

**An Assessment of Managerial Problems of
Foreign-Assisted Distance Education Project in Southern
Nations Nationalities and Peoples Region (SNNPR)**

By

Mitiku Bekele

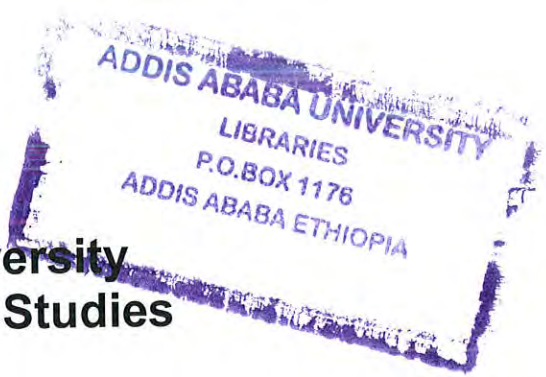


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Acronyms and Abbreviation

ACTE	Awassa College of Teacher Education
BESO	Basic Education Overhaul
DE	Distance Education
EMA	Education Media Agency
ESDP	Education Sector Development Program
IGNOU	Indira Ghandi Open University
MOE	Ministry of Education
OOUK	Open University of United Kingdom
REB	Regional Education Bureau
SNNPR	Southern Nations Nationalities and People Region
SNNPREB	Southern Nations Nationalities and Peoples Regional Education Bureau
TGE	Transitional Government of Ethiopia
TTI	Teacher Training Institute
UN	United Nations
UNESCO	United Nations Education, Science and Cultural Organization

ABSTRACT

This thesis is based on the findings of research study entitled Assessment of Managerial Problems of Foreign Assisted Distance Education Project in Southern Nations Nationalities and Peoples Region. The main purpose of the study was to investigate the major managerial problems, which could contribute to ineffective implementation. To this end, a descriptive study method was employed to investigate what the actual management of a distance education project looks like. The sample population was all the distance education project students and coordinators. The sample was selected from 23 tutorial centers, and coordinators at each tutorial centers and coordinators at a regional level on the basis of purposive sampling technique. The subject of the study was 400 distance students, 10 tutorial center coordinators and 6 regional coordinators. Accordingly, the respondent sampling was carried out through purposive and random sampling techniques. Information was obtained through questionnaires, interviews and documents. The information gathered was analyzed by tabulating the frequencies and calculating percentages. The results indicate that the distance education project in the region was not effective due to managerial problems such us lack of implementing capacity of managers, lack of on time distance education materials distribution, lack of training and experience of project implementing bodies, lack of sense of commitment, responsibility and accountability of implementing personal, lack of clear communication, lack of necessary facilities and equipment and lack of effective evaluation and control mechanisms. Hence it is concluded that the region is suffering from serious management problems that resulted in poor project implementation. Thus it is recommended that the Regional Education Bureau should take the findings and the conclusion arrived drawn in this study in to account and arrange for coordinated effort by specifying who is responsible and accountable for what aspect of the project, designing a clear communication channel to avoid confusions and take corrective measures at the spot, in-build effective monitoring and evaluation mechanisms to see the progress of the project. This thesis has been submitted for examination with my approval as a University advisor.

CHAPTER ONE

I. Introduction

1.1. Background of the Study

Education is defined in a number of ways based on the role it plays in different aspects of human life. However, most scholars and educators agree that education is a basic tool to bring about economic development, social welfare and political equality (Phillips, 1976:312, and Manjulinka, 1996:171). This essence of education makes it the most important human activity. Emphasizing the importance of education, UN documents such as UNESCO (1991); and UN (1991) have considered education as a human right. The universal declaration of human rights (1979) clearly states that, "Everyone has a right to education and education shall be free at least at the elementary and fundamental stages."

Despite the great importance placed on education, the most predominately used education system (conventional face to face system) has failed to satisfactorily respond to the ever expanding demand for education. The high world population growth, the increase in the complexity of all aspects of living, the increase in educational requirements for almost all jobs, the accelerating change in nearly all occupations and job knowledge technology, the special educational needs of disadvantaged and minority groups has indicated new social and educational needs (Holmberg, 1986:2; Bishop, 1989:154). To cope with the ever expanding

and changing body of knowledge, therefore, many more people have to be educated for continually increasing span of their lives.

Consequently, many countries all over the world are now facing a problem to satisfy an increasing demand of education only through formal education system. Thus, according to several scholars such as Parrer (1989), Bishop (1989:154), Greville (1992), Keegan (1990), Wolf (1994), UNESCO (2002:18) distance education is developed in response to the difficulties the traditional face-to-face education faces to provide education for all citizens at all levels.

Nowadays, distance education (DE) is a worldwide phenomenon. Many countries, both developed and developing, use it to meet various educational objectives. Distance education in general is used to reach marginalized population; to provide teacher education in a huge scale to some highly populated countries, and to support curriculum reform and teacher up-grading in different countries (UNESCO, 2002:18). In its broader sense, according to Holmberg (1986:31), Harry (1991), (Keegan, 1996:213) and Manjulinka (1996:30); the objectives of DE include providing cost-effective non-formal channel for higher education, supplementing conventional university system, providing second chance of education for those who have discontinued their formal education, democratizing higher education by providing access to the disadvantaged groups, providing means for continuing and life-long education and providing flexible education.

In recent years, DE is seen as an effective and efficient system to meet an ever rising demand for education in both developed and developing countries. Particularly, developing countries that have fewer resources to cope with the flood

of people demanding education with relatively less adequately trained teachers and adequate facilities benefit much from distance education (Bishop, 1989:154). It is evident that no developing country, using traditional methods alone can hope to make education universally available or train the number of qualified teachers needed. These days, even the most affluent countries are convinced that they will not be able to provide adequate education to their nations unless they shift excessive dependence on formal system of education to another system of education (Manjulinka, 1996:154).

Cognizant of the inadequacy of conventional educational system to respond to the education needs of their citizens, many developing countries such as, India, Tanzania, Kenya, Zambia, Zimbabwe, Costa Rica, china, south Africa, Indonesia, Papua Guinea, etc. have introduced DE in to their education system since 1970, and 1980s (Manjulinka, 1996). Those developing countries, for example, who gained their independence since 1960s introduced DE to alleviate the shortage of skilled man power, on one hand, and to expand educational opportunities on the other hand. However, Bishop (1989:60) and Manjulinka (1996:4) remarked that the success of DE system depends on the way it is organized and managed.

Tanzania, Zimbabwe, India and Indonesia are some of the developing countries where DE is successful. In Tanzania, for example, the DE program was designed by the Ministry of National Education in collaboration with Institute of Adult Education and the Regional Administration in response to the critical shortage of primary school teachers and could prepare 45,000 teachers with low costs than traditional residential program. Similarly, Zimbabwe doubled its gross enrolment rates by making effective use of DE and made the country one of the top two countries of the world which were above the median rates of enrolment in the whole region (World Bank, 1980; Wort and Mechael, 1998:44; Perraton, 1982; Dodds and Ediringha, 2000:94-95).

In Ethiopia, DE appeared in the form of correspondence education in 1967 in private institutions such as British Tutorial College (BTC), International correspondence Schools (ICS), and Trans-World Tutorial College (TTC). This indicates that DE has relatively rich experience. However, Wossenu (1999:6) has noted that, although DE is popular and widely used practice in Ethiopia, it is not well developed and matured. He has suggested that the reason may be lack of awareness about the contributions of DE in enhancing social and economic activities in general and in up-dating and up-grading the professional competence of teachers in particular.

In Ethiopia, Educational Media Agency (EMA) provides programs and DE courses for primary, secondary, and non-formal education. Recently, it seems that DE has

received better attention in the country. The country has launched national DE project to up grade second-cycle (5-8) primary school teachers to diploma level.

1.2. Statement of the Problem

According to the witness of international experiences, DE was found to be one of the best alternatives in opening chances to those who are not able to learn through formal education because of various reasons. In general, it can bridge the gap that conventional schools, colleges and universities have got difficulties in providing educational opportunities for all their citizens (Ommerborne, 1994 in Keegan 1996:213). DE has attained special attention in developing nations such as ours where financial and other constraints bottlenecked the education system. Thus, many developing countries have developed DE programmes in to their education system and are able to solve some of their constraints on education (Manjulinka, 1996).

Education in Ethiopia has faced a number of problems such as inequity, inaccessibility, irrelevance and low quality. To alleviate the prevailing problems, the country has been undertaking many innovative programs and projects. The new Education and Training Policy document is one of the major initiatives the government has taken to alleviate some of the major educational problems to maintain quality and update the education system of the country (MOE, 1994). However, the implementation of New Education and Training Policy is being constrained with a number of factors among which shortage of qualified teachers and low management capacity are few to mention.

Though the policy statement (TGE, 1994:20) states "Teachers will be certified before assigned to teach at any level of education," only 23 percent of second-cycle (5-8) primary school teachers are qualified to teach at the level. (ESDPI: 10 - 12). This National data reveal that there is critical shortage of qualified teachers particularly in second-cycle (5-8) primary level. To put it the other way, 77% of the teachers in the system are under qualified to teach at the level. This number roughly requires more than ten years to train the teachers to diploma level by using the full accommodation capacity of the existing training colleges other things remain the same.

Cognizant of this fact, the government launched national DE project in 2000/01, which enrolled 21,400 TTI graduates from Teachers Training Institute to up-grade their qualification to diploma level. However, the existing condition of the educational system in Southern Nations Nationalities and Peoples Region (SNNPR) which is the focus of this study, the situation gets worse. There are 15,861 teachers in the second cycle (5-8) primary school out of which 84% are TTI certificate holders where as only 16% are diploma graduates.

The SNNPR Educational Bureau has attempted to alleviate this shortage of teachers for a long time by enrolling the unqualified teachers in regular colleges and university programmes. However, the problem remained the same due to the limited capacity of higher learning institutes and shortage of finance. According to Yearly Abstract of Management Information Service (1998:7) 40 percent of the unqualified teachers at the national level are found in SNNPR. The data reveal that only 16 percent of the teachers in the cycle have the required qualification (SNNPREB: 2000 /01). Now, according to the National Distance Education Project

the region is expected to upgrade about 5193 unqualified teachers via DE. This project is designed to be implemented in collaboration with EMA which has been designed by MOE to coordinate the project. Fortunately, SNNPR has got the support of Basic Education Overhaul (BESO) for technical and financial issues.

Though DE is an area of greater potential to address many of education problems, according to Yared (2000:13) it has been disregarded and not properly utilized. Tilson and Getachew (1998:77) have also indicated that there is a complex system in Ethiopia in which the Federal State and the member states each has responsibility for developing and implementing certain programs based on the impact of decentralization. Thus, the DE that is currently run in the country is facing various problems such as management incapacity, shortage of resources, inadequate facilities, inadequate equipment etc. Placing emphasis on the role of management (Wossenu 1999:20) remarks that with out effective and efficient management, well-planned educational programs hardly succeed. Moreover successful DE programs require consistent and integrated efforts of students, faculty facilitators, support staff and administrators. Effective communication through out the designed process is also very important.

However, many educational reports have indicated that DE in the region is facing big managerial problems. The project is designed to be completed with in two to two and half years. But since it has started now the fourth year is to pass. Yet the program is not completed. Therefore, the purpose of this study is mainly to assess and investigate the managerial problems DE project faces, particularly the DE project for second cycle primary school teachers in SNNPR.

