90</b>	<b>31.1</b>	
3	Managers are capable to motivate individuals & groups of employees in DE	C	10	7	70	3	30	-	-	2.1
		E	40	19	47.5	6	15	15	37.5	2.9
		S	239	154	64.5	18	7.5	67	27.9	2.61
		<b>T</b>	<b>289</b>	<b>180</b>	<b>62.3</b>	<b>27</b>	<b>9.3</b>	<b>82</b>	28.4	
4	Managers motivate students' participation	S	238	152	63.6	16	6.7	71	29.7	2.69
5	managers are capable to support low and motivate fast learners	C	10	8	80	-	-	2	20	2.5
		E	40	19	48.5	4	10	17	42.5	2.95
		S	238	154	64.4	23	9.6	61	25.7	2.36
		<b>T</b>	<b>288</b>	<b>181</b>	<b>62.8</b>	<b>27</b>	<b>9.4</b>	<b>80</b>	<b>27.8</b>	
6	Managers' ability to decide in a complex situation of the program.	C	10	9	90	1	10	-	-	1.7
		E	40	23	57.5	7	17.5	10	25	3.23
		S	239	161	67.4	26	10.9	52	21.7	2.52
		<b>T</b>	<b>289</b>	<b>193</b>	<b>66.8</b>	<b>34</b>	<b>11.8</b>	<b>62</b>	<b>21.5</b>	
7	DEP Managers ability to lead the program properly	E	40	21	52.5	-	-	19	47.5	3.23
		S	239	161	67.4	26	10.9	20	14.6	2.93
		<b>T</b>	<b>279</b>	<b>182</b>	<b>17.9</b>	<b>26</b>	<b>9.3</b>	<b>71</b>	<b>25.4</b>	
8	Managers are well trained concerning the DE program	C	10	8	80	1	10	1	100	2.1
		E	40	24	60	7	17.5	9	22.5	2.3
		<b>T</b>	<b>50</b>	<b>32</b>	<b>64</b>	<b>8</b>	<b>16</b>	<b>10</b>	20	
9	Coordinators are well trained concerning the program	C	10	8	80	-	-	2	20	1.8
		E	40	27	67.5	3	7.5	10	25	2.25
		<b>T</b>	<b>50</b>	<b>35</b>	<b>70</b>	<b>3</b>	<b>6</b>	<b>12</b>	24	
10	Experts are well trained concerning the program	C	10	8	80	-	-	2	20	1.2
		E	40	28	70	1	2.5	11	27.5	2.23
		S	239	154	64.4	29	12.1	56	23.4	2.61
		<b>T</b>	<b>289</b>	<b>190</b>	<b>65.6</b>	<b>30</b>	<b>10</b>	<b>69</b>	<b>23.8</b>	

C= Coordinators, E=Experts, S= Students and T =Total

As item 1 of Table 3 revealed, 65% of experts and 65.7% of students agreed in the managers' ability to work with individuals and group of employees; whereas, 60% coordinators, 27.5% experts, and 21.4 students disagreed said that the DEP managers were

not capable to work with individuals and groups of employees in the program; in addition, 40% coordinators, 7.5% experts and 13% learners unable to decide. Hence, majority of the coordinators opposed the managers' ability, and they have more opportunity and information due to the direct and daily relationship in their daily activities. So, it implies that the coordinators idea needs to be considered.

Item 2 of Table 3 shown that, the Distance education managers ability to understand individuals and groups of interest were the next question; hence, 76, (31.8%) of the student respondents agreed that the managers had the ability; whereas, 134 (56.1%) of the student respondents disagreed by saying that the managers of the DEP were not be able to understand the interest of individuals and groups; (60%) and 60% of the experts and coordinators disagreed said that the managers were not understand the individual and group of employees interest in the program, but,30% coordinators and 27.5% experts agreed in the ability of the managers. The interviewed managers said that the DE managers' ability was very low on the question raised, some committed individuals may be categorized on the side of ability but as a system the ability was low. In relation to this, according to World Bank (1992) in contrast to staff development, which is based on the assumption that the better technical skills staff has members, the better they will perform on the job. However, to be successful in a changing and competitive environment, technically skilled individuals are not enough. Individuals must be helped to improve not only their technical but also their ability to work productively with each other for the good of the organization. However, the ability of the managers according to the respondents' information showed low to understand individuals and groups interest.

Item 3 of Table 3 revealed that 0, 15, 67 agreed; whereas, 7, 19, and 154 of coordinators, experts, and students respectively disagreed in the implementation of individual and groups of employees' motivation in the program. Moreover, 3 coordinators, 6 experts and 18 learners were unable to decide on the subject.

The interviewed managers stated that motivations of employees were not implemented as required in the program and it was very low.

“Employees must be motivated based on their performance of achievement in the work implementation but throughout the experience of the program, chance for education and promotion was given to the employees simply based on the temporary criteria, and the criteria were changed now and then, accordingly, the employees were complying in the method and ways of giving chance for education and promotion in the department and it did not motivate employees; besides other means of motivations were not practically implemented yet in the program.”

This implies that managers, coordinators, experts, and learners were not satisfied. Therefore, it seems that competent and incompetent employees were not properly identified based on their performance, this will lead them to lower performance because of the fact that denying the recognition of motivation for the good performers in the program implementation. In general Table 3 showed that ability of the managers to motivate employees of the program seems low.

In the same Table item 4, students were asked that whether or not managers motivate participation of students, and it revealed that the motivation ability of the managers

concerning students also indicated low with 63.6% of the respondents. Whereas, 29.7% agreed that the managers are able to motivate students' participation and 6.7% of the respondents unable to decide. It showed low ability of managers to motivate students participation.

As can be seen in item 5 of Table 3 the managers' ability was low to support according to the level of learners ability. Coordinators, experts, and students 2, 17, and 61 were agreed accordingly in the managers ability to motivate low and fast learners; while, 8, 19, and 154 disagreed respectively in the motivation of the low and fast learners of the program.

Distance education system is quite possible for each learner to begin, stop, and complete the course as work, family and health conditions allow, to study at his /her own pace, and to disregard all the organizational and administrative restrictions usually inevitable in face-to-face education. Hence one can confidently conclude that distance education with its three basic components printed material, contact program and electronic media is a truly educational innovation of this century (Rumble, 2005).

However, we can infer from Table 3 item 5 the managers' ability to motivate and support the learners seems low as revealed by the respondent. And as the managers idea the schedule of the program is fixed; they registered once and finish at the same time which is situated by the managers.

The data contained in item 6 of Table 3 shows that ability of decision making in a complex situation, 52 (21.7 %) of the students agreed; whereas, 161 (67.4%) disagreed in the ability of the managers to decide in a complex situation; supporting the students idea, almost all 9

(90%) coordinators and 23 (57.5%) of the experts disagreed. To the contrary, 10 (25%) of the experts agreed and the rest 7 were unable to decide. In general 62 of the respondents agreed in the ability of the managers; however, 193 of the respondents disagreed in the ability of managers to decide in a complex situation.

The information obtained from the interviewed DEP managers agreed that the managers of the program are very low in decision making in a complex situation especially at the lower units /sub-sectors. They tried to describe the reasons for "not able" is related with the organizational structure, the authority given for the DEP, skilled manpower especially in sub-units are very poor to implement as intended and both coordinators of sector and sub-sector academic qualification is not related with education said the managers. This implies that the program was not supported enough in decision making.

Distance education managers and employees in the program are expected to have Managerial and expertise skill of the program based on their position and work conditions to implement the intended objective of the program. As Table 3 item 7 indicated 20 (14.6%) of students and 19 (47.5%) experts agreed; however, 161 (67.4%) learners and 21 (52.5%) experts were disagreed that the managers were unable to lead the program properly. In addition 26 of the respondents were unable to decide. Based on the information obtained from the respondents the managers leading ability revealed low performance to implement the program properly with mean of 2.3 experts and 2.1 coordinators.

Concerning the training of the employees in distance education program were asked for both respondents of the study and replied as follows:

As it can be seen in item 8 of Table 3, was asked about managers training in distance education program; hence, 64% of the respondents disagreed; by saying that managers were not trained; to the contrary, 20% of the respondents agreed on the subject and 16% undecided on the question. Then again, the same question in item 9 regarding the coordinators training, respondents replied that 70% of them disagreed; 24% of the respondents agreed that coordinators were trained.

Item 10 of Table 3 shows that, 190 (65.6) of the respondent said that experts of the program were not trained concerning the program; whereas, 69 (23.8%) of the respondents agreed that employees were trained. This implies that training given for the experts were very low with the mean of 2.25 and 1.8 experts and coordinators respectively.

The interviewed Managers also said that no training was given for both level of the employees. According to Keegan and Routledge, (1973) Training of staff, writers, tutors, and administrators is an aspect of distance teaching institutions, which must surely attract considerable attention. Such training ought to reinforce what is accepted as one of the fundamental principles of distance teaching, namely, that any course should relate to the need and background of the students. But, the real situation of the institutions training system was almost non-existent, and it indicated that all employees working in the DEP without training.

#### 4.2.2 Organizational Structure of MoND DEP

**Table: 4A Respondents on Organizational Structure**

	Item	Respondents		Disagree		Undecided		Agree		Mean
		F	%	F	%	F	%	F	%	
1	The organizations chain of command is clearly stated	C	10	8	80	1	10	1	10	1.8
		E	40	22	55	4	10	14	35	2.5
		S	239	148	61.9	17	7.1	74	30.9	2.5
		<b>T</b>	<b>289</b>	<b>178</b>	<b>61.6</b>	<b>22</b>	<b>7.6</b>	<b>89</b>	<b>30.8</b>	
2	The department's organizational structure shows consistency and high performance to implement the program	C	10	10	100	-	-	-	-	1.2
		E	40	30	65	2	5	8	20	2.1
		S	239	140	58.6	18	7.5	81	33.9	2.4
		<b>T</b>	<b>289</b>	<b>180</b>	<b>62.3</b>	<b>20</b>	<b>6.9</b>	<b>89</b>	<b>30.8</b>	
3	Tasks are subdivided in to separate groups properly	C	10	8	80	1	10	1	10	2.2
		E	40	21	52.5	5	12.5	14	35	2.9
		S	239	159	66.5	33	13.8	47	19.7	2.2
		<b>T</b>	<b>289</b>	<b>188</b>	<b>64.9</b>	<b>39</b>	<b>13.5</b>	<b>62</b>	<b>21.5</b>	
4	Jobs are grouped based on their similarity in each department	C	10	8	80	1	10	1	10	2.1
		E	40	12	30	2	5	26	65	3.5
		<b>T</b>	<b>50</b>	<b>20</b>	<b>40</b>	<b>3</b>	<b>6</b>	<b>27</b>	<b>54</b>	
5	The organizational structure of the department is stable	C	10	10	100	-	-	-	-	1.2
		E	40	19	47.5	1	2.5	20	50	2.8
		S	239	135	56.5	28	11.7	76	31.8	2.5
		<b>T</b>	<b>289</b>	<b>164</b>	<b>56.8</b>	<b>29</b>	<b>10</b>	<b>96</b>	<b>33.2</b>	
6	Sometimes job specification is not observed	C	10	10	100	-	-	-	-	1.4
		E	40	26	65	2	5	12	30	2.7
		S	237	118	49.8	24	10.1	95	40.1	2.8
		<b>T</b>	<b>287</b>	<b>154</b>	<b>52.7</b>	<b>26</b>	<b>8.9</b>	<b>107</b>	<b>36.6</b>	
7	Division of task and responsibilities over lap	C	10	8	80	1	10	1	10	1.9
		E	40	28	70	1	2.5	11	27.5	2.5
		S	237	163	68.8	27	11.4	48	20.3	2.1
		<b>T</b>	<b>288</b>	<b>199</b>	<b>69.1</b>	<b>29</b>	<b>10.1</b>	<b>60</b>	<b>20.8</b>	
8	All the tasks to be accomplished are clearly identified for the execution of the DE program	C	10	9	90	-	-	1	10	2.2
		E	40	20	50	3	7.5	17	42.5	2.7
		S	238	152	63.9	30	12.6	56	23.5	2.3
		<b>T</b>	<b>288</b>	<b>181</b>	<b>65.9</b>	<b>33</b>	<b>11.5</b>	<b>74</b>	<b>25.7</b>	

C= Coordinators, E=Experts, S= Students and T =Total

As presented in Table 4A item1 concerning whether or not the organizational chain of command is clearly stated, 8 (80%) coordinators, 22 (55%) experts and 148 (61.9%) students of the respondent disagreed on the subject. To the contrary 1 (10%) coordinators, 14(35%) experts and 74 (30.9%) students agreed that the organizational chain of command was clearly stated.

As it is identified in item 2 of Table 4A both respondents were asked whether the department's organizational structure shows consistency and high performance to

implement the program or not, most of the respondents 180 disagreed that in the organizational consistency and high performance; whereas, 89 of the respondents agreed the idea of consistency and high performance. In this point the managers strictly agreed that the organizational structure of the program was inconsistent and low performance to implement the DEP. The managers said that: "the real information concerning the inconsistency of the program's structure; in 1984 it was organized with training main department, in 1987 under education and administration main department, in 1988 it come back to training main department, in 1989 back to education and administration main department, in 1991 again back to training main department, in 1999 under human resource and development sector, and lastly in 2002 organized with MOND university. Moreover, in sectors and sub-sectors its inconsistency was affected more than what we have said in the center. The DEP managers said that "the reason for the inconsistency was the absence of program owner participation in its restructuring".

Based on the information obtained the organizational structure of the program seems to be not favorable for the employees and not research based in its restructuring process. Then it revealed that employees were dissatisfied concerning the structure.

Table 4A item 3 witnessed that, concerning the question whether or not tasks are subdivided in to separate groups properly, 62 of the respondents agreed that the tasks of the program is organized properly, however, 188 of them disagreed in properly grouping of the task. Besides, the managers said that, there is inconsistency of the organizational structure and it could not be grouped properly by implicitly; for instance, DEP was organized seven times under different departments repeatedly within ten years. According

to Koontz (1988) tasks should be organized based on the fundamental logic; establishment of enterprise objectives, formulating of supporting (objectives, policies, and plans), identification and classification of activities necessary to accomplish these, grouping of these activities in light of human and material resources available and the best way, under the circumstance, of using them, delegating to the head of each group the authority to perform the activities, tying together of the groups horizontally and vertically, through authority relationships and information flows. However, as the information indicated low implementation was seen.

As Table 4A item 4 depicted respondents were asked whether or not the jobs are organized based on their similarity in each department, 8 (80%) coordinators and 12 (30%) agreed that work are grouped correctly; on the other hand, 1 (10%) coordinators and 26 (65%) experts disagreed in the well organizing of the work and 3 (6%) of the respondents unable to decide Whereas, the managers said that within the department the works are grouped based on their similarity; but the main problem was the next step with whom the department will be organized is the main problem. Stability were asked to the respondents whether the organizational structure of the department is stable or not, 96 of the respondents agreed that its organizational structure is stable; and 184 of the respondents disagreed on the stability of the organizational structure. On the same token the management also agreed that stability of the management is very low it is changed now and then because it is not research based and absence of owner's participation on its restructuring process.

As Table 4A item 5 revealed, whether or not the organizational structure of the department is stable; 164 respondents disagreed in its stability; to the contrary 96 respondents agreed that the organizational structure of the program is stable and 29 respondents unable to decide.

In similar Table item 6 the question asked whether or not sometimes job specification is observed, 154 of the respondents agreed that some time job specifications is not observed; on the other hand, 107 of them disagreed and said that there is clear job specification. Whereas, the managers said that jobs were not identify clearly beginning from lower to the upper hierarchy of the department. It indicates that the job specifications were not clearly identified.

Item 7 of Table 4A reads that respondents were asked whether Division of tasks and responsibilities over lap or not, 199 of the respondents agreed that the division of tasks and responsibilities were overlapped; on the other hand, 60 of them disagreed in the overlapping of the task and responsibility and 29 of the respondents unable to decide whether the division of tasks are overlapped or not. On the other hand, the managers said that division of tasks and responsibilities overlapping is a serious problem of the program in its implementation; since, the organizational structure was not established properly. This shows there is no clear division of task and responsibility in the program implementation.

As observed in Table 4A, item 8, respondents were asked whether all the tasks to be accomplished are clearly identified for the execution of the DE program or not, 74 of the respondents agreed that all the tasks were clearly identified; on the other hand, 181 of them disagreed in the tasks identifying clearly and 33 of the respondents are unable to decide.

Whereas, the management said that within the department the tasks are grouped based on their similarity; but as a department it was organized under different unrelated main departments. In general the job organization as the respondents' information showed that it was not as required and the respondents were not satisfied in the organization.

**Table: 4B Respondents on DEP Regulation and Procedures**

	ITEM	Respondents		Disagree		Undecided		Agree	
		F	%	F	%	F	%	F	%
1	There is appropriate managerial procedure to manage the program	C	10	6	80			2	20
		E	40	19	47.5	6	15	15	37.5
		S	239	136	56.9	21	8.8	82	34.3
		T	<b>289</b>	<b>161</b>	<b>55.7</b>	<b>27</b>	<b>9.3</b>	<b>99</b>	<b>34.3</b>
2	There are appropriate and clear regulations to manage the DE in an orderly manner	C	10	8	80	-	-	2	20
		E	40	21	52.5	5	12.5	14	35
		S	239	140	58.6	21	8.8	78	32.6
		T	<b>289</b>	<b>169</b>	<b>58.5</b>	<b>26</b>	<b>9</b>	<b>94</b>	<b>32.5</b>
3	There is clear communication channel showing who should report to whom in the DE	C	10	8	80	1	10	1	10
		E	40	24	60	2	5.0	14	35
		S	238	137	57.3	26	10.9	75	31.4
		T	<b>288</b>	<b>169</b>	<b>58.7</b>	<b>29</b>	<b>10.1</b>	<b>90</b>	<b>31.3</b>
4	There is good relationship between the management staff, experts, and coordinators of MOND distance education	C	10	7	70	1	10.0	2	20
		E	40	17	42.5	1	2.5	22	55
		S	238	112	46.9	58	24.3	68	28.5
		T	<b>288</b>	<b>136</b>	<b>47.2</b>	<b>60</b>	<b>20.8</b>	<b>92</b>	<b>31.9</b>

C= Coordinators, E=Experts, S= Students and T =Total

As Table 4B item1 shows the question asked whether there is appropriate managerial procedure to manage the DEP or not, from the respondent point of view 99 of the them agreed that there were appropriate managerial procedures to manage the DEP; however, 161 of the respondent disagreed that there was no appropriate managerial procedures to manage in a proper manner and 27 of the respondents unable to decide. Adding the interviewed managers also said that the procedures of the program are not situational they prepared once and it continue for a long period of time without checking whether it is workable or not; if so it is difficult to say that it is appropriate.

As Table **4B** item 2 indicated learners, experts and coordinators and managers were asked whether there are appropriate and clear regulations to manage the DE in an orderly manner; 80% coordinators, 52.5% experts and 58.6% learners of the respondents agreed that there were no clear regulations to manage the program. Adding to the majority respondents the managers of the program said that there is no clear regulations to guide the program; whereas, 20% coordinators, 35% experts and 32.6 % learners agreed that there is clear regulations to manage DEP; on the other hand, 12.5% experts and 8.8% learners unable to decide on the subject. As majority of the respondents information indicated managers of the program were not supported the employees properly.

As shown Table **4B** item 3 respondents were asked whether or not there is clear communication channel showing who should report to whom in the DE, 1 coordinators, 14 experts and 75 students of the respondents agreed that there is clear communication channel among the given hierarchy; on the other hand, 8 coordinators, 24 experts and 137 students were disagreed that there is no clear communication channel in the program implementation. supporting to the experts, learners, and coordinators idea, the managers said that communication channel of the program implementation is basically depend on the good will of the related departments, hence, there was no clear communication channel in the program.

As observed in Table **4B**, Item 4, in the question whether or not there is good relationship between the management staff, experts, and coordinators of MOND distance education, 2 (20%) coordinators, 22 (55%) experts and 68 (28.5%) students or 92 (31.9%) of the total respondents agreed that all employees of DEP have good relationship; on the other hand, 7

(70%) coordinators, 17(42.5%) experts and 112 (46.9) learners or total of the respondents 136 (47.2%) disagreed in their healthy relationship; moreover, 60 (20.8%) not aware to decide. In addition, the managers said that the employees of the department in terms of healthy relationship; in the sectors the organizational structure were not well established in addition coordinators of the sector were not happy in the DEP system; besides of the coordinators unhappiness employees in the sectors shows high turnover from their work place. This showed that the relationship between the employees is low. In general, the majority of the respondents information indicates that there is no healthy relationship among the employees of the program.

**Table: 4C Respondents concerning Authority of employees in DEP**

	ITEM	Respondents	Disagree		Undecided		Agree		
			F	%	F	%	F	%	
1	In your office, coordinators and/or employees are granted authority to make organizational decision	C	10	6	60	1	10	3	30
		E	40	28	70	4	10	8	20
		T	50	34	68	5	10	11	22
2	Your department is authorized to make educational policies to implement the program at the head office, sector and sub-sector levels	C	10	6	60	-	-	4	40
		E	40	22	55	5	12.5	13	32.5
		T	50	28	56	5	10	17	34
3	Your department is authorized to make educational directives, to implement them at the head office, sector and sub-sector levels	C	10	6	60	-	-	4	40
		E	40	15	37.5	4	10	21	52.5
		T	50	21	42	4	8	25	50
4	Your department is authorized to make educational strategies, to implement them at the head office, sector and sub-sector level	C	10	7	70	-	-	3	30
		E	40	25	62.5	5	12.5	10	25
		T	50	32	64	5	10	13	26
5	The legitimate authority granted to the education head office allows it to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs	C	10	9	90	1	10	-	-
		E	40	24	60	6	15	10	25
		T	50	33	66	7	14	10	20
6	The authority granted to the education head office allows it only to report the names of the sector coordinators which failed to effectively implement the educational programs	C	10	7	70	-	-	3	30
		E	40	22	55	6	15.0	12	30
		T	50	29	58	6	1.2	15	30
7	The department is authorized to make long term and short term educational plan at the head office levels	C	10	6	60	1	10	3	30
		E	40	17	42.5	4	10	19	47.5
		T	50	23	46	5	10	22	44

C= Coordinators, E=Experts, S= Students and T =Total

Table 4C indicated that respondents were asked whether in your office, coordinators and/or employees are granted authority to make organizational decision or not, 11 of the

respondents agreed that the employees and coordinators are granted to make organizational decision of the organization; on the other hand, 34 of the respondents disagreed that coordinators and employees are not granted in decision making of the organization.

In Table 4C item 1, the managers in the interview said that the coordinators and employees are not granted in decision making of the organization. Concerning the program employees and managers of the program should be participant whatever the decision is in order to develop confidence and ownership in the program; whereas employees and coordinators are not granted in decision making concerning the program.

As presented in item 2 of Table 4C, respondents were asked whether your department is authorized to make educational policies to implement the program at the head office, sector and sub-sector levels or not, 17 (34%) of the respondents agreed that DEP department was authorized; on the other hand, 28 (56%) of them disagreed in the authority to make policy. Whereas, the managers said that concerning DEP policies were prepared at head office; but to implement at the low level of the organization it needs proper authority to control and take measures, hence, it does not correctly stated.

As it is seen in item 3 of Table 4C respondents were asked whether your department is authorized to make educational directives, to implement them at the head office, sector and sub-sector levels or not, 25 (50%) of the respondents agreed that the department is authorized to make educational directives; on the other hand, 21 (42%) of them disagreed in its authority to make educational directives. And 8% of the respondents were unable to decide. Whereas, the management said that it is the same as the authority they prepared

educational directives but in its implementation was not as needed because responsibilities and authorities were not delegated properly.

The data contained in item 4 of Table 4C shows that 13 (26%) of the respondents agreed that the department is authorized to make educational strategies; on the other hand, 32 (64%) of the respondents disagreed in the department's authority to make educational strategies and 5 (10%) of them were unable to decide. Whereas, the managers of the program said that the department did not had full authority to make educational strategies.

As is evident in Table 4C item 5, respondents were asked whether the legitimate authority granted to the education head office allows to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs or not, 10 (20%) of the respondents agreed that the legitimate authority granted to the education head office allows to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs; on the other hand, 33 (66%) of them disagreed in the legitimate authority granted to the education head office allows it to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs and 7 (14%) of the respondents were laid on undecided. In addition, the interviewee management said that the legitimate authority were not granted to the education head office that did not allows to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs.

As is markedly shown in Table 4C, item 6, respondents were asked whether the authority granted to the education head office allow only to report the names of the sector

coordinators which failed to effectively implement the educational programs or not, 15 of the respondents agreed that The authority granted to the education head office allows only to report the names of the sector coordinators which failed to effectively implement the educational programs; on the other hand, 29 of them disagreed on the authority granted to the education head office allows not only to report the names of the sector coordinators which failed to effectively implement the educational programs. In addition, the interviewee management said that the authority granted to the education head office allows only to report the names of the sector coordinators which failed to effectively implement the educational programs; in addition, sometimes there was no response about the individuals they failed in the program implementation.

It is clearly put in item7 of Table **4C** that, in the question asked whether the department is authorized to make long term and short term educational plan at the head office levels or not, 22 of the respondents agreed that the department is authorized to make long term and short term educational plan at the head office levels; on the other hand, 23 of respondents disagreed that in the department authorization to make long term and short term educational plan at the head office levels. Whereas, the managers said that within the department we have annual plan and no more; but the problem is its implementation in the lower level of the sectors and sub-sectors, they disagreed that the department was not authorized to make long and short term educational plan. In any organization responsibility and authority should be properly delegate to implement and to decide accordingly. But, DEP as institution showed miss-match between responsibility and authority to implement and to decide in the given program.

In general Table 4C indicated that in the program implementation the responsibility and authority were not delegated correctly. Hence, the educational policy, directive and strategic plans are affected negatively in its implementation to achieve the needed objectives.

### 4.2. 3 Implementation of managerial functions

**Table: 5A Respondents on planning production of materials**

No	ITEM	Respondents		Never		Rarely		Undecided		Some times		Always	
				F	%	F	%	F	%	F	%	F	%
1	Preparation of Teaching Materials had Considered the Learnersø Interest	S	<b>239</b>	32	13.4	115	48.1	18	7.5	34	14.2	40	16.7
2	Teaching materials are prepared and revised on time	C	<b>10</b>	9	90.	-	-	-	-	1	10	-	-
		E	<b>40</b>	27	67.5	7	17.5	-	-	6	15	-	-
		S	<b>238</b>	147	61.5	31	13	9	3.8	30	12.6	21	8.8
		T	<b>288</b>	<b>183</b>	<b>63.5</b>	<b>38</b>	<b>13.2</b>	<b>9</b>	<b>3.1</b>	<b>37</b>	<b>12.8</b>	<b>21</b>	<b>7.3</b>
3	Involvement of technical expertise in production	C	<b>10</b>	1	10	8	80	-	-	1	10	-	-
		E	<b>40</b>	4	10	19	47.5	5	12.5	8	20	4	10
		T	<b>50</b>	<b>5</b>	<b>10</b>	<b>27</b>	<b>54</b>	<b>5</b>	<b>10</b>	<b>9</b>	<b>18</b>	<b>4</b>	<b>8</b>
4	Checking the balance between demand and the capacity to produce	C	<b>10</b>	-	-	6	60	-	-	3	30	1	10
		E	<b>40</b>	1	2.5	17	42.5	6	15	10	25	6	15
		S	<b>238</b>	78	32.6	63	26.4	19	7.9	34	14.2	44	18.4
		T	<b>288</b>	<b>79</b>	<b>27.4</b>	<b>86</b>	<b>29.9</b>	<b>25</b>	<b>8.7</b>	<b>47</b>	<b>16.3</b>	<b>51</b>	<b>17.7</b>
5	Checking the match between material production and academic schedule,	C	<b>10</b>	2	20	4	40	1	10	2	20	1	10
		E	<b>40</b>	-	-	16	40	4	10	13	32.5	7	17.5
		S	<b>238</b>	23	9.6	103	43.1	24	10	45	18.8	43	18
		T	<b>288</b>	<b>25</b>	<b>8.7</b>	<b>123</b>	<b>42.7</b>	<b>29</b>	<b>10.1</b>	<b>60</b>	<b>20.8</b>	<b>51</b>	<b>17.7</b>

C= Coordinators, E=Experts, S= Students and T =Total

As Table 5A Item 1 shown that Students were asked whether the teaching materials are fulfilling the learnersø interest or not, In this case, 13.4% and 48.1% of the respondents said never and rare, but, 16.7 and 14.2% of them said always and sometimes considered the learners interest. Distance education should consider individualsøand groups of interest what they want and considered as employed in the organization and it should be tied to achieve the organizational objectives. Panda (2003) in relation to this issue, said that distance education should determine its benefit, if the program had the anticipated impact on people or organizations. But according to the respondents it seems low in understanding the learnersø interest.

Table 5A item 2 revealed that most of the respondents 90% coordinators, 67.5% experts and 61.5% students said that no revision of teaching materials was done throughout the program implementation whereas, 10% coordinators, 15% experts and 12.6% learners respondents said that revision of teaching materials are revised sometimes. Besides the managers said that, revision was not done yet because of the budget constraint.