Accordingly this study attempts to give response to the following basic questions:

1. To what extent is the planning of DE project properly undertaken?
2. What major features and structures are available to facilitate the DE projects implementation?
3. To what extent are trained and skilled manpower available and are committed to implement the project?
4. What control mechanisms are utilized to check the progress of distance education project? How does the current distance provision in the SNNPR look like? And what managerial measures should be taken to promote and facilitate distance education project in SNNPR?

1.3. Significance of the Study

Distance Education has become highly applied and widely used form of education delivery system in recent years because of technological advancement that widen its applicability and because of its potential to address current societal needs of education (king, 1999:102). Hence, the findings of this study would:

- 1) help the educational managers to recognize the actual managerial problems of DE project and take the necessary corrective measures;
- 2) help concerned Regional Education Bureau (REB) bodies and officials to recognize the managerial problems DE project encounters during implementation and make all the necessary arrangements before hand;

- 3) Indicate project planners and managers areas of serious problems that may result in failure of projects and enable them to make the required arrangements in time.
- 4) contribute to the existing body of knowledge about the management problems of DE project;
- 5) encourage other researchers to embark on the issue of managerial problems of DE and study it in depth;

1.4. Delimitation of the study

Although the DE project this study takes into view is a national project, the study is delimited only to SNNPR because of the following reasons. SNNPR is vast in geographical area with about 12 million dispersedly settled populations. The number of untrained second cycle teachers is also very high i.e. 84% in the system. Moreover, educational performance in the region be it formal or non-formal is suffering from multivariate managerial problems. The region is lagging behind to make a reality the objectives of the new education and training policy. The DE projects in the region are run in collaboration with BESO (Basic Education Overhaul). There are also a number of complaints about mismanagement of scarce resources made available for education due to the new structure, i.e. decentralization system. Decentralized management of education heavily depends on factors specific and unique to the region such as autonomous administration of Nation Nationalities Office. The other reason is that it is manageable to collect the relevant information and be able to draw sound generalizations. The fact that the

researcher has been a tutorial center coordinator in the region will also help him to extract genuine information and conduct a better study.

1.5. Limitations of the Study

The study should have included large scope to reach up on sound generalization at national level. However, it is limited to only one region because time and financial constraints and should be considered with this limitations.

1.6. The Research Design

1.6.1. Research Methodology

The method used for this research is a descriptive survey. This is because it is intended to assess and investigate the actual status of managerial problems that educational projects assisted by foreign organizations face in general and that of DE projects in particular.

1.6.2. Sample and Sampling Technique

Distance Education Project to up grade second-cycle (5-8) primary school teachers to diploma level is the population of the study. The project is selected on availability sampling technique because it is the only DE project in the region. To determine further samples transportation facilities and convenience for data collection were considered.

Purposive sampling method is largely employed to determine the sample size. Accordingly, 10 tutorial centers are selected among the existing 23 tutorial centres based on their distance from the centre (Awassa) and the number of learners they have to serve to make the data representative. Then, from each selected tutorial centres 40 distance students randomly selected from each of the 10 tutorial centres and all 10 tutorial center coordinators were included in the sample. Moreover, two coordinators from REB and two coordinators from Awassa College of Teacher Education and two persons from Regional Beso project advisors were included. The total of 400 distance students, 10 tutorial centre coordinators and 6 regional coordinators were the sample of the study.

1.6.3. Data Collection Instruments

Three types of instruments were employed to gather the necessary data such as questionnaires, interview and document analysis. The questionnaires were of two types. One set of questionnaires was for distance students and the other set was for distance education project coordinators. Both sets of questionnaires comprise close ended and open-ended items to enable the respondents give their views and suggestions. The questionnaires for students are prepared in English and then translated into Amharic to alleviate language problems.

Structured interview was conducted with REB officials, Beso project representatives and ACTE DE unit coordinators to strengthen the information gathered through questionnaires.

To ensure the reliability of the data, documents pertaining to the project planning, preparation and implementation (reports, workshops, seminars, regulations, procedures, etc.) were carefully examined and analyzed.

The instruments were selected because the researcher believed that they are appropriate to collect relevant information for the study. Prior to the full administration, the instruments were pilot-tested and any necessary correction was made.

1.6.4. Procedures of the Study

The questionnaires were distributed to distance students of second-cycle primary school teachers through tutorial center coordinators. The questionnaires to REB DE unit, Beso project coordinators, ACTE DE coordinators and tutorial center coordinators were administered by the researcher. The interview as well as document analysis were also conducted by the researcher.

1.6.5. Methods of Data Analysis

Responses of the data gathered through questionnaires were tabulated and presented in frequency counts. Then, percentages were calculated and used to analyze the responses based on the frequency counts.

1.7 Definition of Key Term

Distance Students - Any student registered in a distance education project for second-cycle (5-8) primary school teachers. (Operational)

Tutorial Centers - Centers arranged by the regional education bureau (selected 23 secondary schools) to conduct tutorial sessions and distribute course materials. (Operational)

Tutorial Centre Coordinators -Secondary school principals assigned to manage all activities specified in the project document with regard to the DE project implementation at the tutorial centers.

Regional Coordinators- People assigned in the REB, Beso and ACTE to run and oversee the implementation of the DE project in the SNNPR. (Operational)

Distance Education Project - A project designed to up grade second-cycle (5-8) primary school teachers to diploma level via distance education. (Operational)

Second Cycle Primary (5-8) - An educational structure which prepare students for further general education and training (TGE, 1994:14).

1.8. Organization of the Study

The study is organized in to four chapters. The first chapter deals with background of the study, statement of the study, significance of the study, delimitation of the study, research design, definition of key terms and organization of the study. The second chapter presents review of related literature and chapter three contains presentation, analysis and interpretation of the data. Finally, chapter four presents summary, conclusion and recommendations.

CHAPTER TWO

II. Review of Related Literature

The literature review section intensively deals with the concepts and definitions, development of distance education, types of distance education system, contributions and drawbacks of distance education and management of distance education. A comprehensive and close look in to the remote and recent literature also made analytically.

2.1. Distance Education: Concept and Definition

2.1.1. Definitions and Characteristics of Distance Education

Closer look into the definitions of distance education reveals that the term distance education is a term that lends itself to various interpretations. This characteristic of the term makes it to be considered as a concept. Based on this, several authorities have attempted to provide the definition of the term.

Therefore, it is important to deal in depth with some of the remote and recent definitions provided to see what distance education could really mean. According to Keegan (1996:34) definitions given up to 1980 are considered remote and those after 1980s are considered recent definitions. Thus, the first author to define the concept DE is Dohmen (1967) the director of German DE institute. He defines,

Distance education is systematically organized form of self-study in which student counseling, the presentation of learning material and supervising of students' success is carried out by a team of teachers, each of whom has responsibilities. It is made possible at a distance by means of media which can cover long distances (Dohmen, 1967:9).

According to Dohmen's definition DE is self study in which teaching activities are provided through media at a distance.

To Moore (1973) "DE is the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors through print, electronic, mechanical or other devices." And Holmberg (1977:9) writes, "The term DE covers 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."

Analysis of these definitions leads to the recognition of certain common elements such as the separation of teacher and learner and the structuring of learning materials through educational organizations. The separation of the teacher and the learner is fundamental to all forms of DE and differentiates DE from Conventional face-to-face form of education. Whereas, the structuring of learning materials through educational organization differentiates DE from self study such as learning from interesting books, magazines and television. Thus DE as an

education delivery method is generally characterized by separation of teachers and learner(s) and structuring of learning materials through educational organization.

As classified by Keegan (1993), Garrison and Shale (1987) are among the scholars who have attempted to provide recent definition of DE. They preferred to view DE from the perspective that what it implies rather than what actually it is.

Thus, Garrison and Shale (1987) define:

Distance education implies the majority of educational communication between (among) teacher and student(s) that occurs non - contiguously. It must involve two - way communication between (among) teacher and student(s) for the purpose of facilitating and supporting the educational process. It uses technology to mediate the necessary two-way communication (Garrison and Shale, 1987:11).

Garrison and Shale (1987) accepted separation between teacher and learner, and they emphasize the importance of two - way communication which is basic in face - to - face conventional education. They recommend that two-way communication is possible through technology. Similarly Portway and Lane (1994: 195) having studied the previously provided definitions and examining what DE refers to, give more specific definition as:

The term 'DE' refers to teaching and learning situations in which the instructor and the learner or learners are geographically separated, and therefore, rely on electronic devices and print materials for instructional delivery.

Portway and Lane offered more similar definition with Garrison and Shale; however they further emphasize the role of telecommunication technology to make the transfer of the knowledge via distance education a reality.

Whether the definitions provided so far share some characteristics or not the history of DE shows that there are a number of different definitions provided by several authorities and writers in the area over time. As a result, DE is described in a bewildering variety of terms. For example, it is known as “External or Off-campus Study” in Australia; “Home Study” and “Open Learning or Education” in North America and Europe “Education Distance” in Spanish speaking countries, “Frenstudium” in Germany, “Extramural” in New Zealand (Shrestha, 1997). Whatever term may be given to distance education, the concept remains the same that the distance education is an educational process in which someone removed in space and/or time from the learner conducts a significant proportion of teaching.

Keegan (1996) recognizing the existence of various definitions and terms used over time and the confusion readers may face, has made a thorough analysis of the definitions provided by several authors. He has come up with two major elements common and central to all definitions such as separation of teacher and learner, and structuring of materials and the linking of those materials to effective learning through an educational organization. With regard to the recent definitions Keegan has revealed that the definitions share the commonalities of remote definitions and emphasize the importance of the two-way communication which can be made possible through effective use of communication technology.

Holmberg (1986) for example defines DE as

Various forms of study at all levels which are not under the continues immediate supervision of tutors present with their students in lecture rooms. DE is a self-study, but the student is not alone, he/she benefits from a course and from interaction with tutors and supporting organizations. A kind of conversation in the form of two way traffic occurs through the written and telephone interaction between the students and

tutors others belonging to the supporting organization (1986:2-4).

As can be recognized from the definition above a kind of conversation in the form of two - way traffic through technology shows the importance placed on interaction. keegan (1996:8) and Wossenu (1999:16) have provided similar definitions emphasizing the role of two-way communication. They claim that through telecommunication based DE approaches, it is possible to bridge the gap of separation through electronic media to facilitate and support the teaching learning process (keegan, 1996: 8; Holmberg, 1986:20; Garrison and Shale, 1987; Barker, et.al 1989: 25; Moore 1990).

In conclusion, keegan (1996: 4) proposed six basic defining elements of DE as:

1. The separation of teacher and learner which distinguishes it from conventional face-to-face lecturing;
2. The influence of educational organization, which distinguishes it from private study;
3. The use of technical media, usually print, to unit teacher and learner and carry the educational content;
4. The provision of two-way communication so that the student may benefit from or even initiate dialogue;
5. The possibility of occasional meetings for both didactic and socialization purposes; and
6. The participation in an industrialized form of education which, if accepted, contains the genus of radical separation of DE from other forms with educational spectrum.

Thus, according to Seamans (1990: 3) the key concept in a DE is that possibility of transmitting a fixed body of information to the students via an external representation.

2.1.2 Development of Distance Education

2.1.2.1 Historical Perspective

The review of existing literature shows that DE has been a part of European education for about 150 years. It is originated in the form of teaching by correspondence in the private sector (Rumble, 1989). However, until the establishment of International Council of Correspondence Education (1938), DE has got little attention of educationalists throughout the world. Even since then, it's growth has been very slow. Up to the 1960s most distance teaching organizations were only private correspondence schools. It was after 1969 that publicly supported universities and schools become more and more important (Manjulinka, 1996:16 Keegan, 1996:3).

From 1870 to 1970, most of the DE systems were proprietary and the field was known as "Correspondence Study", "Home Study", or "External Study", but the period from 1970 to 2000 remarked the development of the whole field of DE and emergence of publicly supported distance education schools and universities (Manjulinka, 1996:16). With the remarkable change of quality, quantity, status credibility and provision of DE, DE institutions embraced most countries of the world and all levels of educations in addition to informal education sector (Keegan 1996: 3).

Along with the growth in importance of DE over the decades, the confusion of terms used Such as "Telmatic Teaching," "Distance study," "Correspondence Education," "Home study;" "Independent study," "Off-campus Study," "Extramural System," gradually take certain modifications. The remote term, that is,

Correspondence Education failed to encompass the didactic potential of DE in the 1980s and consequently, the International Council of Correspondence Education has changed its name in 1982 to International Council for Distance Education (Vajiraka, 1996:7).

2.1.2.2 Rational for the Development of Distance Education

Throughout the history of mankind, education, in one form or another, has served as a main instrument in producing and transferring knowledge and skills in a society. Education also contributes to economic growth, reduction of poverty and the growth of general awareness in various developing societies (World Bank, 1995: xi). It is one of the keys to social development and, virtually every aspect of the quality of life.

However, factors such as high world population growth, increase in complexity of jobs, accelerating change of knowledge and political emancipation make high demand of the education on one hand and scarcity of financial, material and human resources constraint provision of education on the other hand. As the result, the conventional face-to-face system of education will no more remain adequate to respond to the ever increasing demand. Portway and Lane (1994:168) emphasizing the intensity of the problem says, "the stage has been reached when even the most affluent countries are convinced that they will not be able to provide adequate education to people unless they abandon exclusive dependence on conventional form of education." Thus, an alternative way to provide education adequately to the mass is indispensable. This is where DE proves its importance.

As a result of the high development of communication technology DE becomes the best alternative way of delivery system due to its applicability and potential to reduce cost of education as well as to address hundreds of millions of adults missed out by the conventional education system(Manjulinka, 1996: 15) Bishop, 1989:154)

Distance education has tremendous advantages in areas where conventional schools, colleges and universities have got difficulties to cope with the needs of citizens (Ommerborne 1994 in keegan1996:213). Keegan (1996:4) further strengthening the contributions of DE states that no country have enough money to build schools that are capable of accommodating 100,000 students a year and the situation gets worse with developing countries.

The other reason for the remarkable development of DE all over the world is the issue of universalizing and democratizing education at all levels which is nearly impossible particularly for developing countries through formal education only.

2.2. Typology of Distance Education system

Attempts have been made by several authorities to classify DE systems. Many of the authors who have made an attempt differ in the factor they used as the base for classification. For example, Peters (1971: 1334) classified DE on the basis of delivery methods as a Loosely Integrated Western Model and an Eastern Model. According to Peters (1991) the former Model heavily relies on printed materials and correspondence feedback; however, the later Model relies on printed materials and face -to- face sessions.

The other classification is based on the authority and control distance learning institutes have over key operational areas such as finance, examinations and accreditation, curriculum and materials, delivery methods and student support services, Accordingly, DE institutions with a whole system control over the four operational areas are called 'Autonomous', and those which do not have complete authority and control are called Mixed Model (McNeil, 1981)

Keegan and Rumble (1982) accepting the classification made by McNeil(1881) that the basic distinction is between autonomous distance teaching institutions and distance subsections of conventional institutions, come up with seven basic organizational structures and types of DE institutions. These are Open Universities with centralized autonomous structures, Open Universities with some devolution of power, Federal University with conventional universities and DE unit, Ministry control of DE departments with in conventional universities, special academic DE department in conventional university responsible for both internal and external students. Thus most DE institutions lie under one or the other.

2.3. Contributions and Drawbacks of Distance Education

Considering the challenges of education and development, both in developing and developed countries, it is not surprising to see open and distance learning as important strategy which could make a significant contribution to resolve the problems of access, quality and equity (Compura,2003:40).

In general, DE is claimed to have a number of contributions by making possible the provision of effective, less costly and flexible education for millions of people living

in remote and distant villages who would otherwise be missed out; by reaching many more students than a teacher in a traditional classroom through the use of radio and television and without any school building; by dissolving barriers of distance and time by providing superior quality instruction through radio or television programs (Bishop, 1989:160; Dodds and Edirisingha, 2000:97). DE also has a great advantage for groups of people who for geographical, economic or social reasons are unable or unwilling to make use of conventional provision of education (Manjulinka, 1996:4).

To this effect, DE is developed in different countries in response to various educational problems. For example, in Sweden and USA to reach students living in isolated places; in Australia and New Zealand to reach scattered populations spread over large areas; in Asia to increase trained human resources for socio-economic development; in China to train unqualified primary and secondary school teachers and for manpower development; in Turkey to open opportunity for those who had not been able to be admitted to a university by the ministry of education and for training primary school teachers; in Africa to train unqualified primary school teachers needed for universal primary education, and to offer secondary education for rural community education and development programs and school equivalency programs at primary and secondary level, and in Latin America for post secondary teacher education (Gao 1991 in Manjulinka, 1996:172-184; Siaciwena, 1989; Anderson, 1982; Wolf, H.C, 1994, Wort, 1998:31). It also helps to ease places suffering from serious traffic problems and where capacity problems occur. In general, DE is seen as an effective way of meeting the rising demand for education in various forms of education (Evans and King, 1991).

Distance education can meet educational demands that conventional system fails to meet. For example, in China, to develop skilled manpower by offering courses that allow the learners to upgrade their professional qualifications; in Turkey to provide access to a university education for those who were not able to be admitted to a university by the Ministry of education (Maniulinka, 1996: 172 – 182; Jenkins, 1989).

In many African countries, DE has served various educational purposes. For example, in Tanzania to train teachers needed for primary education; in Zimbabwe to help replacement of old colonial curriculum, in Botswana and Zambia to educate the public on development issues, in Sudan to alleviate lack of professionals in some essential areas and to provide educational opportunities to adults and young adult refugees, in Zambia to upgrade teachers qualification and to offer secondary education for adults; and in Zimbabwe to offer in-service teacher training (Manjulinka, 1996: 18).

According to Anderson (1982), DE serves a number of various educational purposes all over the world. For example, for democratization of higher education in Costa Rica, for post secondary teacher education in Latin America and, in general DE is better alternative to alleviate shortage of teachers and to access large group of people where school buildings are obstacles to expansion(Perraton, 2000 in Dodds and Ediringha, 2000:94).

Moreover, DE is believed to have some more advantages. For example, it is less costly, flexible and operable over long distances. It is economical for it doesn't require school buildings and other facilities; flexible for one can learn in his /her

own place and time; operable over long distances for it can cater widely scattered student population (Shrestha, 1997).

Although it is true that DE as an education delivery method plays significant role in the economic development of countries by contributing to the over all educational development, it is not without limitations. DE is most commonly criticized for it can't handle classroom discussions; clear up misunderstandings, deal with individual needs, difficulties and questions, and supervise practical class room sessions. Nowadays, it seems that DE institutions recognized the importance of two-way interaction and placed greater attention on how to arrange two-way communication strategies to respond to a question of several scholars on the quality of distance education (keegan, 1996: 214).

Though many scholars tend to undermine the quality of distance education, a study by Sadiman(1994:97) in Indonesia has indicated that there is no significant difference between the academic achievement of DE graduates and regular school graduates.

2.4. Management of Distance Education Projects

Management, in general, consists of four major functions such as planning, organizing, leading and controlling. According to Graville (1992:1) when these managerial functions are done badly, resources are wasted, opportunities are lost, institutions grow weaker, morale falls and in the end institutions go under. Thus, management is a crucial function of any project/ programme which highly affects policy implementation (Magnen, 1991: 109).

The management of DE in general and DE projects in particular involves the general functions of management. In DE system planning, organizing and controlling of the development, production, distribution of DE materials and the use of the various forms of media are significant tasks that managers face. Moreover, planning of residential schools and face-to-face tutorials to mitigate the isolation of long distance learner is another challenging task. Therefore, to eat the fruits of DE and all the advantages placed on it, effective management is unquestionable.

True managerial success however, involves both performance effectiveness (goal accomplishment) and performance efficiency in resource utilization (Shermerhorn, 1996:3). Success in level and type requires a capability to recognize problems and opportunities, make good decisions, and take appropriate decisions through the basic management functions.

Any project implementation can be affected by various problems. However, inadequate administrative capacity is the one that severely affects project implementation. For example, in Asia as (Rena, 1974 in Rondinelli, 1996: 45) reported, low level of managerial capacity was the most crucial bottleneck to development in Nepal. Successful projects and programs require appropriate management procedures and technically qualified manpower. In Pakistan for example: - the absence of coordination among various agencies during the implementation of projects was a major obstacle for implementation.

To have projects successfully implemented, administrative arrangements, implementing agencies' potential for providing leadership, resource i.e.,

commitment and grass root management, an implementation plan that outlined responsibilities for actions (a network chart that shows the scheduling of activities), monitoring and evaluation techniques and logistical support are very essential (Roncinelli, 1993: 76).

Nowadays, administrative decentralization is considered as a means to build administrative capacity so that it will be possible to effectively achieve various educational goals. Decentralization is believed to increase the efficiency of central agency by relieving top management of routine, detailed tasks that could more effectively performed in a responsive and adaptive ways at lower management levels (Day, 1994: 7; Roncinelli, 1993: 73).

In general, project management is the responsibility of making sure that various activities are completed in time, in the order specified, and with a level of quality sufficient to guarantee the success of the final product. This model makes it possible for effective completion of a project by ensuring that activities on all parts get done in proper sequence and on time. Any delay encountered in this path will lengthen the entire project and most likely increase costs (Day, 1994: 7; Vagnen, 1991: 42-43).

Shermerhorn, emphasizing the importance of availability of competent staff for project management writes "An inescapable responsibility of all managers is to staff the jobs under their supervision with people who have the abilities needed to perform at the highest possible levels of achievement". Besides, because of rapid environmental and technological change, commitment to employ training and

development is essential to success. Establishing effective communication is also very essential.

Harrison (1996:96) emphasizing the importance of planning, explains that to use scarce resources efficiently project activities should be carefully planned, resources required should be determined, and appropriate control mechanism should be designed prior to implementation phase. He remarks that project management fails when doubt exists about who is responsible for any piece of work.

According to Magnen (1991:110) project management will be easier (a) if the project is simple and well suited to the management capacities of national staff; (b) if it is consistent with national education policy; (c) if its objectives are clearly set out and enjoys the minister's full support; (d) if its financial support can easily be supported by the national budget; and (e) if its aspects have been prepared in detail.

Magnen (1991:114) expounding on common problems that most projects frequently encounter has pointed out three points such as execution delays due to slowness of bureaucracies at the beginning of projects, shortage of budget allocations, and inefficient project management. Problems resulting from inefficient management are more frequent. Whatever the reason, execution delays have serious consequences on the project implementation such as increased cost. Therefore, competent and experienced managers are very crucial to mitigate and /or alleviate the problem.

In a similar way, management of DE requires careful planning and implementation of general functions of management. Willis (1994) asserts that DE programmes must have their own mission statements. Specific distance learning mission statement should be generated to ensure that in the long term, the program will continue to meet the needs of students. A clearly defined and articulated mission statement is essential to the development of a successful learning strategic plan. To alleviate the problem of inadequate provision of education to all citizens that many countries face, the alternative of DE should be designed and managed carefully.

2.4.1. Planning of Distance Education Projects

Planning is conscious effort to direct human energy for the purpose of securing a rationally desirable end. It envisages what is to happen and how that is to happen (Agrawal and Kundian, 1993:35.2). Planning as a management function involves, looking ahead, making plans and then helping people to accomplish the actions needed and it is an inescapable managerial responsibility (Shermerhorn, 1996:11).