The respondents' idea implies that the teaching materials is not revised and updated timely according to the dynamic environmental and technological conditions. Therefore, its effectiveness leads in to doubt, because education by itself is dynamic. In addition the institution set an objective that: By recalling the background of the learners are military members and as institution the objective of the program was to develop academic skills in order to grasp military training, to cope up the new military technologies easily, to prepared students for the higher education, and to facilitate students to join social life simply after retired and to be competent in the society. It is obvious that distance education is a complex program in its implementation and managers should pass the complexity; regarding to this problem Keegan (2000) the common problems and challenges of distance education in developing countries, particularly sub-Saharan Africa include: funding constraints, infrastructural limitations, and administrative problems. Lack of resources is the most commonly encountered challenges for the programs of the region. Because of the resources problem they will be forced either to freeze some of their services or to close down altogether when the funding agency ceases to sponsor them. Therefore in order to tackle the existing problems distance education it should be carefully planned and developed by professional designers (Panda, 2003).

However, the institution planners and managers seem low in careful planning by looking ahead the changing environment. Hence, it is related with the previous idea that the method of delivery was only printed materials and reflected an old way of delivery system. So, this may lead them back to the correspondence education 1830s or 1840s or freeze some services.

As indicated in **5A** item 3, coordinators and experts were asked whether involvement of technical experts in production of the materials or not, the respondent coordinators idea lied that in the category of 1 (10%) never, 8 (80%) rarely, and 1 (10%) sometimes respectively. In addition, experts said that, 10% never, 47.5% rarely, 20% sometimes and 10% always. Managers interviewed said that, involvement of experts in the production of teaching materials was almost non existence except 2002 E.c. This implies that experts participation was not as needed with the questionnaire respondent mean of 2.58, 1.73, 2.5 students experts and coordinators respectively.

In the similar Table item 4 implementation of Checking the balance between demand and the capacity to produce or not, 6 (60%) and 3 (30%) coordinator respondents said rarely and sometimes respectively in checking the balance between demand and the capacity to produce, but 1 (10%) of the coordinators said always. On the other hand, experts said that 2.5%, 42.5%, 15% and 25% checking the capacity between demand and the capacity to produce was never, rarely, undecided, and sometimes respectively; but, 15% said always. In addition to this, 32.6% and 26.4% of the students accordingly said that there was never and rarely of checking the capacity between demand and the capacity to produce.

Distance education should be demand based in order to be resource effectiveness. So we can infer that there is inconsistency of checking the demand and the capacity to produce.

Furthermore, respondents were asked whether Checking the match between material production and academic schedule or not, 25, 123 of respondents said that never and rare respectively, 60 and 51 respondents said some times and always accordingly. This reflects that most of the respondents said that checking the match between material production and academic schedule is low. In order to fulfill the students and institutional demand of the DEP managers they should manage plan based material production and academic schedule. However, the pre-planned to match the material production and academic schedule seems low as the respondents revealed in the above table.

**Table: 5B Respondents idea about Delivery planning**

ITEM	Respo ndent	Never		Rarely		Undecided		Some times		Always	
		F	%	F	%	F	%	F	%	F	%
Distribution of teaching materials											
from work place	282	58	20.7	8	2.8	3	1	33	11.7	180	63.8
from distance education head	297	131	44	10	3.4	5	1.8	68	22.9	83	27.9
Mailed through private postal address	183	166	90.7	2	1.1	6	3.3	6	3.3	3	1.6
from the tutorial centers	293	251	85.7	5	1.7	5	1.7	13	4.4	19	6.5
Teaching instrument											
rint module	288	2	.7	1	.35	2	.7	9	3.1	274	95.1
ideo cassettes	286	276	96.5	1	.35	1	.35	4	1.4	4	1.4
adio	286	281	98.3	3	1	-	-	1	.35	1	.35
adio and Television	286	281	98.3	-	-	1	.35	3	1	1	.35
elevison	285	281	98.6	1	.4	-	-	3	1.1	-	-

In Table 5B Concerning Distribution of the teaching materials most of the respondents reveals that, they get their learning materials from work place and from the DE head office with 63.8% and 27.9% of respondents; on the other hand, most of the respondents said that

there was no proper means of distribution using private mail and tutorial centers with the respondents of 90.7% and 85.7%. Whereas, the deployment of the army is scattered in to different regions of the country; and it indicates that the distribution means was not satisfied the learner's interest. Concerning the distribution of materials Charles Awed Meyer in Holmberg (2000) stated that Instructions should be available any place where there are students- or even only one student whether or not there are teachers at the same place at the same time.

From the manager's point of view, distribution of teaching materials was held by using transportation from the head office to the sectors; then sector coordinators also doing the same task to the sub-sectors. In this case the distribution process takes long time to reach for the beneficiaries. So, the learners were not happy on the distribution mechanisms.

To this effect the information obtained from the respondents revealed that the distributions of teaching materials were not provided essentially.

Table **5B** shows that the delivery means of the teaching and learning materials of the program was only the printed material, whereas, printed materials were not supplemented by video cassettes, radio and television. The managers of DEP also agreed that there was no supplementary media except the printed materials.

According to Husain, M. (2004) the term student's support means the range of activities which complement the mass-produced materials which make up the most well-known element in ODL. It is, of course, true that printed course units, television and radio programs etc., which replace the lecture as a means of delivery, and offered so much both

in terms of social and geographical access, and in terms of cost effectiveness, support students in central ways. However, the information obtained from the respondents revealed that the delivery means of the teaching-learning process of the program seems to be an old way of delivery system which is one way communication.

**Table: 5C Respondents idea on Exam planning**

	ITEM	respondent	Disagree		Undecided		Agree		
			F	%	F	%	F	%	
1	Exams were pre-planned	C	10	7	70	1	10	2	20
		E	40	20	50	1	2.5	19	47.5
		S	239	155	64.8	25	10.5	59	24.7
		T	289	182	63	27	9.3	90	31.1
2	exam schedule was informed in advance	C	10	3	30	5	50	2	20
		E	40	7	17.5	1	2.5	32	80
		S	239	132	55.2	10	4.2	97	40.6
		T	289	142	49.1	16	5.5	131	45.3
3	Enough copies of exam	C	10	-	-	1	10	9	90
		E	40	6	15	2	5	32	80
		S	239	164	68.7	11	4.6	64	26.8
		T	289	170	58.8	14	4.8	105	36.3
4	exam time allotted to each exam is fair or not	C	10	2	10	-	-	8	80
		E	40	3	7.5	-	-	37	92.5
		S	238	74	30.9	17	7.1	147	61.5
		T	288	79	27.4	17	5.9	192	66.7
5	Exam papers were received according to the number of the students?	C	10	8	80	-	-	2	20
		E	40	18	45	-	-	22	55
		S	239	166	69.4	17	7.1	56	23.4
		T	289	192	66.4	17	5.9	80	27.7
6	feedback from the centers and sectors	C	10	9	90	-	-	1	10
		E	40	25	62.5	3	7.5	12	30
		S	238	167	69.9	16	6.7	55	23
		T	288	201	69.8	19	6.6	68	23.6
7	Exam results were fair and justice	C	10	5	50	2	20.0	3	30
		E	40	8	20	4	10.0	28	70
		S	239	111	46.5	26	10.9	102	42.7
		T	289	124	42.9	32	11.1	133	46
8	Sometimes there was lack of exam papers	C	10	8	80	-	-	2	20
		E	40	32	80	1	2.5	7	17.5
		S	238	153	64	22	9.2	63	26.3
		T	288	193	67	23	8	72	25
9	Sometimes there was lack of invigilators	C	10	6	60	2	20	2	20
		E	40	32	80	1	2.5	7	17.5
		S	238	180	75.3	10	4.2	48	20.1
		T	288	218	75.7	13	4.5	57	19.8
10	Exams were secured	C	10	8	80	1	10.0	1	10
		E	40	23	57.5	5	12.5	12	30
		S	239	123	51.5	15	6.3	101	42.2
		T	289	154	53.3	21	7.3	114	39.4
11	were carelessness of invigilators	C	10	10	100	-	-	-	-
		E	40	31	27.5	3	7.5	6	15.
		S	239	166	69.5	20	8.4	53	22.1
		T	289	207	71.6	23	8	59	20.4

12	Timely Follow Up And Evaluation of Exam	<b>C</b>	10	9	90	-	-	-	-
		<b>E</b>	40	28	70	4	10	8	20
		<b>S</b>	<b>239</b>	161	67.3	25	10.5	53	22.2
		<b>T</b>	<b>289</b>	<b>198</b>	<b>68.5</b>	<b>29</b>	<b>10</b>	<b>61</b>	21.1

C= Coordinators, E=Experts, S= Students and T =Total

As it could be understood from Table: **5C** regarding exams pre-planned 7, 20, and 155 of the respondentsø coordinators, experts and students respectively disagreed in teaching learning process method of appropriateness and properly planning, on the other hand, 2, 19, 59 of the respondents agreed in the method and appropriateness of the program planning. Concerning to this Panda, (2003) the successful management of academic institutions requires detailed planning, timely and appropriate decision making, and skillful coordination of activities.

However, the above table indicated that the method of teaching learning process method is not appropriate since it is low in planning mechanisms; therefore, this can lead them to miss communicate and low effectiveness in the delivery of exam.

As it is presented in item 2 of Table **5C** concerning whether or not they have informed about exams in advance most of the respondent (142) said that they were not informed on time; to the contrary 131 of the respondents agreed that students were informed about the exam schedule in advance. This difference is because of the deployment conditions of the learners. In the same issue the interview conducted with the managers supporting students idea, all the managers said that was informed on the exam, but, unfortunately, the exam time may be changed by military officials without the knowledge of the distance education managers. So, this would affect the exact time of the exam in some centers. We can infer from the respondents information that considerable number of students were not informed about the exam schedule

Table 5C item 3 revealed that, regarding, whether or not enough copies of exam delivered on time, students, experts and coordinators; most of the students 170 disagreed that enough copies were not produced on time, but 105 of the students agreed that enough copies were produced on time. Besides, coordinators also agreed that enough copies were not produced. In addition, to this the managers agreed on the shortage of copies in some sectors and sub-sectors; hence, this is because of distribution problems and the transfer of learners from place to place; whereas, in the head office the exams were produced according to the number of the students on time except the distribution problem.

In Similar Table item 4, whether or not the exam time allotted to each exam is fair, most of the students 192 were agreed that the time given for the exam was fair, but, 79 of the respondents disagreed on the time allotted (was not enough to complete on the given time), but, 17 (5.9%) of respondents laid on undecided. This implies that the time allotted by the managers for the exam seems fair.

As Table 5C item 5 for the question whether or not exam papers were received according to their number of the students, most students 166 (69.4%) disagreed in receiving the exam papers on time, but some of the respondent students 56 (23.4%) of them agreed that exams were received on time. supporting to the majority of the students idea experts and coordinators said that exams were not received according to their number with 80% and 45% respectively. Moreover, managers also agreed with the majority students idea. This indicates that the learners were not receiving exams according to their number and this could affect the implementation of exams properly.

In similar Table item 6, whether or not students get feedback from the centers and sectors, 167 (69.9%) of learners 25 (62.5%) experts and 9 (90%) coordinators said that they did not get timely feedback from their coordinators and head office after correcting the exam; whereas, 1 (10%) coordinators, 12 (23%) experts, 55 (30%) learners agreed on the timely feedback of exams from head office and coordinators. In addition, the majority idea of the questionnaire respondents also approved by the interviewed managers of the program; Feedback which was given after a long time was only the exam results, which is not possible to students to learn from their mistakes. Besides of the in-proper feedback, no assignment was delivered since 2007. According to Keegan (1995) and others, distance education students must get enough assignment and detail correction feedbacks in order to learn from their past mistakes on time.

Whereas, the above Table 5C implies that feedback of the exams were late and incomplete to learn from their mistakes. On the other hand, students evaluation seems to be very low because they were not evaluated based on both formative and summative methods of evaluation. As it is mentioned in item 7 of Table 5C for the question whether or not, the grading of the exam was fair most of the learners 111 (46.5%), 8 (20%) experts and 5 (50%) coordinators disagreed on the fairness of the exam grading system, whereas, 102 (42.8%) of the learners, 28 (70%) experts and 3 (30%) coordinators respondent agree on its fairness. On the other hand, 11.1% of the respondents were unable to decide on the subject. The interviewed managers also approved that it is difficult to conclude its fairness; this is because in the process of exam some invigilators were careless, shortage of invigilators and some of the invigilators may take the responsibility to give exam for many students in a class. On the other hand, in some place some experts and invigilators may not

correctly secure the exams and found similar answers because of this student score may be affected negatively.

Based on the respondents information the managers were not sure in the fairness of exam /grading system/ which shows that exams were not supported in continuous follow up by the managers and coordinators in the institution. Therefore, we can infer that there is a gap between the coordinators and students.

As it is pointed out in item 8 of Table 5C, the question asked whether or not shortage of exams was observed, 8, 32, 153 coordinators, experts, and students respectively confirmed that there was shortage of exam papers, and 2, 7, 63 of them disagreed accordingly in the shortage of exams; on the other hand, managers agreed on the idea of the majority respondents.

In the same Table item 9, concerning the shortage of invigilators 218 of respondents replied that in some of the exam centers shortage of invigilators occurred and 57 of the respondents said that no shortage of invigilators was seen. The managers also agreed in the shortage of the invigilators because of the learnersø deployment which is far from the related institutions.

As it can be seen in table 5C item 10, in the questions asked about security of exam, 114 of the respondents said that exams were secured; whereas, 154 of the respondents disagreed about the exams security. On the other hand, coordinators and managers of the program stated that mostly the exams are secured, but in a very few exam centers there was unsecured, situation this is because of the invigilators carelessness. As the information

obtained majority of the respondents said that the exam was not secured in the exam centers.

In similar Table item 11, for the question whether or not carelessness of invigilators, 207 of the respondents agreed that there was carelessness of invigilators concerning the exam, but, 59 of the respondents said that there was no carelessness of invigilators. Managers agreed that few invigilators were extremely careless instead of giving attention to secure the exams.

As it is addressed in table 5C item 12, concerning the question of exam evaluation and follow up 61 learners agreed that it was supported through continuous follow up. To the contrary, 198 of the respondents disagreed in the continuous support and follow up the exams. The managers also agreed that it was not supported by continuous supervision and evaluation. To justify the idea of low support and low continuous supervision and evaluation of the exam, the managers said that the distance education managers have limited authority to take measures in the field of exam centers of the sector, therefore they don't know what measures were taken to the members of the sector because corrective actions are taken by other members of the military in the sector. Hence, this implies that the exams follow up and supervision of exam was not coordinated and integrated as required.