Planning in education involves defining objectives, selecting appropriate methods, identifying the most appropriate materials, facilities and equipment necessary to implement the plan, identifying appropriate roles that individuals and institutions play in execution of the plan, and finally ways of evaluating the outcomes against original objectives (Ayalew, 1994:39).

However, different authorities indicate that plans fail due to various reasons such as lack of realism in setting objectives, lack of participation of those affected by the plan, lack of link or cohesion between national policy and measures aimed at

bringing about the desired changes, lack of training of the planning and management unit, lack of administrative capacities, inappropriate estimation of available resources (Magnen, 1991:17; Little and Mirrlees, 1999; Agrwal and kundian,1993: 52.21; Bishop,1989: 170). Although essential a good planning is, it is neither an end nor a formula for achieving the impossible; it is rather a method of getting more and better educational results from the resources available by using rational analysis and scientific research than flying a blind. Planning does not guarantee success, nevertheless, it facilitates success.

While polices remain the foundations of planning more attention is now being paid to the programs and projects flowing from polices (Magnen, 1991:11). Accordingly, projects are one of the best ways for decision makers to gain control because their objectives, budgets and implementation periods are clearly defined. For this reason ministries of education as well as sources of external assistance are resorting projects more and more frequently (Magnen, 1991: 12).

Project approach to educational planning is claimed to have many advantages such as offering governments a way of implementing polices that is simultaneously, rational, flexible and adaptable to changing situations (Magnen 1991:20). However, in many developing countries shortage of trained planers and managers in the area is a major handicap. Planning, be it project planning or any other type, requires quantification of goals and resources for the fulfillment of targets; and capable administrative personnel (Agrawal, 1993: 35.5; Little and Mirrlees, 1996: 83). Moreover, planning to be a good vehicle for success should be flexible, responsive and learning (that allows adjustment as projects progress) Morrss, et al, 1975: 329; Rodinelli, 1998:7). The rationale was that comprehensive

and detailed development plans were of little value unless they could be translated into specific projects that could be designed and implemented efficiently.

The other major objective of project planning is to reduce the uncertainties and unknowns by investigating the attitudes and behaviors of the beneficiaries, and understanding social and environmental factors in which projects must be implemented either by using technical staff or allowing the participation of beneficiaries at different stages of design and organizational phases (Rondinelli 1993: 39).

Though the world Bank officials believe that a more elaborate and detailed feasibility and appraisal analyses increase the probability of the project to be implemented successfully, some authorities counter argue that only a preparatory analysis is sufficient to ensure successful implementation and recommend that more systematic, flexible and detailed management procedures are needed after a project is approved (Rondinelli, 1993: 50; Harrison, 1996: 97).

International assistance agencies and governments of developing countries attempt to control the design and implementation of projects through standard project document format, which describes the institutions that execute the project, financial and staff resources, organizational structure and its relationship to other institution; the legal framework in which the project operates, coordination arrangements, and provision for government follow-up activities; mid-project review and terminal evaluation procedures; provision of government contributions and operations, detailed budget required and source of revenue (Magnen, 1991: 28; Rondinelli; 1993: 75).

In distance education, the essential educational functions according to Encyclopedia of Education (1994: 1559) are (1) developing and producing programs and course (design, development, production and distribution of programs and courses) (2) advising and guiding students (the students admission, allocation of students to courses, counseling, the assessments of students and certification); (3)resources (information, finance, staff and equipment).

In all forms of DE, the actual production and distribution of course material are the most important operational considerations once the materials have been developed. Advising and providing guidance is the second essential function of every DE institution. In this view, the most recurring problems are lack of trained and skilled man power, computers, vehicles, offices, some office equipment and sufficient budget.

According to keegan (1996: 145) planning of DE begins with deciding whether to choose an autonomous distance institution or distance subsection of an existing school, college or a university. Keegan and Rumble (1982:245) having made educational debate on DE have proposed guidelines which are still relevant for the selection of DE delivery system. According to the proposal if the enrolment per year is less than 10,000, choose department of an existing institutions, and if enrolment per year is beyond 20,000 a distance teaching school, college or a university is favored (Rumble, 1992; keegan, 1994).

However, the guideline proposed by keegan and Rumble (1982) doesn't always work. Because there are some separate distance teaching institutions whose enrolment is quite below 10,000 per year but have existed for decades; and some

other distance teaching institutions with large number of enrolments (New South Wales College of External Studies with 30,000 students in 1995) and survived as a department of an existing college.

Thus, according to Keegan (1996:146) the final decision for educational planners should depend on a detailed theoretical knowledge of the social, political, historical and educational structures of the region in question. Moreover, the planners need to look carefully in to the advantages and limitations of the model chosen before making the final decision.

Accordingly, planners of DE should also be concerned with the characteristics of distance students and the retention of the students in the system (Keegan, 1996; 149). A detailed analysis of distance students of OUUK by Field (1982) identifies four characteristics which differentiate distance students from the traditional university students. (1) distance students tend to be gainfully employed (2) they have less prior education, (3) they are older, and (4) they live comparatively far away from the nearest place offering the same course in a different form.

The other typical characteristic of distance students is that they have high tendency to drop-out before completing the programme they are registered for. For this reason Sweet, 1986 suggests the integration of DE into the structure of a university or college by providing adequate student support services to reduce the number of dropouts. However, the privatization of DE provokes lack of integration (Keegan, 1996: 150-151).

The other issue planner of DE education should take into consideration is the time available for study. Time is closely related to success or failure in DE. It is also

closely related to the number of drop-outs. Planners should also consider the status of the courses chosen and the way they are accredited because study at a distance is arduous and the status of learning at a distance is fragile (Holmberg, 1981:14, 49).

The quality of distance courses and their accreditation contribute to the status of distance course. A national system of accreditation of degrees and diplomas at all levels, as in France, works in favor of distance system. Such a system is however often criticized as lacking freedom and flexibility.

Choice of media is the area in the field of DE study which has been most widely researched and on which the volume of publication is most rapidly increasing. Distance systems have dealt with the use of media in education for over a hundred years but the evidence for the whole of the period has rarely been subjected to analysis (Wort, 1998:153). Therefore, Planners of distance systems should approach the choice of media with decisions to be made on the quantity of education to be achieved, the quality of student learning to be achieved, the status of the system and costs. What medium then should be chosen? This depends on the information to be delivered that is media chosen to carry the content of the course and media chosen to present the course to the student. Usually print is chosen for content and other media such as telephone, electronic mail, computer, or video conferencing for delivery (Holmberg, 1994:50-154.)

Concerning administration of DE, Kaye and Rumble (1981) applied Miller and Rice's theory of system organization to the organization of DE system. They

categorize operating activities into two such as course development, and student support services. The course development subsystem comprises the planning, designing, crystallizing and recording of the teaching in mechanical or electronic form and the student support subsystem comprises the activities by the institution to focus on the student's home (or institutional center near the student's home) that will provide private and individualized presentation of the pre-recorded course content, together with simulation of teacher and peer group clarification that normally accompany the presentation of courses in oral, group-based educational provision. These two characteristic operating subsystems define the nature of a distance system and differentiate it from other forms of educational administration (Wort, 1998:150).

Course development for DE implies the preparation of print and non-print materials plus the production of a total learning experience for the distance student that will parallel all the facilities that are characteristic of on-campus education including additional homework, laboratory practices, and library research periods and all the activities of face to face study. The administration of course development procedures gives a range of possibilities from a single author to the course teams. Such as full-time staff, BBC staff and consultants from business or other universities (Wort, 1998:150). The provision of student support services enables distance systems to achieve essential feedback mechanisms that are characteristic of education. It is through students support services that two-way communication is established between student and institution although better course materials may have inherent feed-back mechanisms as well. Provision of student support

services distinguishes DE institutions from publishing houses and other procedures of learning materials.

The extent to which certain distance teaching institution provides student support service differentiates one from the other. Some institutions heavily depend on provision of students support services and other make it very little due to various reasons, one is additional cost incurred to the program.

2.4.2. Organization and Delivery Structures of Distance Education Projects

Several authorities have defined organizing as one of the management functions. Majority of them agree that organizing is the process of defining tasks, allocating resources, and arranging coordinated work activities to implement plans. It is a process that logically follows planning and arranges for implementation. (Greville 1996:15; Ayalew, 1994; Shermerhorn, 1996:5-6, Bramham, 1997: 145; Dodds and Ediringha ,2000 : 89).

The organization of DE requires careful design since it is characterized by separation of teacher and learner(s). Manjulinka (1996:49) remarks that the success of DE projects heavily depend on the way they are organized. Organization involves the identification of tasks to be accomplished, the agencies and persons involved in the accomplishment of the tasks, the communication channel that should exist and who does what aspect of the system.

The concern of DE organization in early times was coordinating the course development and delivery methods. However in recent years, there has been a

growing importance of face-to-face contact in distance education, and therefore many DE institutions are arranging for quality student support services to link the gap that has been created by separation of learner and teacher. Advancements in telecommunication technologies have made possible the creation of two-way communication that DE is missing (Marew, 2002:20). However, according to Henri and Kaye (1995: 9) recreating the teaching learning process in a DE is a challenge of the area.

In distance education interpersonal communication is replaced with some form of mechanical or electronic communication such as print, telephone, teleconference, audio, video, broadcasting, and computer by the use of one or a number of technological media (Keegan, 1996:45). As a result distance learner(s) profit from dialogue with the institution that provides the learning materials, the student will not be just recipient of it. This shows the importance of the acceptance of the provision of face-to-face contact in distance systems. However, DE institutes vary in their use of face- to- face session. Some distance learning institutions allow no contact and some others provide voluntary seminars, and still some others arrange compulsory seminars, induction meetings or summer schools. Yet other systems provide electronic meetings-linking students by audio conference, teleconferences or video conferences (Keegan, 1996:49)

Those which do not allow any face-to-face contact claim that students basically enrolled in DE do not want to travel to colleges to attend face-to-face sessions,

those who provide voluntary seminars consider that some learners may not want to attend yet they believe that those who need the support should get the opportunity; and the last group who arrange for compulsory face-to-face contact sessions claim that the educational experience would be inadequate without it (Keegan, 1996: 49).

Although distance teaching institutions vary in the provision of face-to-face contact, generally, there is an inclination towards arranging for effective link between the teacher and the learners. However, all distance education institutions have justifications for allowing or not allowing face-to-face contact session.

Keegan (1996:116) remarked that if the link that has been shattered by the nature of DE has not been recreated, carefully developed distance education teaching materials may fail because the students may not open study or reciprocate in any way. In a similar way DE television or radio programs may go unwatched or unheard by the students for which they were designed.

According to Keegan (1966: 120) weak integration of the student into the life of institution could result in low quality of learning, low status of distance education and increased number of dropouts. Moreover, lack of formal and informal network of support between tutors and students may affect the quality of learning. Thus, Wort (1998) indicates the possibility to create student teacher interactions outside face-to-face contact through mediated instructions using multi-media system such as audio, computer conferencing technology and computer mediated communication.

Nunan (1992) cited in Wort (1998:189) emphasizing the importance of two way interaction recommends that DE institution should design and make available a supportive network of preparatory courses, study skill development opportunities, course counselling and learning support through flexible access to resources including individualized support from the teacher. All have to be constructed in a way, which help the learners meet their need.

Thus, according to Wort (1998: 203) decentralized administration and decision making is very essential to be responsive to student needs. Accordingly, the natural structural hierarchy from the National Ministry of Education down to the school level where each level (regional, district and school organization) had distinct roles to play, clear role identification is essential. Because poor information flow up and down the system and through supporting infra-structures constraints the program.

The way DE system is organized mostly depends on the mode chosen by the institution. However, course development and media of communication remains central to all modes of DE system. For example, in India DE institutions were setup as sub-systems in conventional universities and adopted semi-syllabi of the conventional universities to establish credibility at under-graduate level. Consequently during (1972–1982) post-graduate and diploma/certificate courses and science program were introduced through DE, and then independent single mode DE institutions were initiated with the establishment of four state open universities and one National Open University in 1985. During this period

multimedia approach was adopted. Today, there are 35 conventional universities and four open universities in India that offer DE (Manjulinka, 1996:174).

In china, DE is organized as correspondence education through 443 conventional institutions and broad casting through radio and TV Universities (Manjulika, 1996: 111). China is the first country to use radio and TV for educational purposes. The correspondence courses follow the established plans and outlines of regular courses offered on campus. The correspondence teaching activities include self-learning, face-to-face interaction, tuition assignment, laboratory courses, field work, course design, a graduation project and oral degree of the production, thesis or examination. Correspondence teaching materials include textbooks, reference books and a few audio- videocassettes.

In order to strengthen organization and management of DE the institutions have set up study centers in local education institutions. For example, Pakistan has network of 30 regional and sub-regional offices, 45 model study centers and about 425 study centers in all parts of the country operating at federal and provincial level (Siddinqui 1993). The study centers provide opportunities for interaction between the learner(s) and the tutor (Mangulinka, 1996:177).

Countries differ in the delivery structure they choose and the way they organize DE. However, the central issue is providing better student support service so that the gap between the teacher and the learner is minimized and quality learning will take place. For example, the Allama Iqbal Open University (AIOU) of Pakistan

established a four level institutional set up to provide better student support service. Level one consists of three regional administrative offices that would be centralized centers for student admission, counseling and study resources; level two includes model study centers with increased facilities which would include counseling services to student during enrolment periods and equity services at other times; level three consists of satellite centers for small range of courses that would be linked to the main model study centers of regional office through senior tutors; and level four involves remote centers which have limited equipment and facilities (AIQU, 1986).

Realizing the role of human factor in DE AL-Quis Open University in Jordan has introduced tutoring and counseling which distinguishes it from other open universities. In Turkey, the content of courses of DE serves as information centers. In Thailand, students buy textbooks and handouts or attend classes on campus. No DE media are specially designed for home based students. (Manjnlinka, 1996:179)

In Africa, in a similar way, the organization and delivery structure of DE varies from country to country. In Zambia the academic staff in the school is responsible for teaching both internal and external students while the department provide and dispatch study materials and maintaining study records. Course development and tutoring are handled by the academic staff of the various teaching departments and schools of university (Majnlinka, 1996:186). In Sudan Open Learning University has established study centers mostly in towns and refugee settlements where

students meet four times in a month to work in groups and to receive tutorial support from tutors (Elisdigg, 1995).

However, any country that has attempted to mediate the gap between the learners and teachers be it by arranging for face-to-face contact sessions or using technology has experienced certain problems. For example, where face-to-face contact sessions are preferred, challenges such as improperly functioning study centers, insufficient teaching learning facilities, and unsatisfactory facility to and from the centre, insufficient classes to accommodate tutorial sessions (Majulinka, 1996: 181).

Where both course development and tutoring are handled by the academic staff of the teaching departments, according to Siacewena (1989) lecturers with full teaching load tend to dislike teaching distance students and prepare course materials hastily and not in time, assignments are not evaluated and commented on and returned to the students on time.

Experiences of both developed and developing countries so far witness that DE institutions are organized in a number of different ways based on the model they adopted. However, course development and student support services are the major operational activities. Nowadays student support services receive greater attention though the arrangement for them varies greatly.

With regard to the use of media in DE system print-media is the main and central delivery method supplemented by any other form available to facilitate the communication and interaction between the teacher and the learner in almost in all countries (Manjulinka, 1996:199).

2.4.3. Leadership in Distance Education Projects

Leadership is in the heart of effective and successful management. In DE project, leadership is by large concerned with motivating and building sense of commitment in both support staff and academic staff so that they perform tasks and activities on time. Getting things done on time according to the plan is a very difficult task. To do so usually results in failure of the project because of the increased cost.

Therefore, according to DAY (1994: 7) empowering people with certain authority to enable them to make job related decisions is important. DE managers should work hard to address the learners need to survive. Thus, they must have well equipped with the basic managerial skills. In other word managers require leadership quality, which will enable them to arouse people's enthusiasm to work hard and direct their efforts to fulfill plans and accomplish objectives (Shermerhorn, 1996:5). In todays changing work environment, managerial success depends much on the manger's willingness and skill to exercise leadership through empowerment (Shermerhorn, 1996:100.) One of the essential components of leadership is a belief in people. Recognizing the unique qualities of others helps to value the people's talent and capacity and allow them to contribute their best. However, the majority accepts that a good leadership quality requires defining and establishing a sense of mission, accepting of leadership as responsibility rather than rank, setting goals, priorities and standards and keeping them all clear, visible and maintaining them. It also needs staffing the project with talented people and developing capable subordinates (Shermehorn, 1996). Several theories of leadership have attempted to identify and define leadership qualities.

In DE leadership refers to motivating people who are taking part in basic functions of DE such as course development, production and distribution; and student support services to effectively and efficiently achieve the objectives.

2.4.4 Controlling Mechanism in Distance Education Projects

As defined by Shermerhorn (1996:6) "controlling is the process of measuring work performance, comparing result with objectives and taking corrective actions as needed." Through controlling managers maintain active contact with people in the course of their work, gather and interpret reports on performance and use them for constructive change. Controlling involves the process of monitoring performance and taking actions to ensure desired result. The control process generally involves four steps such as establishing performance objectives and standards, measuring actual performance, comparing actual performance with objectives and standards and taking necessary action to correct or improve the situation (Shermerhorn, 1996:116.)

Distance education as an institution that involves people in various functions in its system, requires effective controlling mechanisms. Controlling in DE may be more complex than conventional system for it hardly allows immediate supervision. However, according to Shermerhorn (1996) the common management failure is unwillingness or inability to specifically measure the performance accomplishments of people at work.

There are different control mechanisms in education system such as management by objective, compensation and benefits and employee discipline system. However

which control mechanism suits remains the responsibility of managers according to the characteristics of their institutions.

Controlling is an essential, on-going activity where the emphasis is always on utilizing people, resources and technology to the best advantage, if it is to function effectively, communication of the right information at the right time and among the right people, is essential. People must know what is expected of them in terms of task performance. It is desirable to set-up routine system for reporting and drawing to management's attention the need to take action including measurements of time, cost and performance against plans and schedules (Shermerhorn, 1996:114).

Day (1994:8) viewing controlling from project management point of view says controlling should clearly identify who the people are, what their responsibilities are, what the program/project is, the budget and any other pertinent details, He adds, control is not maintained simply by adhering to a plan which has failed in some manner, that is, it needs to be flexible.

The other concept under controlling is monitoring, which means a system of continuous information gathering for the use of project manager. Monitoring consists of several key indicators needed by project managers. These key indicators are generally of two types: input indicators and output indicators. According to Magnen (1991) monitoring must be an integral part of a project to be effective. Main indicators to be collected, the collection method and sources, the persons in charge and the cost of monitoring should be taken into consideration. However, experiences show that project monitoring has not always been effective

due to lack of managers' motivation, excessive complexity, cost of monitoring system, or inadequate integration of this system in to the project.

In practice, monitoring is useful if the indicators to be collected are few and correspond to key management problems such as disbursement, costs and implementation delays (Magnen, 1991:120).

2.5. Success and Failure of Distance Education Projects

2.5.1. Success of Distance Education Projects

Success of DE systems depends on various factors such as accreditation quality (accepted by every other university in the country), economies of scope and economies of scale, political support, flexibility and organization (Manjulinka, 1996:49; Robinson, 1996:24; Dodds and Edlringha, 2000:105)

The open university of UK is the best example. Graduates of Open University of UK have been accepted by every other British University in post-graduate courses with out question. They are recognized as good as any other graduates. The quality of the courses is seen and is commended by the academics in other universities. Academics all over Britain accept that the Open University has succeeded (Perry, 1986:15; Keegan, 1996:29). Thus, the number of enrollees is increasing every year and the system retains hundreds of thousands of students. It became evident that in both developed and developing countries, DE made possible the production of great number of trained manpower relatively with less cost and didactically sound materials. This shows that the success of DE partly depends on economies of scope and economies of scale (Keegan, 1996:214). DE in Tanzania for primary school teachers is an example.

Projects unable to attract political support to ensure national funding and integration into national education structures have failed (Dodds and Ediringha, 2000:104). Many programs, particularly those started with external funding often fail because they don't pay adequate attention during the pilot stages to the issue of institutionalization and so poorly integrated into the administration and professional fabric of the education system. For example, the Interactive Radio Instruction Project in Kenya (Robinson 1996:24).

Flexibility is a key to successful non-formal education programs in general. However, many of the DE institutions studied are parts of government ministries, which operate in the guidelines, regulations and administrative structures of the parent ministries. Such bodies have little freedom or self-control in matters of staffing, initiating programs and finance. Decisions are taken according to criteria, which are not sensitive to the needs and characteristics of open learning. This often constraints their development (Dodds and Ediringha, 2000:105; Manjulinka, 1996:18). Study by Garrido (1991) in Manjulinka (1996:203) reveals that most students enrolled in the DE in Venezuela dropped out because of inconvenient timetable in conventional institutions.

Ofori (1993) expresses that in Africa DE needs the cooperative effort of educators, planners and governments particularly in the areas such as infra-structure and research, the training of specialists, and the production and acquisitions of materials which are very important for the success of DE. To improve two way communications, indigenous channels of communication should be adequately

developed and there must be adequate local experts. DE study also requires discipline and commitment on the part of learner and the management of time they spend studying on their own.

2.5.2. Causes for the Failure of Distance Education Projects

Recent approach is to re-integrate the teaching acts, which have been limited due to distance. Therefore, many countries are arranging for reintegration of teaching acts as much as possible because where there is poor integration distance students tend to dropout. Moreover, the quality and the status of learning at a distance may be questioned in those institutions in which the reintegration of teaching acts is not satisfactorily achieved (Keegan, 1996:20).

Dodds' (2000:107) evidence suggests that the quality of learner support has strong effect on pass rates. Quality support depends on training for the supervisors or tutors especially in tutoring distance students.

Guy (1991) in Abenehus and Kenworthy (1996:45) states that there are no guidelines or proven methods for success in dealing with problems in the developing world. There are diversified responses among which some are at times arrogant and misconceived and result in failure. For example In Jordan, an Open university of Al-Quis, being the first University in Arab, faced a challenge of how to make people appreciate innovative system of DE packages (Majulinka, 1996:181). In addition to this, there is a problem of high dropouts from the Open University. The drop out rate is considerable in mid - course because students give up study because the work is getting harder, the material tougher and the marks lower, or because the students have failed to gain some special knowledge.

In Turkey, the attempt of DE was not a success because it was hastily conceived, never integrated into total education system (Ordil, 1979). However, the impetus of DE was given by the new constitution and as a result Council for Higher Education was created which led to the establishment of DE Faculty at Anadolu University in 1982. It is the only higher education institution involved in DE in Turkey (Sozen, 1993). In Turkey, because of the speed with which open education was conceived and implemented, it has got a greatest obstacle to full implementation due to lack of resources (Mc, Issac, 1988; Manjulinka, 1996:183).