**Table 5D: Respondents idea concerning Involvement of Coordinators and experts in managerial functions**

	Item	Respondents		Disagree		Undecided		Agree	
				F	%	F	%	F	%
1	Coordinators Skill in Problem Solving	S	238	161	67.4	23	9.6	54	22.6
2	Supervision and Controlling in The Process of the Program	S	239	138	57.7	16	6.7	85	35.6
3	Involvement of coordinators in DE management	C	10	9	90	1	10	-	-
		E	40	35	87.5	3	7.5	2	5
		T	50	44	88	4	8	2	4
4	coordinators were involved only when they were elected as a committee	C	10	-	-	1	10	9	90
		E	40	6	15	2	5	32	80
		T	50	6	12	3	6	41	82
5	DEP managers accept coordinators and experts suggestion positively	C	10	6	60	-	-	4	40
		E	40	17	42.5	2	5	21	52.5
		T	50	23	46	2	4	25	50
6	managers are alert in decision making	C	9	7	70	-	-	2	20
		E	40	18	45	6	15	16	40
		T	50	25	50	6	12	18	36
7	MOND distance education office whether uses experts as subject advisors	C	10	6	60	1	10	3	30
		E	40	8	20	4	10	28	70
		T	50	14	28	5	10	31	62
8	head office used experts as policy advisors	C	10	8	80	-	-	2	20
		E	40	25	62.5	6	15	9	22.5
		T	50	33	66	6	12	11	22
9	MOND distance education office works with experts and coordinators while making decision that assist in solving the problems	C	10	7	70	-	-	3	30
		E	40	14	35	6	15	20	50
		T	50	21	42	6	12	23	46
10	MOND distance education office accepts constructive ideas from experts and coordinators positively	C	10	6	60	2	20	2	20
		E	40	17	42.5	2	5	21	52.5
		T	50	23	46	4	8	23	46
11	MOND distance education office shows no genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level	C	10	7	70	1	10	2	20
		E	40	24	60	3	7.5	13	33.5
		T	50	31	62	4	8	15	30
12	MOND distance education office tries to influence experts and coordinators implement decisions which they don't believe in	C	10	6	60	1	10	3	30
		E	40	21	52.5	2	5	17	42.5
		T	50	27	54	3	6	20	40

C= Coordinators, E=Experts, S= Students and T =Total

As Table 5D item 1 indicated 161 (67.4%) of respondents disagreed; by saying that coordinators were unable to solve students problem faced in their study time; while, 54 (22.6%) agreed that coordinators were skillful to solve problems faced in the study. However, as the table indicated that the ability of the coordinators to solve students problem seems to be low.

Table **5D** item2 implies that, most of the students 57.7% agreed that the DE program was not in continuous supervision and controlling; whereas, 35.6% of the respondent students agreed in the continuous supervision and controlling of the program implementation. In general it indicates that students were not satisfied in continuous supervision and controlling mechanism. In this case, without continuous supervision and controlling leads to lenient support of the learners and weak communication flow towards the learners' interest.

As is evident in Table **5D** item 3 the question asked to the respondents whether or not the coordinators were involved in the management of DE is when the DE management wants only to involve, 2 respondents agreed that the coordinators involved in the management of DE not dependent in the good will of the management; and 44 of the respondents disagreed in the involvement of the coordinators is dependent on the good will of the managers. On the other hand, 4 of the respondents were unable to decide. As the information revealed the coordinators were not participant as coordinators and their participation depends on the managers' willingness which can show hazardous for the implementation of the program appropriateness.

As Table **5D** item 4 revealed that, concerning the involvement of coordinators in management of DE whether or not only elected as member of one of the program committee, and 9 (90) respondent and coordinators 32 (80) experts agreed that coordinators were involved only when they elected as a committee of the program; to the contrary, no respondent coordinator agreed on this question; on the same issue 6 (15%) experts disagreed; besides 1 coordinator and 2 experts unable to decide on the issue.

Therefore, the involvement of coordinators respondents' idea shows that there was low participation in the program implementation. In this case, without coordinators participation in the distance education program one can infer that it is possibly affect its result.

In the same Table item 5, respondents were asked that in the decision made concerning the teaching learning as coordinators and experts positively or not, 25 of them agreed on positively involvement; but, 23 disagreed in positively involvement of the coordinators in DE management and 2 of the respondents unable to decide on the issue.

As indicated in item 6 of Table **5D**, to know the managers alert in decision making the respondents were asked whether the managers were always ready to give appropriate response when ever decision making issues arise or not, 18 of the respondents agreed that they were alert in decision making; whereas, 25 of the respondents disagreed in the readiness of the managers in decision making.

According to item 7 Table **5D**, question were asked to the respondents about the MOND distance education office whether or not uses experts as subject advisors in order to improve the teaching learning process, 31 of them agreed that the head office used the experts as subject advisors; on the other hand, 14 of the respondents disagreed experts were not used as subject advisors in the head office. This implies that to some extent experts were participant as subject advisors.

As it is shown in item 8 of Table **5D**, in the question asked whether or not the head office used experts as policy advisors, and 11 coordinators and experts of the respondents agreed

that the head office used the experts as policy advisors; to the contrary, 33 coordinators and experts and 6 experts unable to decide of the respondents disagreed that experts were not used as policy advisors in the head office to implementation the organizational educational policy. As the respondents' information indicated that policy of the program seems to be not participatory.

As it is focused in Table **5D** item 9, the respondents were asked to know whether the MoND distance education office works with experts and coordinators while making decision that assist in solving the problems, 23 coordinators and experts agreed that it was implemented; and 21 of coordinators and experts of the respondents disagreed in its implementation. It implies that considerable number of employees was not satisfied as required.

In similar Table item 10, MoND distance education office accepts constructive ideas from experts and coordinators positively or not, 23 of the respondents agreed that the MoND distance education office accepts constructive ideas from experts and coordinators positively 23 of them disagreed that the MoND distance education office did not accept constructive ideas from experts and coordinators positively and 2 experts and 2 coordinators unable to decide. The interviewee managers also respond that relatively in the head office to some extent shows tendency to accept constructive ideas, but it show inconsistent in its implementation as a means of employees' participation and motivation.

This revealed that majority agreed that suggestion of employees were accepted positively with 46% of the respondents and considerable number of the respondents including the managers disagreed that suggestions were not accepted positively.

As it is stated in Table **5D** item 11, respondents were asked whether or not the MoND distance education office shows genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level, 31 of the respondents agreed that the MoND distance education office shows no genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level 15 of the respondents disagreed that the MoND distance education office shows genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level. On the other hand, DEP managers also said that at head office there is genuine interest to incorporate to some extent what experts and coordinators suggest or recommended in decisions made at department level which is not to the required level.

Therefore, majority of the respondents said that there was no genuine interest to incorporate experts and coordinators suggestion or recommend in decision made at the department level.

In the same Table item 12, in the question of the MoND distance education office tries to influence experts and coordinators implement decisions which they don't believe in or not, 20 of the respondents agreed that the MoND distance education office tries to influence experts and coordinators implement decisions which they don't believe and 27 of them disagreed that the MoND distance education office tries to influence experts and coordinators implement decisions which they don't believe in. the DEP managers stated that this is not a big problem in the head office of the DEP; but at the sector and sub-sectors it is a big problem. Table: **5D** revealed that the managers of the DEP showed low

tendency towards initiating constructive ideas from employees and coordinators concerning the program.

Respondents were asked to answer using yes or no on the decision making involvement of the teaching learning process was made with a meaningful participation of experts and coordinators, 3 (30%) and 17 (42.5) respectively of the respondents said that there was a meaningful participation of experts and coordinators, whereas, 7 (70%) of coordinators and 23 (57.5) experts respectively said that there was no meaningful participation of employees involvement in the teaching learning process of DEP. In any organization employees participation helps to motivate and develop ownership of employees in the program. But the information obtained from the respondents implies that there was low participation of employees in the program implementation.

**Table 5E: DEP Decision Making process**

ITEM		Respondents		Disagree		Undecided		Disagree	
		F	%	F	%	F	%	F	%
1	In your office, the manager alone makes organizational decision	C	10	7	70	-	-	3	30
		E	40	26	65	1	2.5	13	32.5
		<b>T</b>	<b>50</b>	<b>33</b>	<b>66</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>32</b>
2	In your office, the manager enforces decision made on coordinators or employees	C	10	7	70	3	30	-	-
		E	40	29	72.5	2	5	8	30
		<b>T</b>	<b>50</b>	<b>36</b>	<b>72</b>	<b>5</b>	<b>10</b>	<b>8</b>	<b>18</b>
3	In your office, the manager makes the final organizational decisions after consults in the concerned coordinators or employees	C	10	7	70	2	20	1	10
		E	40	21	52.5	3	7.5	16	40
		<b>T</b>	<b>50</b>	<b>28</b>	<b>56</b>	<b>5</b>	<b>10</b>	<b>17</b>	<b>34</b>
4	In your office, the manager authority and responsibility is shared	C	10	7	70	-	-	3	30
		E	40	26	65	1	2.5	13	32.5
		<b>T</b>	<b>50</b>	<b>33</b>	<b>66</b>	<b>5</b>	<b>10</b>	<b>16</b>	<b>32</b>
5	In your office, the manager and the coordinators or employees make organizational decisions on equal basis	C	10	6	-	1	10	3	30
		E	40	31	77.5	3	7.5	6	15
		<b>T</b>	<b>50</b>	<b>37</b>	<b>74</b>	<b>4</b>	<b>8</b>	<b>9</b>	<b>18</b>
6	You are often consulting your employees who are under your direct supervision when making decisions related to their particular responsibilities.	C	10	6	60	-	-	4	40
7	The managers are often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities.	C	10	8	80	-	-	2	20

C= Coordinators, E=Experts and T =Total

As the Table 5E item 1 indicated, respondents were asked whether in your office, the manager alone makes organizational decision or not, 16 of the respondents agreed that the managers made decision alone; on the other hand, 33 of them disagreed in the managers alone making decision. To the contrary, the managers said that within the department all the decisions were participator especially in the center /in the head office; in addition the sector coordinators were also participant through different means of communication methods. But except the center experts, it is difficult to make the sector coordinators face-to-face participant in decisions making process.

In similar Table item 2, respondents were asked whether in your office, the manager enforces decision made on coordinators or employees or not, 8 of the respondents agreed that the managers decision made on coordinators or employees; on the other hand, 36 of them disagreed that managers were not enforced the coordinators or employees of the program. Whereas, the management said that in the head office the managers were not enforced in decision making; but, if you go down the problem shows high enforcement in implementation of the given task.

As Table 5E item 3 depicted, in the question whether in your office, the manager makes the final organizational decisions after consults in the concerned coordinators or employees or not, 17 of the respondents agreed that the managers make the final decision after consulting coordinators and employees; on the other hand, 28 of them disagreed in the coordinators and employees consulting for decision. Whereas, the management said that in the head office and sector coordinators as a part of the management body in consulting the employees was not as needed.

Item 4 of Table **5E** shows that, respondents were asked whether in your office, the manager authority and responsibility is shared or not, 16 of the respondents agreed that the management authority and responsibility were shared; on the other hand, 33 of them disagreed in the management authority and responsibility were not shared. Whereas, the management said that authority and responsibility were not share according to the man power deployed in the center and sector coordinators. This indicated that in the program implementation job specification were not clearly identified.

Table **5E** item 5 witnessed that, respondents were asked whether in your office, the manager and the coordinators or employees make organizational decisions on equal basis or not, 9 of the respondents agreed that the managers, coordinators and employees decide on equal basis; on the other hand, 37 of them disagreed on the equal basis of decision in the organization. Whereas, the management said that all decisions were collected to the management body; even the routine tasks of the program.

As it is seen in item 6 of Table **5E**, respondents were asked whether or not they are often consulting their employees who are under their direct supervision when making decisions related to their particular responsibilities, 6 of the respondents agreed that they are often consulting their employees who are under their direct supervision when making decisions related to their particular responsibilities; on the other hand, 4 of them disagreed in the consulting of employees who are under their direct supervision when making decisions related to their particular responsibilities. Adding, the managers said that consulting the employees who are under direct supervision in making decisions related to their particular responsibilities was very low.

In the same Table item 7 revealed, respondents were asked whether the managers are often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities or not, 2 (20%) of the respondents agreed that the managers are often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities; however, 8 (80%) of them disagreed in the managers are often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities. Besides, the interviewee managers said that the managers did not often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities; for instance, sometimes employees complaining in rejection of the their ideas which is useful for the program implementation.

#### 4.2.4 Effectiveness of the program to attain pre-determined goals

**Table: 6A DEP Effectiveness**

ITEM		Respondents	Disagree		Undecided		Agree		
			F	%	F	%	F	%	
1	The attempt made by DE to train the workers was as needed to implement the program	C	10	9	90	-	-	1	10
		E	40	22	55	6	15	12	30
		S	238	145	60.7	11	4.6	82	34.3
		<b>T</b>	<b>288</b>	<b>176</b>	<b>61.1</b>	<b>17</b>	<b>5.9</b>	<b>95</b>	<b>33</b>
2	After completing each grade level the learners develop necessary skills for their future time and career.	C	10	9	90	1	10	-	-
		E	40	20	50	3	7.5	17	42.5
		S	237	158	66.1	25	10.5	54	32.6
		<b>T</b>	<b>287</b>	<b>187</b>	<b>65.2</b>	<b>29</b>	<b>10.1</b>	<b>71</b>	<b>24.7</b>
3	After Face-To-Face Tutorial students confidence	S	238	139	58.2	23	9.6	76	31.8
4	The program is used to enhance the military training	C	10	7	70	-	-	3	30
		E	40	2	5	5	12.5	33	82.5
		S	239	121	50.6	14	5.9	104	43.5
		<b>T</b>	<b>289</b>	<b>130</b>	<b>45</b>	<b>19</b>	<b>6.6</b>	<b>140</b>	<b>48.4</b>
5	The objective of the program is clear to the employees	C	10	4	40	-	-	6	60
		E	40	3	7.5	8	20	29	72.5
		<b>T</b>	<b>50</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>16</b>	<b>35</b>	<b>70</b>
6	The program is flexible to adapt any time when needed	C	10	8	80	-	-	2	20
		E	40	20	50	4	10	16	40
		<b>T</b>	<b>50</b>	<b>28</b>	<b>56</b>	<b>4</b>	<b>8</b>	<b>18</b>	<b>36</b>
7	Students are aware about the schedule of the program	C	10	4	40	1	10	5	50
		E	40	7	17.5	3	7.5	30	75
		S	238	61	25.6	23	9.7	154	64.7
		<b>T</b>	<b>288</b>	<b>72</b>	<b>25</b>	<b>27</b>	<b>9.4</b>	<b>189</b>	<b>66.1</b>
8	The objective of the program is clear to the learners	C	10	6	60	-	-	4	40
		E	40	18	45	7	17.5	15	37.5
		S	239	126	52.7	9	3.8	104	43.5
		<b>T</b>	<b>289</b>	<b>150</b>	<b>53.7</b>	<b>16</b>	<b>5.7</b>	<b>123</b>	<b>44.1</b>
9	The program is used for the students to learn for further higher education	C	10	7	70	1	10	2	20
		E	40	19	47.5	2	5	19	47.5
		S	229	148	64.6	9	3.9	72	31.4
		<b>T</b>	<b>279</b>	<b>174</b>	<b>62.3</b>	<b>12</b>	<b>4.3</b>	<b>93</b>	<b>33.3</b>

C= Coordinators, E=Experts, S= Students and T =Total

As depicted in Table 6A item 1, concerning effectiveness of the program the attempt made by DE to train the workers was as needed to implement the program or not, 95 of the respondents revealed that they agreed that the employees are trained as needed; whereas, 176 of the respondents disagreed that the DE employees were not trained as needed, and 17 of the respondents unable to decide concerning the question.