In Africa, DE has begun with the establishment of University of South Africa, the world's first open university in 1947 (van as, 1985). However, provision of DE in Africa has lacked resources and continuity even though many countries have introduced it (Manjulinka, 1996: 183). Despite some achievements, DE on the continent remains under developed and undervalued.

In Zambia, the DE department had difficulty in maintaining standards over the years. It chose the modes of DE developed at the university of New England and Australia, which is unsuitable for developing countries in several ways. The system requires students attend the university fulltime for their final year of studies. This mechanism helps to ensure the maintenance of standards and is a pleasant experience for those students who can take advantage of it. But it debar those who can not be released by their employers or those who are with responsibilities that makes residence impossible from taking the advantage. Another difficulty lies in the procedures for course production. University lectures were obliged to develop materials under the terms of their contract as part of regular work.

This is like a recipe for disaster where there were barely enough qualified people to fill key posts as academics in the university (Manjulinka, 1996:184).

The dropout rate in Sudan Open Learning University is high. Out of 1,297 registered in 1980, 474 discontinued their studies which put drop outs at 40 percent. The main reason for dropout can be related to the mobility of the refugees when searching for work or that the educational materials prepared may be a higher level than their educational capacity. The second problem which faces the unit is the fact that its finance totally depends on international aid which is generally irregular and results in delays and postponement to many activities (Manjulinka, 1996:193).

New Zealand has a long tradition of DE at all levels, however, the lack of coordination among providers is the problem most commonly identified (Arger, 1993). In Papua Guinea, lack of adequate infrastructure, suitably qualified tutors, material production system, and technological capacity constrain the development of DE. There is also lack of trained national staff entering the field of DE, especially in the area of curriculum development (Manjulinka, 1996:198).

2.6. Cost Effectiveness of Distance Education Projects

Bishop (1989:168) says in many cases DE costs less than traditional methods of instruction when it is a case of a country wanting to distribute its best teaching over a wide area to many millions of people, and then distance teaching can save money.

The capital costs of a correspondence education program, not counting the radio and television that might go with it amounts to little more than the cost of office-space and equipment. Full time instruction by correspondence plus broadcasts can be given at about the same cost as regular school instruction, if the number of students is reasonably large. In Japan, secondary schooling by corresponding and broadcasts can be offered at lower (half) cost than regular school instruction. It involves far fewer teachers and Just as effective as traditional school education (Keegan, 1991:168).

Instruction using television is more costly as compared with that of radio programs. Even though instructional TV is more expensive than use of radio, it can still be less costly in certain circumstance than instruction by traditional methods.

Early analysis of the Mexican telesecundaria suggested that it was cost-effective compared with conventional schools, but more recently its relative cost has risen (Perraton, 2000). Several other studies such as Jamison, Klees and wells (1978); Perraton (1982) and Zhir (1992) show that DE has a potential to be more cost effective than comparable conventional education (Keegan, 1996:96).

The supervised study centers in Malawi, Zambia and Zimbabwe, show that the system can work and be less costly per student enrolled than the conventional alternative (Perraton, 1992). In Malawi, the cost of educating a student in the study center system is between $1/4^{\text{th}}$ and $1/5^{\text{th}}$ of the cost of the student in a secondary school (Curran and Murphy, 1992 in Manjulinka 1996:96).

According to Keegan (1996:103) the issue of costs is extremely difficult to generalize. Cost per participant is also very difficult to calculate because of their flexible nature.

2.7. Financing of Distance Education Projects in Developing Countries

In Papua Guinea, DE is the nationally organized structure where provincial governments play a financing role in the establishment of university centers in their provinces but the management of those centers remains the responsibility of the university (Manjulinka, 1996:195). In Sudan, financing of DE totally depends on international aid which is generally irregular, resulting in delays and postponement to many activities (Manjulinka, 1996:193). In India, the responsibility for making adequate provision for educational facilities rests mainly with the government. Therefore, recognized private institutions receive substantial funds from the government and partly by the students in the form of fees, and through endowments and philanthropic contributions (Magnen, 1996:134).

In India, financing of DE institutes doesn't have definite pattern. The university grant commission has been providing some support to the conventional universities for initiating correspondence programs. In contrast to the conventional universities, a substantial portion of income comes from the student fees. The rest of the finance is provided by the parent university from their own budget. National Open university of India funded directly with the Ministry of Human Resource Development unlike the other central universities whose sources of fund are a number of international agencies. The state open Universities depend on income

from student fees to a far greater extent than Indira Ghandi National Open University (IGNOU) (Singh. 1992). IGNOU also disburse grants to state open universities for the purpose of coordination and determination of standards in open universities (Manjulinka, 1996:136).

In Thailand, financial support for DE mainly comes from student fees, from government, from central acceptance and investment. The sources and forms of support vary from one institution to another.

Donor Support has been a traditional safety net for the government in protecting much of the education system from the effects of constraints over the years. It has reached now a point where many of donors are heavily involved in supporting the educational sector (Wort, 1990:58).

To sum up, there is no uniformity in financing DE institutions all over the world. Each country follows any possible way that could enable it to get adequate financial resource for the DE system.

CHAPTER THREE

3. Presentation, Analysis and Interpretation of the Data

This chapter presents the general characteristics of the sample population in terms of sex, age, marital status, work experience, qualifications and field of study. Then it present the analysis and interpretations of the data based on the responses obtained from the respondents.

3.1. Characteristics of the Population

All second-cycle (5-8) primary school teachers registered to attend the DE project in the SNNPR, coordinators of all 23 tutorial centers and coordinators at the regional level were the population of the study. The sample was taken from the 23 tutorial centers on the basis of the distance from the centre (Awassa) and the number of students to be served in the tutorial centre. Thus, 10 tutorial centers were purposely selected to be the sample of the study. Among the total population of distance students in the 10 tutorial centers, 400 students were randomly selected to be the subject of the study. In addition, all the coordinators of the 10 tutorial centers and six coordinators at the regional level were included in the sample purposefully.

Questionnaires, interview and document analysis were the data collecting instruments employed. Two sets of questionnaires were designed for coordinators and distance students to collect necessary data for the study. A set of questionnaires designed to the distance students were administered through tutorial centre coordinators. Accordingly, out of 400 questionnaires administered 380 (95%) were completely filled and returned. With regard to the coordinators all 10 questionnaires administered to the tutorial centre coordinators and, 6 questionnaires administered to regional coordinators (100%) were fully filled and

returned. Moreover structured interview was conducted by the researcher with all coordinators to make the data gathered through questionnaires more reliable. Relevant documents were also studied to crosscheck the information available for the management of the project. Thus analysis that follows was made based on the responses obtained from respondents in an integrated approach. But since the number of coordinators at the regional level was very small no percentages were calculated and presented in a table rather they are presented in statement from where necessary.

Table 1. Description of Respondents by Sex and Age

No	Items	Respondents		
		Distance students		Tutorial Centre Coordinators
		N0	%	No
1.	Sex			
	Male	328	86.3	9
	Female	52	13.7	1
	Total	380	100	10
2.	Age			
	<20	0	2	0
	21-30	22	5.8	1
	31-40	186	48.9	3
	41-50	148	38.9	4
	51<	24	6.3	2
	Total	380	100	10

The overall picture of the table above shows that the over whelming majority of both respondents were male. This is due to the small proportion of female students and coordinators in the population. With regard to the age of the respondents, the majority of both respondents 358(94.2%) of students and 90% of coordinators respectively were above 31 year. This implies that both respondents are matured adults.

Table 2. Description of Respondents According to Martial Status

Marital Status	Respondents		
	Distance Students		Coordinators
	NO	%	No
Married	354	93.2	9
Unmarried	21	5.5	1
Divorced	0	0	0
Widowed	5	1.3	0
Total	380	100	10

As can be seen from table 2, the overwhelming majority 93.2% of distance students and 9 out of 10 coordinators respectively were married. This implies that much of distance students are adults with family responsibilities and social commitments.

Table 3. Description of Respondents by Qualification and Work Experience

Work experience in years	Qualification													
	Distance Students						Coordinators							
	No Certificate		Certificate		Diploma		Diploma		Degree		Master		Doctor	
	No	%	No	%	No	%	No	%	No	No	%	No	%	
1- 5			5	1.3					1					
6-10			16	4.2					3					
11-15			45	11.8	11	2.9			2					
16-20			102	26.8	10	2.6			2					
21-25			116	30.5					1					
Above 25			75	19.7					1					
Total			359	94.8	21	5.5			10					

Regarding the work experience and qualification of respondents the over all picture in the table above indicates that the majority 359(94.5%) of distance students had certificate from Teachers Training Institute. This confirms with objectives of the project that the target groups for the project were teachers with certificate from TTI.

Concerning work experience of distance students, the majority of respondents 356 (94.5%) has been teaching for more than 15 years. This may imply that considerable attention has been given to service years. Moreover, it indicates that distance students are matured and highly experienced teachers.

Table 3 also indicates that all of the distance education project coordinators were first degree holders with teaching experience ranging from 1 year to over 25 years. However, the data also revealed that almost all coordinators stayed on the coordinating position for less than two years. This may be due to the high turnover of school principals (coordinators). To this end, all the coordinators were found to be subject specialists with no orientation in educational management. Therefore, they lack experience and orientation to effectively manage the DE project.

3.2. Presentation, Analysis and Interpretations of the Data

In this section analysis of the data gathered through questionnaires, interview and documents were analyzed systematically in an integrated way. Responses from distance students, tutorial center coordinators and regional coordinators on similar issues were presented together in tables and then analyzed.

The analysis of the information gathered through the questionnaires was made by rearranging and bringing together question items that address similar issues from sets of questionnaires filled by both distance students and coordinators for the sake of integrated way of analysis. Besides, information gathered through interview and document analyses were analyzed in an integrated approach.

The analysis was made on the basis of basic functions of DE system such as production and distribution of materials, delivery structure and organization, provisions and arrangements of student support services, and appropriateness of the use and selection of media.

Table 4. Defining Distance Education Project Objectives

Item	Coordinators
	No
Do you think the objectives of DE project in the region are objectively defined?	
A. Yes	1
B. No	7
C. Not Sure	2
Total	10

According to Marrus (1989) a clearly defined and articulate mission statement and objectives are essential to the development of successful distance learning. However, the table above indicates that the majority of respondents seven out of ten responded that the objectives of the DE project were not clearly defined and 2 of them responded that they were not sure. Regarding responses of the regional coordinators, the responses vary. REB respondents responded that they were not sure; the ACTE unit coordinators responded that objectives were not clearly defined and Beso representatives responded that the objectives were clearly

defined. Moreover, the interview responses confirm that the DE project objectives were not clearly and realistically defined. On the contrary, the document analyzed showed that the objectives were defined in an expressed way in the project document as well as the project implementation manual prepared by ACTE.

In general, the above findings reveal that the objectives were clearly defined, however, they were not well communicated to the concerned bodies at all management levels. This implies that there is lack of coordination and effective communication. Moreover, some responses of open ended questions indicated that the planning process was not properly undertaken. As the whole, the findings imply that there was a problem of communication and coordination rather than definition of objectives.