As Table 6A item 2 indicated to know the extent of effectiveness of the DEP learners, experts, coordinators and managers were asked that after completing each level the

learners whether or not develop necessary skill for their future career, in this case 71 of the respondents agreed that the learners develop necessary skill, to the contrary 187 of the respondents disagreed in developing the needed skill of the learners. Adding to the idea of disagreement in developing the necessary skills managers of the DEP said that by any means most of the students need to complete grade 10; they don't want to bother about the skills what they have to develop. It revealed that the learners' confidence to develop the necessary skill seems low.

As it is identified in Table 6A item 3 shown that, students confidence after face-to-face /tutorial, 139 (58.2%) of respondents disagreed. However, 76 (31.8%) of the respondents said that students after face-to-face tutor, develop the necessary confidence.

It revealed that face-to-face /tutorial program was not as needed to develop students' confidence in the program implementation. Besides this, interviewed managers agreed that the tutorial program was not as needed and it varies from sector to sector according to their budget. Its implementation was not similar and tutors were not trained about the program to develop confidence up on the students. According to Routledge and Keegan (1973) staff training is most successful if it is reinforced by refresher courses, workshops, periodic seminars, and experience share with other distance institutions- local and abroad and regular tutors of the areas covered by the institution. Whereas, in the researched institution there was no experience sharing with local and abroad about the program; and this implies that the employees of the institution seems low to develop confidence of learners.

Table 6A item 4 revealed that in the question asked whether the program is used to enhance the military training or not, 140 of the learners agreed that it was used to enhance

their training; but 130 of the response disagreed in its role to enhance the military training. The managers also stated that the programs role was not as needed to support or enhance the intended objective in the organization.

As indicated item 5 of Table **6A**, in the question asked whether or not the objective of the program is clear to the employees, 35 of the respondents agreed that its objective is clear, however, 7 of the respondents said that its objective is not clear and 8 of the respondents unable to decide on the given question. The interviewed managers also said that because of different reasons the clarity of the program is not as intended for the employees and other beneficiaries of the program.

In similar Table item 6, concerning the flexibility of the program 28 respondents disagreed in its flexibility; however, 18 of them agreed that it is flexible to adapt any time. To the contrary, the managers said that "there are many points we need to change in the program implementation but, because of its inflexibility becomes difficult to rearrange what we need". So, this showed that its inflexibility was affected to implement the program properly.

As Table **6A** item7 revealed 189 (66.1%) of the respondents said that students are aware about the schedule of the program; whereas, 72 (25%) disagreed and 27 (9.4%) laid on undecided.

In similar Table item 8, respondents were asked whether or not the objective of the program is clear to the learners, hence 150 (53.7%) disagreed; but, 123 (44.1%) agreed in the objective of the program clarity for the learners

As it is observed in item 9 of Table 6A, to know the DE program whether or not it helps to join higher education, 174 disagreed on the issue, on the other hand, 93 of the respondents agreed that the program helped the learners to join higher education. The managers also stated that "comparing to the pre-defined objective of the program is not as intended; even we do not have data how many students joined to the higher education, the only measurement is the results scored in grade ten, and 148 learners have had pass mark in 2010. However, the managers did not know the next situation whether the learners join to the higher education or not.

In the separate question respondents asked whether or not distance learners closely know who joined higher education through DE, hence 235 of the respondents said that there were no students who know that joined to higher education, and 54 of the respondents said that they know who joined to higher education in their center. On the other hand, the interviewed managers said that few learners got the iteration result but it was not as needed. In addition as the researchers observation from their document as a sample in 2010 few (148) students had scored 2.43 and above from the total number of 1970 grade ten learners.

Table 6B performance assessment and effectiveness of the DEP

ITEM	Performance Assessments of the DEP						General Effectiveness of The DEP in MoND							
	C		E		S		ITEM	C		E		S		
	F	%	F	%	F	%		F	%	F	%	F	%	
Annually	3	30.0	19	47.5	27	11.3	Highly effective	-	-	1	2.5	12	5.0	
Every two years	-	-	-	-	-	-	Effective	1	10	6	15	17	7.1	
Every five years	1	10.0	1	2.5	32	13.4	Average	2	20	19	47.5	32	13.4	
Not assessed at all	6	60.0	14	35.0	180	75.3	Ineffective	6	60	13	32.5	159	66.5	
Any	-	-	6	15.0			Highly ineffective	1	10	1	2.5	19	7.9	

C= Coordinators, E=Experts and S= Students

As in Table 6B identified the respondents were asked to know how often the program was assessed, 3 coordinators, 19 experts and 27 students of the respondents said that the program was assessed its performance annually, 1, 1, 32 said every five years, 6

coordinators, 14 experts, 180 students said not assessed at all, and 6 experts said no specific time. On the other hand, the managers said that its performance was assessed every year; but, the method of assessment is limited on the routine /daily activities of the year and after the assessment they tried to adjust the routine or daily activities. However, there are other many major tasks which need adjustment. The overall goal of evaluation is to assess the performance of distance education system in all its ramifications through the collection of useful data that will assist in improving the program structure and offering, it must be noted that it is difficult to evaluate teaching at distance (Jegade, 1993). Whereas, the evaluation method of the managers were restricted on the routine activities and it could not be a solution to achieve the intended objectives of the program.

In Table 6B the question asked to what extent were the results of performance being used, 30% and 70% of the coordinators said that partially and not used at all respectively, adding experts 7.5%, 37.5%, and 55%, said that completely, partially, and not assessed at all accordingly. On the other hand, learnersø respondent on the subject said that 5.4%, 23.4%, and 71.1% said completely, partially and not used at all respectively. Therefore, both coordinators, experts and students majority respondents said ñnot assessed at allö. Hence from the above information obtained it is possible to infer that the evaluations assessed were not used by the institution to enhance the programs development.

As Table 6B indicated the respondent were asked in general whether or not the DEP effectiveness in attaining the intended objective, hence, the coordinators of the sector 10%, 20%, 60%, and 10%, effective, average, ineffective, and highly ineffective respectively. On the other hand, 2.5%, 15%, 47.5%, 32.5%, 2.5% of the experts said highly effective,

effective, average, ineffective, and highly ineffective. Learners of the program 5%, 7.1%, 13.4%, 66.5%, and 7.9% accordingly said highly effective, effective, average, ineffective, and highly ineffective. Therefore, the information indicates that from the total respondents 13, 24, 53, 178, and 21 accordingly said that highly effective, effective, average, ineffective, and highly ineffective. The successful management of academic institutions requires detailed planning, timely and appropriate decision making, and skillful coordination of activities (Panda, 2003).. So, it is possibly to say that the effectiveness of the program was affected due to poor organizational structure, and related problems which were ranked as ineffective according to the information obtained.

#### 4.2.5 Problems Affecting Organizational and Managerial Effectiveness of DEP

**Table: 7 Level of problems seriousness in DEP**

ITEM		Respondent	Least serious		Less serious		Average serious		more serious		most serious	
			N	%	N	%	N	%	N	%	N	%
A	Delay in giving feedback	338	15	4.4	36	10.7	48	14.2	66	19.5	122	36
B	Lack of commitment	336	36	10.7	77	22.9	72	21.4	57	17	44	13.1
C	Poor design of organizational structure	337	17	5	46	13.6	49	14.5	36	10.7	139	41.2
D	Employees turn over	334	32	9.6	46	13.8	89	26.6	72	21.6	45	13.5
E	Lack of experts and employees participation	336	25	7.4	44	13.1	100	29.8	63	18.8	54	16.1
F	Shortage of skilled managers	335	29	8.7	30	9	43	12.8	96	28.7	87	26
G	Lack of awareness in the program	306	39	12.7	64	20.9	74	24.2	58	19	52	17
H	Difficulty geographical location of the learners	296	36	12.2	70	23.6	51	17.2	52	17.7	87	29.4
I	Shortage of budget	286	29	10.1	28	9.8	43	15	88	30.8	98	34.3
J	Lack of face-to-face program	287	40	13.9	50	17.4	55	19.2	51	17.8	91	31.7
K	delay examination	286	29	10.1	28	9.8	43	15	88	30.8	98	34.3
L	Problem of communication	283	27	9.5	32	11.3	65	23	80	28.3	79	27.9
M	Lack of support from the managers	287	36	12.5	48	16.7	93	32.4	70	24.4	40	13.9
N	Lack of timely material distribution	287	19	6.6	58	20.2	70	24.4	90	31.4	50	17.4
O	Lack of supervision and controlling	287	15	5.2	24	8.4	57	19.9	100	34.8	91	31.7
P	Lack of performance evaluation of the program	285	23	8.1	31	10.9	40	14	61	21.4	130	45.3
Q	Lack of measure taking	287	23	8	26	9.1	36	12.5	45	15.7	157	54.7

As shown in Table 7 above, regarding the problems faced in the distance education coordinators, experts and students were asked to rank according to the seriousness of the problems, hence, lack of giving feedback, organizational structure, shortage of budget, lack of face-to-face program, delay of examination, lack of performance evaluation of the program, and lack of measure taking were ranked as the most serious problems of the program. Likewise, shortage of skilled managers, Problem of communication, lack of timely material distribution, lack of supervision and controlling ranked as a more serious problem. Then again, lack of commitment, employee turnover, lack of experts and employees' participation, lack of awareness in the program, and lack of support from the managers were categorized as average serious problems of the program implementation.

In view of that, all the problems were ranked average serious and above, recalling the above scaling questionnaires the respondents' way of ranking of the problems enhances for what they said. In relation to the problems according to Panda (2003) the management of distance education operations is as much the responsibility of organizational leaders as that of the staff, with staff responsibility varying across organizational type.

In addition, policy makers have yet to be convinced that distance education requires the administrator who is best able to influence, guide, and direct-in short, to communicate with the individual participants in an organization is- the one who had developed a sensitivity to the participants need and goals (Ibid).

To the contrary, the distance education of MOND faced major problems lack of giving feedback, organizational structure, shortage of budget, lack of face-to-face program, delay of examination, lack of performance evaluation of the program, and lack of measure taking

which were directly influence the program as a system. As the respondents' information indicated the effectiveness of the program seems highly affected because managers unable to establish proper organizational structure and poor implementation of the managerial functions. According to world bank (1992) managers in distance teaching institution and policy makers responsible for staffing should consider reviewing the current patterns of resources expenditure to fill key posts; introducing measures to avoid turn-over of experienced staff; reviewing procedures to ensure the early recruitment or replacement of staff to fill vacant posts, providing staff development programs, including on-the-job training, to provide a pool of in-house candidates from which staff losses could replenished. Whereas, the above table shows that the higher authority seems lenient to support the department as a part of the institution; because from my observation the DEP managers report and the managers interviewed idea showed that every year they tried to report some of the problems to the responsible authority but there is no change every year. This implies that the support given from the concerned body was not as required to enhance the program.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter consists of summary, conclusion and recommendation of the study. The chapter summarized the major points, which are considered to be new findings already assessed in the preceding chapters, and then followed by the conclusion. Finally some recommendations pertinent to the problem of organizational and managerial effectiveness are recommended.

#### **5.1 Summary**

The purpose of this study was to examine the organizational and managerial effectiveness towards the distance education program ranging from grade 7-to-10. This was with intent to find out the practice, challenges, and prospects of the DEP and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to the requisite qualification, skill and work experience to manage the program, organizational structure to implement the intended purpose, managerial functions (Planning, organizing, evaluating, and timely decision,) implemented in the DEP of MOND, problems affecting organizational and managerial effectiveness of DEP and distance education program effectiveness in attaining the pre-determined goals were formulated.

The study employed descriptive survey method supported by qualitative method. To address the research questions, the investigator reviewed the relevant literature, prepared a questionnaire and interview guides. The questionnaire was evaluated and checked by the thesis advisor, pilot-tested was conducted in order to avoid irrelevant and ambiguous terms. Based on comments secured, necessary corrections and modifications were made before distribution. The questionnaire included close-ended and few open-ended questions. The data obtained were analyzed and interpreted by using percentage, frequency and mean. Concerning the subjects of the study, 239 learners of the program, 40, experts, 10 coordinators and 2 department heads were included.

The following major findings were drawn from the analysis.

1. Majority of the experts, found in MOND distance education are males (38 of 40) and 2 of them females; and they are 37 BA/BSC and 3 MA degree holders in different subjects. All the experts are permanent employees with no training concerning DEP and most of them have above five service years. Concerning the deployment of the experts both are working at head office at the lower units no skilled and education related graduated were not deployed.

The study indicated that the sector coordinators are completed diploma and BA. They are responsible to coordinate tutorial sessions, exam centers, and distribute modular texts to the learners;

It was found that distance education heads in the MOND have one B.A and one MA in different fields. They all have an experience since the distance education program starts in 2002. They all did not take training in distance education except

their experience in the program. However, they tried to implement accesses education for the military members.

The study revealed that the managers' ability to work with individuals and group of members, found to be low with 60% coordinators and the interviewed managers supported it. Whereas, the experts and learners point of view perceived that the ability of managers to work with others was as needed.

It was identified that majority of the respondents perceived that managerial ability to understand individuals and group of individuals of employees interest, was not as needed that is 60, 60, and 56.1 percents; coordinators, experts and learners respectively.

It was found out that managers were not capable to motivate individuals and group of individuals in the program implementation with the total respondent of 180; in addition, managers motivations for students' participation were low with 152 learner respondents. Besides, the managers ability to support low and fast learners, found to be minimal with 80% coordinators and 65.4% of learners with considerable number of experts.

The study revealed that managers ability to decide in a complex situation of the program, found to be almost non-existent as perceived by the respondents with 90% coordinators, 57.5% experts and 67.4% learners.

It was identified that majority of the respondents, managers ability to lead the program properly was not as required to be with the respondents 67.4 and 52.5 learners and experts respectively.

The study revealed that the purpose of training is to enhance the employees and managers ability concerning the program, were found to be almost non-existent as perceived by all experts and coordinators respondent with the mean score of 2.3 and 2.1 for managers, 1.8 and 2.2 for coordinators, and 1.2 2.2 and 2.6 for experts.

2. Regarding organizational structure of DEP from both respondents found to be that the organizational chain of command was low to serve the program appropriately with the respondents mean score of 1.8 coordinators, 2.4 experts, and 2.5 learners. And it was found out by the study that the organizational structure of the organization shows highly inconsistent with the mean score of 1.2, 2.0, 2.3; coordinators, experts, and students respectively. In addition, as the study revealed stability of the organization was affected with the mean score of 1.2 coordinators, 2.8 experts, and 2.5 students. The managers also agreed that it is organized under seven different main departments and showed unstable structure.

The study revealed that the task organizing in to separate groups and in their similar department, were found to be very low with the respondents of 64.9% including managers perceived. Job specification and responsibility of individuals were over lapped as the information obtained from the respondents.

As the study implies the organizational procedures, regulations, communication channel, and relationship, was found to be not as required to implement DEP and the interviewed managers also supported in the questionnaire respondents.

3. It was found that the preparation of the teaching materials production planning was not as required to satisfy the learnersø interest. Besides this and the teaching

materials revision were not guided by the managers of the program to cop up the changing technology and dynamic environment. In addition, to consider the learners interest involvement of experts, checking the demand and capacity to produce, matching the material production and the academic schedule were not guided by the managers of the program and the interviewed managers also confirmed the idea.

Delivery planning was found ineffective with 96.5% and 98% respondents; printed materials are not supported by other electronic materials and the only means of delivery was the printed texts; and students were not satisfied. Besides, students must get the teaching materials in time, however, as the respondents information the timely distribution of teaching materials were not convenient.

Concerning exam planning it was found that exams were not properly pre-planned with the respondents of 70%, 50%, and 64.8% coordinators, experts, and learners respectively. Enough copies of exam was produced in the head office; while, the students could not get according to their number. In addition to this, assignments were not produced and distributed for the students.

It was found out that the exams timely correction and feedback were rated low by both respondents with 90%, 62.5%, and 69.9% of coordinators, experts, and learners accordingly. In addition the managers also agreed on the subject.

It was found that invigilators are careless and lenient to secure the exam in some centers and in some centers there was shortage of invigilators it showed that the exam was not planed according to the number of the learners.

It was identified that the time allotted for each exam was fair with rated 80%, 92.5%, and 61.5% of coordinators, experts, and learners accordingly. To the contrary, it was found that timely follow up and evaluation of exam was very low with the respondents rating of 90% coordinators, 70% experts, and 67.3% learners. The coordinators said that no continuous supervision and controlling in the program implementation with the respondents of 57.7% learners in the researched sector.

Concerning meaningful participation of experts and coordinators in decision making the teaching learning process was found to be not to the required level with the respondents of 70% coordinators and 57.5% experts.

Involvement of coordinators in the DEP management found to be extreme low with the respondents 90% coordinators and 80% experts. In addition, DEP managers in accepting the experts and coordinators idea positively found that was not as required from the coordinators point of view with 60% and considerable number of experts. Besides the managers alertness for decision was found to be not as required.

Concerning the involvement of experts found that positively involved as subject advisors with the opposition of coordinators; whereas, the study showed that experts were not served as policy advisors with the mean score of coordinators 2.1 and experts 2.5.

It was found that MOND distance education office shows no genuine interest incorporating what experts and coordinators suggest or recommend in decision

made at department level with the respondents rating 70% coordinators and 60% experts.

It was found that the organizational decision was not implemented as required. According to the respondents' information and the managers stated that concerning the program it was not properly decided in terms of time, responsibility, authority and in terms of learner's interest.

As the study implies coordinators and managers of the DEP consulting and often accepting suggestions, were not as the required level with the respondents' percentage of 60 and 80.

Majority of the learners respondent 58.2% confirmed that face-to-face program did not be able to develop the learners confidence

Concerning the effectiveness of the program whether students develop after completing the needed grade level, were found to be low rated mean score of 1.7 coordinators, 2.6 experts, and 2.2 students. Besides, the programs support to enhance the military training, were found to be low based on the coordinators and learners point of view with 70 and 50.8 percent. Whereas, experts with 82.5 supported to the required level.

Concerning the program assessment, were found that no assessment were done according to the respondents with 60% coordinators, 75.5% learners adding, 50% of experts said that it was not assessed and there was no fixed time. In addition, assessment result was not used to adjust the program.

The general effectiveness of the program was found to be low with 60% coordinators and 66.5% learners ineffective; where as 47.5% of the experts were lied on an average.

As the respondents perception the main factors affecting effectiveness of the program was lack of giving feedback with 122; organizational structure with 139; shortage of budget with 98; lack of face-to-face program with 91, delay of examination with 98, lack of performance evaluation of the program with 130, and lack of measure taking 157 respondents are revealed as serious problems that affected the program more.

## **5.2 Conclusions**

Based on the summary of the analysis the following major conclusions were drawn  
In the program implementation all managers, coordinators, and experts had long time experience in the program and it can be used as initial to enhance the program for the future.

On the other hand, access education for all members of the army grades 7-10 were implemented in the organization and it is a fertile ground to focus and alleviate the problems.

The Managerial qualification, skill and work experience is very important to manage the program as intended. However, the managers to work with individuals, to understand individuals and group interest, to motivate employees and learners, to decide in the complex situation of the program and technical skill of the managers

were low. Therefore, the implementation of the program and objective could be affected.

It was identified that majority of the respondents in the managers ability to lead the program properly was not as required as to the respondents of 67.4% and 52.5% learners and experts respectively. So, the effectiveness of the program is affected to serve the organization's demand and individual's interest.

Training of managers and employees according to their position is crucial beginning induction to become familiar, then training follows to develop the managers and employees ability; not only this but also, experience sharing with local and abroad is also mandatory to be reactive with the changing environment. However, the managers, coordinators, and employees of the institution were not trained except their college/ university education and work experience in the institution. In addition, experiences sharing with others also were not available (with local and abroad institutions). Hence, the ability of the staff members becomes low to support in managerial skills, leads to lenient communication and low feed back in the program.

Organizational structure is the primary factor to implement policies, goals, and objectives as intended, by organizing tasks with similar and separated jobs with its specification and illustrates the real chain of command who reports to whom and it should show clear authority to facilitate job implementation and it is as a sources to haired the needed skilled manpower. However, the chain of command of the program is not clearly established. Hence the organizational structures of the program is not served properly as intended and categorized as serious problem. In

addition, it does not create favorable condition for the employees to implement the goals / objectives. Then, ineffective organizational structure of the program leads to declined ownership of employees, affected smooth communication and lost confidence in the program implementation.

Responsibility and authority should be balanced in a given organization / institution whereas, in the DEP it is not clearly identified. Thus, unable to decide and to take measure according to their position in the program.

Printed text materials should be revised based on the scheduled time and needs to match with the situation; whereas, the institutions teaching materials were not revised since 2002. In addition the delivery means of the teaching-learning process were only printed materials and it was not supported by technological media. So it is possible to conclude that there is no two way communication in the DEP implementation. And learners were not satisfied in the delivery methods of the program.

It was found that the organizational decision is not implemented correctly as the respondents' information. Subsequently, sector and sub-unit coordinators are not interested to stay in the in the program.

As it is approve by the respondents there was no timely correction and feedback of exams. The head office sent only the results not all corrections which are used to learn from their mistakes; we can conclude that the correction and feedback of the exam were not supportive for the learners. Hence, the learners' performances were affected due to inefficient feedback of the head office concerning the exam.

Educational program should be under continuous supervision and controlling due to its complexity, but, the managers and coordinators of the program are lenient in supervision and continuous controlling. Then, the MoND distance education program was not enhanced from its experience and would affect its end result.

1. Employees' participation is vital in order to implement the program with the sense of ownership and could establish smooth communication concerning the program. But, both coordinators and experts are passive participant concerning the program in (planning, evaluation, decision and as policy advisors concerning the program), and the managers of the program are not participant concerning the program and decision was made by the authority. and no genuine interest incorporating what experts and coordinators suggest or recommend. Therefore the institution of DEP was not participatory for both employees and students concerning the DEP and it negatively influenced the effectiveness of the program to achieve the needed objectives.
2. The general effectiveness of the program is measured through its objective clarity process, output and it considers the learners and employees satisfaction on the task, but, the program was ineffective to fulfill its process, objective clarity, and employees and beneficiary's satisfaction. For these reasons, employees' initiatives to implement the jobs were low. It decreases the interest of the experts and learner's effort.
3. Educational program should be assessed continuously in order to achieve the needed objective and to adjust the program with the technological and environmental changes and to enhance the program. However, concerning the MoND distance education it was

almost non-existent. As a result, learners not are able to develop their skills in relation to the new technological advancement of the world.

4. As the respondents information obtained the main problems of the MoND distance education program were ineffective organizational structure, lack of giving feedback, shortage of budget, lack of face-to-face program, delay of examination, lack of performance evaluation of the program, and lack of taking measure on the main problems which hinders the effectiveness of the program. Hence, it was negatively influenced to achieve the needed objectives of the program.

### **Recommendation**

- . On the basis of the conclusion of the study the following recommendations are forwarded
  1. As the study revealed participation of females in the organization found to be low, therefore, MoND should consider participation of the females in the program.
  2. MoND University should organize additional training for the DEP managers in order to manage the program properly using external experienced experts concerning the distance education program. Accordingly, DEP managers should facilitate training for the lower employees of the program using trainee of trainers. In addition, the managers of the program should facilitate experience sharing among the employees and related institutions.
  3. For Sector and sub-sector units the DEP managers by convincing MoND administrators should recruit employees who are qualified in education (EPDM or/and teaching profession) and providing them necessary training.

4. As the study revealed, the organizational structure of the program had not been served properly and it is the most serious problem. In sequence, to use organizational structure as a source to tackle other problems which emanates from the ineffective organizational structure priority needs urgent restructuring. So, MoND authorities should re-structure the program with meaning full participation of the program managers and employees and it should be research based in order to consider idea of the beneficiaries and geographical location of the learners and identify who will report to whom considering the responsibility and authority of the positioned managers to be favorable for the employees of the program considering dual-mode system. The structure is directly related with training main department because the main objective of the DEP is to support basic training and on the job training and it is mainly the task of the training main department. Therefore, should organize under Training Main Department.
5. DEP managers should revise the delivery planning to use electronic media to support the printed modules and enhance two way communications using experienced manpower and instruments. In order to use electronic media the DEP managers should request the necessary materials and MoND authority also should supply required materials.
6. Teaching materials are prepared to consider the learners interest and to cop-up the dynamic environment. But the teaching materials are not revised since 2002. Therefore, the DEP managers should revise the teaching material considering the technological and environmental change after evaluation using skilled experts.

7. The Managers should facilitate and influence the experts to respond exams including correction to support students learn from their past mistakes; in addition, providing assignments should be started in order to implement formative evaluation of learners, otherwise, it is difficult to develop the needed skill of the learners.
8. Education is not individuals result; therefore, DEP managers should develop /empower employees participation in all aspects of the program (planning, decision making, and evaluation of the program, to advise the managers and to suggest constructive ideas) then motivate them in order to develop ownership in the implementation of the program.
9. DEP managers should convince the MoND administrators to allocate enough budgets for the revision module texts, face-to-face /tutorials, printing, exam correction and other related tasks implementation of the program. In addition, MoND administrators should support the program based on pre-planned to attain the intended objectives of the program.
10. The DEP managers should be active participant in scheduling face-to-face program, in decision making of the sectors concerning DEP implementation and MoND should clearly identify managersørole at the head office DEP in the sector.
11. As the study indicated DEP managers and MoND authorities all together should take corrective measures of the problems according to their seriousness /priority/ restructuring and enough budget allocation, implementation of managerial functions and then motivate the employees who could properly support the teaching learning process.

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## Appendix E

### Distance education managers interviewed summary

<i>Themes</i>	<i>Key concepts</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
<i>Skill of managers</i>	-Poor motivation -Poor handling of employees	Unrelated educational background Lack of training	-lenient in decision making -unable to understand employees interest
<i>Managerial function</i>	-inconsistency of planning	-Lack of deep evaluation, Lack of follow up and supervision	-No timely decision -Low feedback, Lack of Commitment
<i>Involvement of experts in the managerial function</i>	-serve as a subject advisors  -relatively available at head office	No meaningful participation of employees  -Low	-Routine activity evaluation  -suggestions were not as needed  - passive participation
<i>Structure of DEP</i>	-very poor  -Feed up  -not stable  -No clear chain of command	-inconsistent  -not research based  -unable to serve  -not suitable,  -jobs are not clearly identified	-both coordinators and managers are not happy  -not clear who will talk to whom  -no clear communication channel
<i>Authority and responsibility</i>	-Not clear  -direct relation with the structure	-No support from higher responsible  -sector and head office task were not clearly identified	-not balanced  -unable to take measures upon the ineffective coordinators  -unbalance responsibility and authority

<i>Problems encountered</i>	-Shortage of budget  -problem of organizational structure	-assignments were not delivered  -lack of skilled man power in the sectors	- exam corrections were not give for the learners (lack of feedback)  -the delivery of the program was not supported by electronics media
<i>Effectiveness</i>	-create access for education in the army every wheregrades7-10  -end results were not as needed	-Employees, managers coordinators and were not satisfied in the result	-Not as needed,  -Students focus to get certificate  -lack of wide assessment of the DEP  - Revision of teaching materials were not take place

### Appendix F

#### Check list for availability of documents

No	ITEM	IN HEAD		IN	
		OFFICE	NO	YES	NO
1	5 year plan		X		X
2	Annual plan	X		X	
3	Number of students who joined higher education		X		X
4	Performance evaluation of the program of managers	X		X	
5	Performance evaluation of the program coordinators		X		X
6	Performance evaluation of the program experts		X		X
7	Rules and regulations of the program	X			X
8	Tutorial schedule		X		X
9	Exam schedule	X			X

10	Assignment submission schedule		X		X
11	Organizational structure of the program	X			X

## **APPENDIX A**

**Addis Ababa University**

**School of graduate studies**

**Institute of educational research**

Questionnaire to be filled in by **Coordinators**

The main objective of this questionnaire is to collect primary data for the study on the management of distance education in Ministry of National Defense.

The questionnaire is designed to collect information about the effectiveness of distance education management, to identify the problems and recommend solutions. The success of this study entirely depends up on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. The study is purely academic and hence, all the information will be kept confidential.