Table 5. Identification of Roles of Individuals and Institutions

No	Items	Respondents
		No
1.	The role that individuals and institutions play to execute the plan are clearly identified	
	A. Strongly agree	0
	B. Agree	3
	C. Disagree	7
	D. Strongly disagree	0
	Total	10
2.	If your response for question no 1 is disagree or “strongly disagree” what areas do you observe unidentified?	1
	A. Roles of REB’s	1
	B. Roles of BESO	0
	C. Roles of ACTE	3
	D. Roles of zonal departments	4
	E. Roles of Woreda Educational Offices	1
	F. Roles of tutorial centers	
	Total	10

According to the table above, the majority (70%) of the respondents responded that the roles of various individuals and institutions that took part in the project implementation are not clearly identified. Roles of zonal Education Departments and Wereda Education offices were among the areas whose roles were reported to be unidentified. Moreover, some responses to the open-ended question items indicated that the project was not well organized and it had no responsible and accountable body for its implementation In general. Thus, it can be deduced that the project lacks clear role identification of all bodies that took part in its implementation.

Table 6. Delivery Methods and Media Selected

No	Items	Respondents
		No
1.	What delivery methods are selected to run the DE project?	
	a. Print	10
	b. Broadcast	8
	c. Video	6
	d. Satellite	0
	e. Audio	9
	Total	
2.	Do you think the methods and media selected are effective?	
	a. Yes	10
	b. No	0
	Total	10

The overall picture of the table above shows that print material is the major DE delivery method followed by audio and video cassette. However, about 80% of the respondents didn't believe that the delivery methods selected were effective. Some responses to open-ended question items confirmed that the major delivery method i.e. print materials could not be effectively implemented.

Table 7. The use of Radio and Television.

No	Items	Students		Coordinators
		No	%	No
1.	Are there radio and /or television programs to support the students of DE project?			
	a. Yes	8	2.1	0
	b. No	372	97.	8
	c. I don't know	0	9	2
	Total	380	10	10

Table 7 above depicted that the overwhelming majority of respondents 372 (97.9%) of distance learners and 8 coordinators out of 10 respectively responded that there was no radio and/or television program to facilitate the project implementation. However, the document analyzed indicated that the use of radio and television was designed in the project document. This may imply that the project is not implemented as planned. On the contrary, substantial number of regional coordinators confirmed that there were radio and television programs. Different responses for the same questions above may indicate that there was a communication gap among the regional coordinators, tutorial centre coordinators and the distance learners.

Although documents analyzed and interview made with regional coordinators indicated that certain attempts were made to develop radio and /or TV programs for transmission due to absence of responsible body and lack of budget (to some extent) the programs could not be transmitted. In general, it was hardly possible to say there are radio and / or television programs in the DE project.

Table 8. Planning of Distance Education Project

No	Items	Respondents
		No
1.	Do you think the second-cycle DE project is jointly planned and with concerned government bodies?	
	a. Yes	1
	b. No	3
	c. I don't know	6
	Total	10

The overall picture of respondents in the above table shows that the majority 6 out of 10 respondents didn't know whether the planning process was undertaken in collaboration with the concerned bodies or not. However, all coordinators at the regional level and documents studied revealed that the concerned bodies were participated in the planning process. Thus, the variation of responses from regional and tutorial center coordinators may be due to the fact that planning of projects usually takes place at the top management level allowing little room for the participation of lower level managers. Though the project was jointly planned with the concerned bodies, the findings indicated that the project was not well communicated to the project implementing bodies such as tutorial center coordinators effectively.

Table 9. The project's link with the National Policy and Financial Support from Government

No	Items	Respondents
		No
1.	Do you think the second-cycle DE project has the necessary link with the national policy?	
	a. Yes	6
	b. No	1
	c. To some extent	1
	d. I don't know	2
	Total	10
2.	Does the project get financial support from Regional / National budget?	
	a. Yes	0
	b. No	2
	c. To some extent	0
	d. I don't know	8
	Total	10

Table 9 above depicts that the majority 60% of the coordinators confirmed that the project has the necessary link with the national policy. Similarly, interview responses and information gathered from regional coordinators go in harmony with that of tutorial center coordinators.

With regard to financial support from the government, the overwhelming majority 80% of tutorial centre coordinators didn't know whether there was financial support from the government or not. However, data from regional coordinators, on the contrary, reveal that the project received little financial support from the government. This implies that tutorial center coordinators lack knowledge about the source of project finance because much of their responsibility is to manage specific tasks. The reason for inadequate financial support from the government may be due to the fact that the projects received financial support from Beso.

Table 10. Administrative Procedures and Regulations

Item	Respondents
	No
Do you think there is appropriate administrative procedures and regulations to manage the DE project in an orderly manner?	
a. Yes	0
b. No	3
c. To some extent	1
d. I don't know	6
Total	10

The overall picture of Table 10 above shows that the majority of the respondents 60% didn't know whether there were administrative procedures and regulations and 30% also responded that there were no administrative procedures appropriate to manage the DE project in the region. This indicates that about 90% of the coordinators were working without any formal administrative procedures. Moreover, information from regional level coordinators was consistent with tutorial center coordinators that the majority 66.6% replied that there was no administrative procedures and regulations. Surprisingly, the document at the region revealed that there existed clear administrative procedures and regulations. Therefore, it can be deduced that the DE project implementing bodies didn't use the project document as a guideline for implementation. Even at the region level the concerned bodies do not refer the documents. This may be due to lack of commitment, lack of sense of responsibility and accountability. Moreover, the high turnover of the representatives may contribute to the unawareness.

Table 11. Identification of Tasks for the Project Execution

No	Items	Respondents
		No
1.	Do you think all tasks to be accomplished are clearly identified for the execution of the projects?	
	a. Yes	0
	b. No	8
	c. I don't know	2
	Total	10
2.	If your response for the above question is "No" what are the outcomes? (You can give more than one answer)	
	a. Overlapping tasks and responsibilities	6
	b. Delay of some main activities	7
	c. Coordination problem	2
	Total	

The overall picture of table 11 depicts that the overwhelming majority 80% of respondents believed that tasks were not clearly identified for execution. They reasoned out that there were some overlapping tasks and responsibilities as well as delay of some main activities. Data from regional coordinators and interview response also confirmed that tasks were not clearly identified for execution. However, the project document studied clearly states that tasks to be accomplished.

Thus, the findings indicate that though the tasks were clearly stated, they were not well communicated to the concerned bodies by the top level managers to the project implementing bodies. Thus, in turn implies lack of coordination in the project implementation.

Table 12. Communication Channel and Project Implementing Agencies

No	Items	Respondent
		No
1.	Is there clear communication channel that clearly shows who should report to whom,?	
	a. Yes	4
	b. No	4
	c. To some extent	1
	d. I don't know	1
Total		10
2.	Are the agencies and individuals that implement DE project in the region clearly identified?	
	a. Yes	1
	b. No	1
	c. To some extent	4
	d. I don't know	4
Total		10

According to the table above, significant number 4 out of 10 the respondent responded that there was no clear communication channel which specifies who should report to whom. Moreover, interview responses strengthen the fact that lack of a clear communication channel and weak identification of parties involved in the project implementation as a major constraints of the project. In addition, the number of respondents 4 out of 10 who responded 'I don't know' for item number 2 of them justify that there was weak and ineffective communication channel. This may imply poor organization of the project implementation.

Table 13. Distribution of Course Materials to the Distance Students on Time

No	Items	Respondents		
		Distance Students		Coordinators
		No	%	No
1.	Are course materials distributed to distance students on time?			
	a. Always	42	11.1	0
	b. Sometimes	244	64.2	3
	c. Rarely	18	20.5	6
	d. Never	16	4.2	1
	Total	380	100	10
2.	If your response for item no 1 is “rarely” or “never” what do you think the possible cause is? (You can give more than one answer).			
	a. The course producers are over loaded	42	45.6	2
	b. Shortage of vehicles and budget	12	13	1
	c. Absence of full time workers	8	8.7	4
	d. All of the above	20	21.7	0
	e. No response			
	Total	92	100	7

The overall picture of Table 13 shows that there was a great problem of on time course material distribution. The majority of the respondents 64.2% and 100% of distance students and coordinators respectively responded that the course

materials were not distributed on time due to shortage of vehicles, budget and absence of full time workers.

Interview responses also revealed that poor organization and coordination were factors accountable for the irregular course materials distribution. According to report of some DE students sometimes they sit for exams without receiving course materials. Thus delay of course materials seriously affected the learning process at distance in the region.

In general, the findings indicated that course materials were not distributed to the distance learners on time so that the students couldn't progress well with their study. The data from regional coordinators were also in consistent with that of the students and tutorial centre coordinators.

Table 14. Submission of Assignments on Time

Items	Respondents	
	No	%
Do you submit assignments to your tutor time?		
a. Always	56	14.7
b. Sometimes	42	11.1
c. Rarely	210	55.3
d. Not at all	72	18.9
Total	10	100
If your answer for the above question is “Rarely” or “Not at all” what is the reason? (you can circle more than one)		
a. Difficulty of the assignments	10	3.2
b. Shortage of time	32	11.3
c. Absence of tutors	0	0
d. Late arrival of modules	190	67.4
e. Workload from the school	50	17.7
Total	282	100

The table above shows that the majority (55.3%) of the respondents replied that they rarely submit assignments on time and significant number 18.9 % responded that they had never submitted assignments on time.

As indicated in the table, delay of course materials and shortage of time of distance students due to the work load from their respective schools were the major reasons. This implies that delay of course materials has negative impact on feedback system and could affect the quality of learning.

Table 15. Guidance and Counseling Service

No	Items	Respondents		
		Distance Students		Coordinators
		No	%	No
1.	Does the DE project provide guidance and counseling service to the students?			
	A. Always	70	18.4	0
	B. Sometimes	98	25.8	3
	C. Rarely	114	30.0	2
	D. Never	98	25.8	5
	Total	380	100	10
2.	If your response to the above question is 'rarely' or 'not at all' what do you think the reason is?			
	A. Lack of skilled personnel	60	28.3	0
	B. Lack of budget	112	52.8	3
	C. It is not planned	40	18.9	4
		Total	212	100

Table 15 above generally depicts that the majority of distance students (55.8%) as well as coordinators 7 out of 10 replied that the guidance and counseling service is provided rarely and not at all. This implies that the provision of guidance and counseling service varies from one tutorial centre to the other. In some tutorial centers it is adequately provided and in some others it is inadequate and nil in some others. This may be on one hand due to lack of skilled personnel, lack of adequate budget and appropriate plan and on the other hand due to the location of tutorial centers. Thus, the findings revealed that there is no fair and equal guidance and counseling service provision to distance students.

Table 16. Face - to - Face Contact Sessions in Distance Education Project

No	Items	Respondents			
		Yes		No	
		No	%	No	%
1.	Is there any fact-to-face session arranged for students in the DE project to facilitate the learning process? If yes, please specify.	10	0	10	100
2.	Do you think the face-to-face tutorial session is effectively managed?	0	0	10	100
3.	Are the face-to-face tutorial sessions taken place according to the schedule?	2	20	8	80
4.	Are the tutors willing to help the students?	0	0	10	100

Table 16 above shows that all (100%) of the respondents responded that the project had recognized the importance of face-to-face contact and arranged for it. All the respondents indicated that the type of face-to-face contact arranged was periodical tutoring at a tutorial centers. The documents also revealed that three tutorial sessions were arranged to be conducted for each semester. The data from regional coordinators were in consistent with that of tutorial centre coordinators. Generally, face-to-face tutorials were the major a student support service arranged to mitigate the problems the students may face because of complete separation from the teacher and to facilitate the learning process.

Where as with regard to the management of the tutorial sessions, surprisingly 100% of the respondents indicated that it was not effective. According to responses of open ended questions shortage of qualified and experienced teachers 4 out of 10 inadequate time given to tutorial sessions (30%) high absenteeism of distance students due to inconvenient time and place were the

factors that contributes to the ineffectiveness of the tutorial sessions. Regional representatives and a report by Beso team also indicated that the tutorial sessions arranged were not implemented effectively.