Thank you for your sincere cooperation in advance

### **General directions**

No need of writing your name

For question items with alternative answers, please put “x” mark on the box given

For question items with blank space, you can write your answer briefly,

Please respond to all the questions



## Part III

### Managerial functions

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the planning by putting “**X**” in the appropriate column against each item using the following scale:**5=always, 4=sometimes, 3=undecided, 2=rarely and 1=never.**

Statements		5	4	3	2	1
<b>Planning in Preparation of teaching materials</b>						
1	Preparation of teaching materials are considered the learners interest					
2	Teaching materials are prepared and revised on time.					
<b>Planning production of material</b>						
3	Involvement of technical expertise in production.					
4	Checking the balance between demand and the capacity to produce.					
5	Checking the match between material production and academic schedule.					
<b>Delivery planning</b>						
6	Which of the following media is used in course distribution					
	A. Print module					
	B. Video cassettes					
	C. Radio					
	D. Radio and Television					
	E. Television					
7	In what ways do the materials reach to the learner?					
	A. They are collected from work place					
	B. They are collected from distance education head					
	C. mailed through private postal address					
	D. they collect from the tutorial centers					

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the planning of exams by putting “**X**” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

Planning & delivery of exams		5	4	3	2	1
8	The media selected by the management body is appropriate.					
9	Students are informed about exam in advance.					
10	Enough copies are produce on time.					
11	The time allotted to each exam is fair.					
12	Exams are corrected on time.					
13	Feed back is given according to the planned schedule.					
14	The grading of the exam is fair.					
15	Shortage of exam is observed.					
16	Shortages of invigilators occur some times.					
17	The exam sheets are well secured.					
18	Leniencies of invigilators are observed.					
19	In your sector activities are supported by continuous supervision and evaluation.					

Any other, specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. Do you believe decisions concerning the teaching learning process at head office level are made with meaningful participation of Coordinators and Experts?

- A) Yes                      B) No

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the involvement of coordinators by putting “X” in the appropriate column against each items using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

<b>Statements</b>		5	4	3	2	1
<b>Involvement of coordinators in DE management</b>						
21	You involve in the management of distance education when the distance education management wants to involve you.					
22	You involve in the management of DE only when you are elected as a member of one of the program committees.					
23	You involve in decisions made concerning the teaching learning process as a coordinators positively.					
24	The managers are always ready to give appropriate response when ever decision making issues arise.					
25	The MOND distance education office uses experts as subject advisors in order to improve the teaching learning process.					
26	The MOND distance education office uses experts as policy issue advisors in its attempt to implement the organizational education policy.					
27	The DE office works with experts and coordinators while making decisions that assist in solving problems.					
28	The MOND DE office accepts constructive ideas from experts and coordinators positively.					
29	The MOND DE office shows no genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level.					
30	The MOND DE office tries to influence experts and coordinators implement decisions which they don't believe in.					

**Part IV**  
**Organizational structure**

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the organizational structure by putting “**X**” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

No	Statement	5	4	3	2	1
<b>Organizational Structure</b>						
1	The organizations chain of command is clearly stated.					
2	The department’s organizational structure shows lack of consistency and low performance to implement the program.					
3	Tasks are subdivided in to separate groups properly.					
4	Jobs are grouped based on their similarity in each department.					
5	The organizational structure of the department is stable.					
<b>Procedures and regulations</b>						
6	There is appropriate managerial procedure to manage the DEP.					
7	There are appropriate and clear regulations to manage the DE in an orderly manner.					
8	Sometimes job specification is not observed.					
9	Division of tasks and responsibilities are over lap.					
10	All the tasks to be accomplished are clearly identified for the execution of the DE program.					
11	There is clear communication channel showing who should report to whom in the DE.					
12	There is good relationship between the management staff, experts, and coordinators of MOND distance education.					
<b>Concerning authority</b>						
13	In your office, the manager alone makes organizational decision.					
14	In your office, the manager enforces decision made on coordinators or employees.					
15	In your office, the manager makes the final organizational decisions after consults in the concerned coordinators or employees.					
16	In your office, the manager authority and responsibility is shared.					

17	In your office, the manager and the coordinators or employees make organizational decisions on equal basis.					
18	In your office, coordinators and/or employees are granted authority to make organizational decision.					
19	Your department is authorized to make educational policies to implement them at the head office, sector and sub-sector levels.					
20	Your department is authorized to make educational directives, to implement them at the head office, sector and sub-sector levels.					
21	Your department is authorized to make educational strategies, to implement them at the head office, sector and sub-sector level.					
22	The legitimate authority granted to the education head office allows it to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs.					
23	The authority granted to the education head office allows it only to report the names of the sector coordinators which failed to effectively implement the educational programs.					
24	The department is authorized to make long term and short term educational plan at the head office levels.					
<b>Consultation of employees</b>						
25	You are often consulting your employees who are under your direct supervision when making decisions related to their particular responsibilities.					
26	The managers are often accepting the proposals or suggestions forwarded by coordinators or employees who are under their immediate supervision in relation to their particular responsibilities.					

**Part V**  
**Effectiveness of Program**

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning general program effectiveness by putting “X” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The attempt made by DE to train the workers was as needed to implement the program.					
2	After completing each grade level the learners develop necessary skills for their future time and career.					
3	The program is used to enhance the military training.					
4	The objective of the program is clear to the employees.					
5	The program is flexible to adapt any time when needed.					
6	Students are aware about the schedule of the program.					
7	The objective of the program is clear to the learners.					
8	The program is used for the students to learn for further higher education.					

9. Are there distance learners you closely know who joined higher education through DE?  
A) Yes                      B) No

10. How often do you assess the performance of the program offered in your institution?  
A) Annually                      B) every two years                      C) every five years                      D) not assessed at all  
E) if any other\_\_\_\_\_

11. To what extent are the results of performance assessment being used, to adjust the program?  
A) Completely                      B) partially                      C) not used at all

12. In General how effective is the DEP in attaining its objectives?

A) Highly effective  
D) Ineffective

B) Effective  
E) Highly ineffective

C) Average

**Part VI  
Problems affecting DEP**

**Instruction:** Please rank order the following problems by putting “X” based on their seriousness using the following scales: **5=most serious, 4= more serious, 3= Average serious, 2= less serious, and 1= least serious.**

Statement	5	4	3	2	1
What problems are encountered during the implementation of the program?					
A. Delay in giving feedback					
B. Lack of comment					
C. Poor design of organizational structure					
D. Employees turn over					
E. Lack of experts and employees participation					
F. Shortage of skilled managers					
G. Lack of awareness in the program					
H. Difficulty geographical location of the learners					
I. Shortage of budget					
J. Lack of face-to-face program					
K. delay examination					
L. Problem of communication					
M. Lack of support from the managers					
N. Lack of timely material distribution					
P. Lack of supervision and controlling					
O. Lack of performance evaluation of the program					
Q. Lack of measure taking					

If others, specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APPENDIX B**  
**Addis Ababa University**  
**School of graduate studies**  
**Institute of educational research**

**Questionnaires to be filled in by Experts**

The main objective of this questionnaire is to collect primary data for the study on the management of distance education in Ministry of National Defense.

The questionnaire is designed to collect information about the effectiveness of distance education management, to identify problems and recommend solutions. The success of this study entirely depends up on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly due to your close relation. The study is purely academic and hence, all the information will be kept confidential.

Thank you for your sincere cooperation in advance

**General directions**

No need of writing your name

For question items with alternative answers, please put  mark on the box given

For question items with blank space, you can write your answer briefly

Please respond to all the questions



### Part III

#### Managerial functions

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the planning by putting “**X**” in the appropriate column against each item using the following scale: **5=always, 4=sometimes, 3=undecided, 2=rarely and 1=never.**

Statements		5	4	3	2	1
<b>Planning in Preparation of teaching materials</b>						
1	Preparation of teaching materials are considered the learners interest					
2	Teaching materials are prepared and revised on time.					
<b>Planning production of material</b>						
3	Involvement of technical expertise in production.					
4	Checking the balance between demand and the capacity to produce.					
5	Checking the match between material production and academic schedule.					
<b>Delivery planning</b>						
6	Which of the following media is used in course distribution?					
	A. Print module					
	B. Video cassettes					
	C. Radio					
	D. Radio and Television					
	E. Television					
7	In what ways do the materials reach to the learner?					
	A. They collected from work place					
	B. They collect from distance education head					
	C. Mailed through private postal address					
	D. collected from the tutorial centers					

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the planning of exams by putting “**X**” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

Planning & delivery of exams		5	4	3	2	1
8	The media selected by the management body is appropriate.					
9	Students are informed about exam in advance.					
10	Enough copies are produce on time.					
11	The time allotted to each exam is fair.					
12	Exams are corrected on time.					
13	Feed back is given according to the planned schedule.					
14	The grading of the exam is fair.					
15	Shortage of exam is observed.					
16	Shortages of invigilators occur some times.					
17	The exam sheets are well secured.					
18	Leniencies of invigilators are observed.					
19	In your sector activities are supported by continuous supervision and evaluation					

Any other, specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. Do you believe decisions concerning the teaching learning process at head office level are made with meaningful participation of Coordinators and Experts?  
 A) Yes                      B) No

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the involvement in decision by putting “**X**” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

Statements in detail		5	4	3	2	1
Involvement of coordinators and experts in DE management						
21	You involve in the management of distance education when the distance education management wants to involve you.					
22	You involve in the management of distance education only when you are elected as a member of one of the program committees.					
23	you involve in decisions made concerning the teaching learning process as a experts positively.					
24	The managers are always ready to give appropriate response when ever decision making issues arise.					
25	The MOND distance education office uses experts as subject advisors in order to improve the teaching learning process.					
26	The MOND distance education office uses experts as policy issue advisors in its attempt to implement the organizational education policy.					
27	The distance education office closely works with experts and coordinators while making decisions that assist in solving problems concerning the teaching learning process at department level.					
28	The MOND distance education office accepts constructive ideas from experts and coordinators positively.					
29	The MOND distance education office shows no genuine interest in incorporating what experts and coordinators suggest or recommend in decisions made at department level.					
30	The MOND distance education office tries to influence experts and coordinators implement decisions which they don't participate or believe in.					

**Part IV**  
**Organizational structure**

**Instruction:** Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the organizational structure by putting “X” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

No	Statement	5	4	3	2	1
<b>Organizational Structure</b>						
1	The organizations chain of command is clearly stated.					
2	The department's organizational structure shows lack of consistency and low performance to implement the program.					
3	Tasks are subdivided on to separate groups properly.					
4	Jobs are grouped based in their similarity in one department.					
5	The organizational structure of the department is stable.					
<b>Procedures and regulations</b>						
6	There is appropriate managerial procedure to manage the DEP.					
7	There are appropriate and clear regulations to manage the DE in an orderly manner.					
8	Sometimes job specification is not observed.					
9	Division of tasks and responsibilities are over lap.					
10	All the tasks to be accomplished are clearly identified for the execution of the DE program.					
11	There is clear communication channel showing who should report to whom in the DE.					
12	There is good relationship between the management staff, experts, and coordinators of MOND distance education.					
<b>Concerning authority</b>						
13	In your office, the manager alone makes organizational decision.					
14	In your office, the manager enforces decision made on coordinators or employees					
15	In your office, the manager makes the final organizational decisions after consults in the concerned coordinators or employees.					
16	In your office, the manager authority and responsibility is shared.					
17	In your office, the manager and the coordinators or employees make organizational decisions on equal basis.					
18	In your office, coordinators and/or employees are granted authority to make organizational decision.					

19	Your department is authorized to make educational policies to implement them at the head office, sector and sub-sector levels.					
20	Your department is authorized to make educational directives, to implement them at the head office, sector and sub-sector levels.					
21	Your department is authorized to make educational strategies, to implement them at the head office, sector and sub-sector level.					
22	The legitimate authority granted to the education head office allows it to make corrective measures, upon those sector education coordinators which failed to effectively implement the educational programs.					
23	The authority granted to the education head office allows it only to report the names of the sector coordinators which failed to effectively implement the educational programs.					
24	The department is authorized to make long term and short term educational plan at the head office levels.					

**Part V**  
**Effectiveness of DEP**

Instruction: Here are statements related to the organizational and managerial effectiveness, please show the extent of your agreement/disagreement concerning the general effectiveness by putting “**X**” in the appropriate column against each item using the following scale: **5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly dis-agree.**

	Statement	5	4	3	2	1
1	After completing each grade level the learners develop necessary skills for their future time and career.					
	The attempt made by DE to train the employees was as needed to implement the program.					
3	The program is used to enhance the military training.					
4	The objective of the program is clear to the employees.					
5	The program is flexible to adapt any time when needed.					
6	Students are aware about the schedule of the program.					
7	The objective of the program is clear to the learners.					
8	The program is used to learn for further higher education.					

9. Are there distance learners you closely know who joined higher education through DE?

A) Yes

B) No

10. How often do you assess the performance of the program to adjust being offered in your institution?

- A) Annually                      B) every two years                      C) every five years  
 D) not assessed at all      E) if any other \_\_\_\_\_

11. To what extent are the results of performance assessment being used, to adjust?

- A) Completely      B) partially                      C) not used at all

12. In general how effective is the DEP in attaining its objective?

- A) Highly effective                      B) Effective                      C) Average  
 D) Ineffective                      E) Highly ineffective

**Part VI**  
**Problems affecting DEP**

**Instruction:** Please rank order the following problems by putting “X” based on their seriousness using the following scales: **5=most serious, 4= more serious, 3= Average serious, 2= less serious, and 1= least serious.**

	5	4	3	2	1
What problems are encountered during the implementation of the program?					
A. Delay in giving feedback					
B. Lack of comment					
C. Employees turn over					
D. Lack of experts and employees participation					
E. Shortage of skilled managers					
F. Lack of awareness in the program					
G. Difficulty geographical location of the learners					
H. Poor design of organizational structure					
I. Shortage of budget					
J. Unfair face-to-face program					
K. Unplanned exams					
L. Problem of communication					

If others, specify \_\_\_\_\_

\_\_\_\_\_



Appendix C

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ መርሃ ግብር

የትምህርት ጥናትና ምርምር ተቋም

ይህ መጠይቅ ከ7ኛ - 10ኛ ክፍል በመማር ላይ የሚገኙ የርቀት ትምህርት ተማሪዎች የሚሞሉት ነው።

ዓላማ፡- የዚህ መጠይቅ ዋና ዓላማ ከተማሪዎች የመጀመሪያ ዳታ በመሠብሰብ የመ/ቤቱ መዋቅርና የአመራሩ ሲኬ ማነት እንደ አንድ ርእስ በመውሰድ ለማጥናትና በተገኘው መረጃ መሠረት የማሻሻያ ሃሳብ ለማቅረብ ነው። ስለዚህ ውድ የርቀት ትምህርት ተማሪዎች! በናንተ የሚሰጠው መረጃ ለጥናቱ ከፍተኛ ሚና ይጫወታል። በመሆኑም መጠይቁን በቅንነት፣ በሃላፊነት፣ ትክክለኛና በወቅቱ በመሙላት እንድትተባበሩኝ እየጠየቅሁ ለትብብችሁ በቅድሚያ ምስጋናዬን አቀርባለሁ።

**አጠቃላይ መመሪያ**

- መጠይቁን ሲሞሉ ስም መጻፍ አያስፈልግም።
- ለያንዳንዱ መጠይቅ ከተሰጡት አማራጮች የሚሰማሙበትን የ 'X' ምልክት ያድርጉ
- ከተሰጡት አማራጮች የሚሰማሙበትን መልስ ካላገኙ በተሰጠው ክፍት ቦታ ላይ ግልፅና የማያሻማ መልስ ያስፍሩ
- እባክዎትን ለተሰጡት መጠይቆች ሙሉ በሙሉ መልስ ይስጡ

ክፍል አንድ፡- እባክዎትን የሚከተሉት የግል ጥሬ ሐቆች መልስ ይስጡ።

1. የሥራ ቦታ \_\_\_\_\_
2. ያታ
  - 2.1. ወንድ
  - 2.2. ሴት
3. ዕድሜ \_\_\_\_\_
4. የትምህርት ደረጃ
  - 4.1. 7ኛ
  - 4.2. 8ኛ
  - 4.3. 9ኛ
  - 4.4. 10ኛ

5. የሥራ አገልግሎት

5.1. በሰራዊቱ \_\_\_\_\_ 5.2. በሌላ መ/ቤት \_\_\_\_\_ ጠቅላላ አገልግሎት \_\_\_\_\_

6. ቅፁ የተሞላበት ቀን \_\_\_\_\_

**ክፍል ሁለት፡ የአመራር ችሎታ**

መመሪያ ከዚህ በታች የተዘረዘሩት የርቀት ትምህርት አመራር ችሎታን የሚመለከቱ ነጥቦች ናቸው። እባክዎትን ለያንዳንዱ ጥያቄ ትክክል ነው የሚሉትን መልስ ከፊት ለፊቱ የተቀመጡ ቁጥሮች አንዱን ብቻ በመምረጥ 'X' ምልክት ያድርጉ። በሰንጠረዥ ከ1-5 የተቀመጡት ቁጥሮች የሚወክሉት

- 5= በጣም እስማማለሁ      4= እስማማለሁ      2= አልስማማም  
 3= ለመወሰን ያቅተኛል      1= በጭራሽ አልስማማም በሚል ተወክለዋል

የአመራርን ችሎታ በተመለከተ ለተማሪ- ች የቀረቡ ቁ- ች

ተ.ቁ	የመጠይቅ በዝርዝር	5	4	3	2	1
1	የተማሪውን የግልና የቡድን ፍላጎት የመረዳት ችሎታ አላቸው።					
2	ተማሪውን በግልና በቡድን እንዲበረታታ ያደርጋሉ።					
3	ተማሪውን በግልና በቡድን ፍላጎት መሠረት ይደግፉናል					
4	በትምህርቱ ሂደት አስቸጋሪና የተወሳሰበ ውሳኔ የሚፈልጉ ጉዳዮች ሲያ ጥሙ ሁኔታዎችን በማገናዘብ ትክክለኛ ውሳኔ ይሰጣሉ።					
5	ስለ ትምህርቱ ጠለቅ ያለ የሙያ እውቀት የሚጠይቅ ጉዳይ ሲያጋጥም በጥልቀት ያስረዱናል።					
6	የተማሪዎች ተሳትፎ ያበረታታሉ።					
7	ፈጣንና ዝቅተኛ ተማሪዎች እንደ ደረጃችን ያስተናግዳሉ።					
8	የገፅ ለገፅ ገለፃ ከተሰጠ በኋላ የመተማመን መንፈስ እንፈጥራለን።					
9	አስተባባሪዎች በጥናት ወቅት የሚያጋጥሙ ችግሮች በብቃት ይፈ ልናል።					
10	የትምህርቱ ሂደት ቀጣ ክትትልና ቁጥጥር አይደረፅም።					

**ክፍል ሶስት፡- የአመራር ተግባር**

ከዚህ በታች የተዘረዘሩት ጥያቄዎች የአመራሩን የማቀድ፣ ማደራጀትና መቆጣጠር የሚመለከቱ ነጥቦች ሲሆኑ ከመጠይቁ ትይዩ የተቀመጡት ቁጥሮች፡-

5= ሁል ጊዜ      4 = አንዳንድ ጊዜ      3 = ለመወሰን እቸገራለሁ

2= በጣም ውስን    1= በጭራሽ አይተገበርም የሚለውን ሃሳብ ይወክላሉ በመሆኑም

የግል ሃሳብዎን የሚወክል መልስ ላይ የ'X' ምልክት ያድርጉ?

ተ.ቁ	መጠይቅ በዝርዝር	5	4	3	2	1
<b>የትምህርት መሳሪያዎች ዝግጅት እቅድ</b>						
1	የትምህርት ማስተማሪያ መሳሪያዎች ሲዘጋጁ የተማሪውን ፍላጎት ግምት ውስጥ ያስገባሉ።					
2	የትምህርት መሳሪያዎች ትምህርት ከመጀመሩ በፊት ያዘጋጁልናል።					
3	የትምህርት መሳሪያዎች በወቅቱ ክለሳ /Revision/ ይካሄዳል።					
4	የትምህርት መሳሪያዎች ትምህርት ከመጀመሩ በፊት ይደርሱናል።					
5	ለትምህርት የሚያስፈልጉ መሳሪያዎች በቁጥራችን ልክ አ ደርሱንም።					
6	የርቀት ትምህርቱ ለመማር ምን ዓይነት ዘዴ ትጠቀማላችሁ?					
	ሀ. በህትመት ሞጁሎች					
	ለ. ቪዲዮ ካሌቶች					
	ሐ. ሬዲዮ					
	መ. ሬዲዮና ቴሌቪዥን					
	ሠ. ቴሌቪዥን					
7	የትምህርት መሳሪያዎች ከየት ታገኛላችሁ?					
	ሀ. ከስራ ቦታ					
	ለ. ከርቀት ትምህርት ዋና መስሪያ ቤት					
	ሐ. በግል ፖስታ ይላክልናል።					
	መ. የገፅ ለገፅ ትምህርት ከሚሰጥበት እንወስዳለን።					

ሌላ ያልተጠቀሰ ካለ \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ከዚህ በታች የተዘረዘሩት መጠይቆች ፈተናን አቀዶ በመስራት፣ መደራጀቱና መቆጣጠሩን የአመራሩ ሚና የሚያሳዩ ሲሆን በትይዩ የተቀመጡት ቁጥሮች፡-

5= በጣም እስማማለሁ፣

3= ለመወሰን እቸገራለሁ፣

4= እስማማለሁ፣

2= አልስማማም፣

1= በጭራሽ አልስማማም በሚለው የ'X' ምልክት በማድረግ ትክክል ነው የሚሉ መልስ ይመልሱ?

ተ.ቁ	መጠይቅ በዝርዝር	5	4	3	2	1
1	የፈተና አሰጣጥና ሂደቱ አስቀድሞ የታቀደና የተደራጀ ነው።					
2	ፈተና የሚሰጥበት ወቅት አስቀድሞ ይነገሩናል።					
3	የፈተና ጊዜ ቋሚ ነው።					
4	በቂ የፈተና ብዛት ታትሞ በወቅቱ አ ላክም።					
5	ለፈተና የሚሰጠው ጊዜ ፈተናውን ለመስራት ተመጣጣኝ ነው።					
6	የተፈተነው ፈተና በወቅቱ ይታረምልናል።					
7	የፈተናችን ውጤት ወቅታዊ ግብረ መልስ ይሰጠናል።					
8	የፈተና ውጤት አሰጣጥ ፍትሃዊና ሚዛናዊ ነው።					
9	የፈተና እጥረት ያጋጥማል።					
10	አንዳንድ ጊዜ የፈተኞች ማነስ ያጋጥማል።					
11	የምንፈተነው ፈተና ጥንቃቄና ሚስጥራዊነቱ የተጠበቀ ነው።					
12	የፈተኞች ግድየለሽነት ያጋጥማል።					
13	በክፍላችሁ የሚሰሩ የፈተና ስራዎች ወቅታዊ ክትትልና ግምገማ ይካሄዳል።					
	ሌላ ያልተጠቀሰ ካለዎት					

14. የትምህርት ሂደቱን ለማሳደግ በትምህርት አመራሩና አስተባባሪዎች ሃሳብ እንድታቀርቡ ትጠየቃላችሁ?

ሀ. አዎ እንጠየቃለን

ለ. ተጠይቀን አናውቅም

15. በትምህርቱ ሂደት የማማከር (counseling) አገልግሎት ታገኛላችሁ?

ሀ. አዎ እናገኛለን

ለ. አናገኝም

16. የማማከር አ ልዕሎት አና ኝም የሚሉ ከሆነ ምክን ቱ ምን መስሎ ል?

ሀ. አስፈላጊ ባለመሆኑ

ለ. የበ ት ረት

ሐ. ሙ ተኛ አለመ ኘት

መ. ትኩረት ስለማ ሰ

ሠ. ሌላ ካለ \_\_\_\_\_

17. ፊት ለፊት ትምህርት ትሳተፋላችሁ?

- ሀ. አዎ በሴሚስተር ከሁለት ጊዜ በላይ
- ለ. አዎ በሴሚስተር ሁል ጊዜ
- ሐ. አዎ በሴሚስተር አንድ ጊዜ
- መ. አዎ በዓመት አንድ ጊዜ
- ሠ. አንሳተፍም

**ክፍል አራት፡ የተቋሙ መዋቅር**

መምሪያ፡- ከዚህ በታች የተዘረዘሩት ነጥቦች የርቅት ትምህርቱ መዋቅር የሚመለከቱ መጠይቅ ዝርዝር ሲሆን ከ 5-1 ከመጠይቁ ትይዩ የተጠቀሱትን ቁጥሮች፡

- 5= በጣም እስማማለሁ፣      3= ለመወሰን እቸገራለሁ፣
- 4= እስመማለሁ፣              2= አልስማም
- 1= በጭራሽ አልስማማበትም የሚለውን ሀሳብ የሚወክሉ ሲሆን የራስዎን ሃሳብ ይገልገልኛል የሚሉት የ'x' ምልክት በማድረግ ይመልሱ።

ተ.ቁ	ዝርዝር መጠይቅ	5	4	3	2	1
1	የተቋሙን መዋቅር ተዋረድ በግልፅ የተቀመጠና የተማሪውን ፍላጎት የሚያሟላ ነው።					
2	የመምሪያው ተቋማዊ መዋቅር የአሰራር ወጥነት ችግርና መዋዥቅ ይታይበታል።					
3	መ ቅሩ በተማሪው የሚሰሩ ስራዎች በትክክል ለይቶ ያሳያል።					
4	ተቋሙ መረጋጋት የሰፈነበት መዋቅር አለው ።					
5	ተቋሙ የርቀት ትምህርት ለመምራት የሚያስችል ትክክለኛ መመሪያ አለው።					
6	ተቋሙ የርቀት ትምህርት ለመምራት የሚያስችል በትክክለኛ ህግጋት አለው።					
7	አንዳንድ ጊዜ የሰራ መዘርዘር ጉድለት ይተይበታል።					
8	የስራ ክፍፍልና ሃላፊነት መደራረብ ይታይበታል።					
9	የሚሰሩ ስራዎች በግልፅ ተለይተውና ተዝርዝረው የተቀመጡ ናቸው።					
10	ግልፅ የሆነ የግንኙነት መስመር የዘረጋና ማን ለማን ሪፖርት እንደሚያደርግ ተቀምጠዋል።					
11	በአመራሩ፣ አስተባባሪዎች፣ ኤክስፐርትና ተማሪዎቹ ጤናማ የስራ ግንኙነት አለ።					



**ክፍል ስድስት- የርቀት ትምህርቱን ተፅእኖ የሚፈጥሩ ችግሮች**

እባክዎትን ከዚህ በታች የተዘረቀሩትን ችግሮች በትምህርቱ ላይ ለሚፈጥሩት ተፅእኖ አኳያ ከከፍተኛ ወደ ዝቅተኛ ደረጃ በማስቀመጥ ይመልሱ።

ከችግሮች ትይዩ የተቀመጡት ቁጥሮች የሚያመለክቱት፡-

5= እጅግ በጣም ጠንካራ ተፅዕኖ፣ 4= በጣም ጠንካራ ተፅዕኖ

3= መካከለኛ ተፅዕኖ፣ 2= ዝቅተኛ ተፅዕኖ

1= የመጨረሻ ዝቅተኛ ተፅዕኖ የሚወክሉ ሲሆኑ ትክክለኛ መልስ ይሆናል የሚሉ የ'X' ምልክት ያደርጉ።

መጠይቅ	5	4	3	2	1
በርቀት ትምህርት ተግባር ላይ ለሚፈጥሩ ችግሮች ያጋጥማሉ?					
ሀ. ግብረ መልስ መዘግየት					
ለ. የቁርጣኝነት ችግር					
ሐ. ደካማ የተቋም መዋቀር					
መ. የሰራተኞች መልቀቅ					
ሠ. የሙያተኞችና ሰራተኞች ተሳትፎ አለመኖር።					
ረ. ሙያዊ አቅም ያልወሰነ አሰራር አለመኖር።					
ሸ. የተማሪዎች የቦታ አቀማመጥ አስቸጋሪነት					
ቀ. የበጀት እጥረት					
በ. የፊት ለፊት ትምህርት ማክሰት					
ተ. ፈተና መዘግየት					
ቸ. የግንኙነት ችግር					
ኘ. የአሰራር ድጋፍ አለመኖር					
ኘ. ወቅታዊ የትምህርት ማሰሪያዎች ስርጭ አለመኖር					
አ. የክትትል (ሱፐርቪዥን) ቁጥጥር አለመኖር					
ከ. የፕሮግራሙ ብቃት የሚመለከት ግምገማ አለመኖር					
ወ. እርምጃ አለመውሰድ					

ሌላ ያልተጠቀሰ ካለ \_\_\_\_\_  
 \_\_\_\_\_  
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## **Appendix D**

### **Addis Ababa University**

### **School of Graduate Studies**

### **Institute of Educational Research**

#### **Interview guide for the education department heads**

The purpose of this interview is to gather relevant information for the study on the organizational and managerial effectiveness in DE of MoND.

1. To what extent do DE managers are skilled and qualified to manage and implement the DEP?
2. To what extent is the DE management implementing its respective functions? (planning, organizing, controlling and timely decision)

To what extent are the experts and coordinators involved in the managerial function?

3. Is the organizational structure of the DEP suitable for the experts and coordinators to perform their activities? If yes how? If no why?
4. What problems are encountered during the implementation of DEP in the head office and sectors?
5. How do you evaluate the effectiveness of the program in attaining its objective?