In general, the findings depicted that the management of the tutorial sessions arranged to facilitate and enhance the learning process of DE failed to meet the objectives they were designed for.

Concerning the motivation of tutors to help the students, all respondents (100%) stated that tutors lack motivation. As reported in the open ended questions, it is because the tutors were not satisfied with the amount they were paid. The information gathered through interview and some open-ended questions strongly supported the fact that the amount the tutors paid did not match the amount of work they are expected to do. This implies that the project lacks fair provision of incentives and benefits.

Moreover, most tutors complained that the payment was not only unfair but also not timely. As a result, most tutors did not want to render tutorial service. The high workload the tutors were expected to accomplish in their respective schools was another factor that resulted in lack of motivation of tutors.

Therefore, it could be deduced that tutors assigned to accomplish certain tasks in the implementation of DE project lack motivation and willingness to provide adequate and quality support to the distance students.

The table that follows presents the distance learners responses on the benefits and problems of face-to-face tutorial sessions.

Table 17: Advantages and Problems of Face-To-Face Tutorial Sessions

No	Items	Respondents	
		No	%
1.	To what extent do you think face-to-face tutorial helped you to understand your lesson?		
	a. Very great extent	172	45.3
	b. Great extent	128	33.7
	c. Not at all	80	21.0
	Total	380	100
2.	If your answer for the question above is “ not at all what do you think the problem is?		
	a. Lack of experience of tutors	0	0
	b. The time is too short	24	30
	c. The tutors are not competent	24	30
	d. Lack of reference books for tutors	0	0
	e. All of the above	32	40
	Total	80	100
3.	Do you think that the tutors can competently give the tutorials?		
	a. Yes	220	68.8
	b. No	160	31.2
	Total	380	100

Table 17 depicts that the overwhelming majority of the respondents (79%) responded that face-to-face tutorial helped them in understanding and conceptualizing their lesson. However, significant number (21%) of the respondents responded that it has no benefit because of shortage of the tutorial time (30%), incompetence of tutors (30%) lack of experience of tutors and, lack of reference books (40%). Moreover, significant number of respondents (31.2) replied that the tutors were not competent enough to render adequate and quality tutorial service. This may be due to the fact that some tutorial centers which are far away from the center and do not have competent teachers (at least who have first degree) at sufficient number. Moreover some students indicated in their responses to open-ended questions that they would rather be given tutorials by

college instructors. This may indicate that significant number of distance students is not satisfied with the competence of the tutors rendering tutorials.

Table 18. Support from Tutorial Centers to the Students

No	Items	Respondents	
		No	%
1.	Do you receive any support from your tutorial centre in addition to material distribution?		
	a. Yes	136	35.8
	b. No	244	64.2
	Total	380	100
2.	If your answer for the above question is “Yes” what type of service is it?		
	a. Audio and /or video cassette		
	b. Laboratory service	24	17.4
	c. Library services	20	14.5
	d. Counseling service	28	20.3
		64	46.4
	Total	138	100

Table 18 above shows that only 35.8% of the respondents receive additional service from their tutorial centers. This implies most tutorial centers didn't give any support service except distributing course materials. Responses of respondents about the service they receive were counseling service (46.4%), library service (20.3%), audio and /or video cassette (19.4%) and laboratory service (14.5%). According to the findings, the relatively better support service given at the tutorial center was only counseling service. All the other services were given insignificantly.

Although tutorial centers were supposed to provide much of student support services, they couldn't provide adequate support service due to lack of human,

material and financial resources. Moreover, the library and laboratory services which were very essential did not organized in a way they could provide the required service. Generally, the support the students receive from tutorial centers was not adequate.

Table 19. Support from Other Bodies to the Distance Students

No	Items	Respondents	
		No	%
1.	To what extent are woreda educational office and zonal educational department willing to help you work hard in your study?		
	a. To a great extent	80	21.1
	b. To some extent	228	60.0
	c. Not willing	72	18.9
	Total	380	100
2.	Is your school rendering you any support that enables you to work harder?		
	a. Yes	104	27.4
	b. No	276	72.6
	Total	380	100
3.	If your answer for item 2 is “Yes” what type of support is it?		
	a. Reducing work load	28	26.9
	b. Financial support	0	0
	c. Giving permission when necessary	76	73.1
	d. All of the above	0	0
	Total	104	100

According to the overall picture of table 19, the majority 80 (21.1%) and 228 (60%) of respondents respectively responded that the concerned bodies at werda and zonal level are highly and fairly willing to help them. With regard to the support distance students receive from their respective schools the majority (77.6%) reported that they did not receive any support from their respective schools.

Some responses of open-ended questions further explained that some school principals offend them by telling them that their education is only for their personal advantages.

However, a small percent of respondents (27.4) indicated that their schools support them by reducing workload (26.9%) and giving them permission when necessary (73.2%). Thus the findings show that the students receive unsatisfactory support from their respective schools as well as the concerned bodies although there are few exceptions.

Table 20. Library Service and Distance Students

No	Items	Respondents	
		No	%
1.	Do you have access to use the library at your tutorial centre?		
	a. Yes	44	11.6
	b. No	336	88.4
	Total	380	100
2.	If your answer for the above question is “No” what is the reason?		
	a. Shortage of time	116	34.5
	b. Lack of relevant reference books	80	23.8
	c. We are not allowed to use	76	22.6
	d. Any other reason	64	19.1
	Total	336	100

As shown in table 20 above the majority 336 (88.4%) of the distance students had no access to the library service at the tutorial centre. The reasons indicated were shortage of time (34.5%), lack of relevant reference books (23.8%), and lack of permission to use the library (22.6%). About 19.1% of respondents gave different reasons such as the distance away from the library, inability to borrow books (school regulations do not allow) and lack of information.

Table 21. Availability of Necessary Facilities and Equipment for the DE Project Implementation

No	Items	Respondents
		No
1.	All the necessary facilities and equipment for the DE project implementation are adequately available.	
	a. Strongly agree	0
	b. Agree	0
	c. Disagree	8
	d. Strongly disagree	2
Total		10
2.	If your response for the above question is “disagree” or “strongly disagree” what major problems do you observe?	
	a. Lack of offices	0
	b. Lack of libraries	0
	c. Lack of laboratories	2
	d. Lack of reference books	8
Total		80

According to table 21 all the respondents didn't agree that the DE project had adequate facilities and equipment. Similarly, all the respondents at regional level confirmed that the facilities and equipment necessary for the project implementation were not adequate. Although the project document specifies all the necessary materials necessary, this data proved that the plan has not been implemented. Interview responses go in line with the above finding.

The respondents indicated there were no adequate offices, libraries, laboratories, reference books, etc. This implies that the project lacks appropriate planning and adequate advance preparation before implementation started.

Table 22. Required Administrative personnel

No	Items	Respondents
		No
1.	Do you think the DE project is staffed with the adequate required personnel?	
	a. Yes	0
	b. No	10
	c. I don't know	0
	Total	10
2.	If your answer for the above question is "No" what do you think the cause is?	
	a. Unavailability of the required personnel	0
	b. Shortage of budget	2
	c. Inappropriate structure	7
	d. All of the above	1
	Total	10

The overall picture of table 22 reveals that all respondents (100%) believed that the DE project was not staffed with the adequate required personnel. According to the respondents, the shortage was due to budget (20%) and inappropriate structure (70%). In addition, all the responses from the regional coordinators confirmed that the personnel required was not made available adequately due to in appropriate structure. The interview responses showed that the project was planned to be run under the existing department so it didn't require employment of separate administrative personnel. Besides, the documents analyzed showed that DE project was given to the REB, ACTE and Beso to be implemented with in the existing structure as part of regular work. However, coordinators at all level felt that the DE project requires separate staff for its effective implementation.

Generally the findings imply that the structure of the distance education is not appropriate for its effective implementation.

Table 23. Decision Making Concerning Managerial Problems

No	Items	Respondents
		No
1.	Do you think appropriate and/or immediate decisions are made when problems that require managerial decisions arise?	
	a. Always	0
	b. Sometimes	2
	c. Rarely	8
	d. None at all	0
	Total	10
2.	Do you think the authority vested to the tutorial centers and regional unit matches the responsibility given to them?	
	a. Yes	0
	b. No	2
	c. To some extent	6
	d. I don't know	2
	Total	80

Table 23 above shows that the majority of the respondents 8 out of 10 reported that no immediate and appropriate decisions were made to solve managerial problems. This may be lack of managerial competence / skills of the managers and clear identification of responsible bodies. According to the interview responses the authority retained at the federal level is one of the major constraints. Moreover, the document which was provided by REB distance education unit – in its attempt to evaluate the weaknesses and strengths of the DE project pointed out that authority

retained at the federal level was a major cause of implementation problem and recommended the transfer of some authority to the Region, Education Bureau and then to Awassa College of Teacher Education. Thus, it can be deduced that there is lack of proper decision making in the implementation of the project.

Table 24: Training of DE Project staff Members, Supervisors, Coordinators and Tutors.

No	Items	Respondents
		No
1.	Have the staff members taken relevant training to enable them give better support to students?	
	a. Yes	0
	b. No	7
	c. To some extent	3
	Total	10
2.	To what extent are DE project supervisors and coordinators trained	
	a. Very satisfactorily	0
	b. Satisfactorily	0
	c. Unsatisfactorily	10
	d. Not trained at all	0
	Total	10
3.	To what extent are distance education project tutors trained to give academic support to the distance learners.	
	a. Very satisfactorily	0
	b. Satisfactorily	0
	c. Unsatisfactorily	10
	d. Not trained at all	0
	Total	10

According to the overall picture of table above, 100% of respondents replied that the training made available to the administrative staff members, supervisors, coordinators and tutors, were not satisfactory. Surprisingly, 7 respondents out of 10

responded that the staff members didn't take any training. This indicates that very few members had taken training but the majorities were not trained. Some interview responses also indicated that some supervisors and coordinators didn't take any training. This may imply that most project implementing bodies lack the necessary information on how to manage.

Where as concerning the training of tutors, all respondents (100%) responded that the training was not satisfactory. Interview responses also confirmed the findings. Therefore it could be deduced that the training that was necessary for effective implementation of the project was not adequate. Thus lack of training may contribute to the ineffective DE project implementation.

Table 25: Commitment of DE Project Implementing Personnel.

Items	Respondents
	No
The DE project coordinators and administrative staff are committed to the project implementation.	
a. Strongly agree	0
b. Agree	2
c. Disagree	8
d. Strongly disagree	0
Total	10

Table 25 above depicts that the majority of respondents 80 % responded that the staff members were not committed to the project implementation. This was due to various factors such as lack of training, lack of accountability and lack of staff members because the existing staff which has given the responsibility to implement the project considered it as additional work rather than part of the

regular work. Moreover, data from the regional representatives and coordinators also revealed that the staff commitment was not to the expected level.

Table 26 : Problems of Giving Feedback on Assignments on time

No	Items	Respondents	
		No	%
1.	Do the assignments you submitted, to your tutors corrected and returned back to you on time?		
	a. Always	96	25.2
	b. Some times	192	50.5
	c. Rarely	80	21.1
	d. Never	12	3.2
	Total	380	100
2.	If your answer for the above question is “Rarely” or “Never” what do you think the reasons?		
	a. Tutors are over loaded	4	4.3
	b. Tutors are not competent	10	10.9
	c. Tutors’ lack of interest to correct assignments	40	43.5
	d. Long distance away from the centre	3	3.3
	e. I don’t know	11	12.0
	f. Delay of pay for correcting assignments	24	26.1
	Total	92	100
3.	What do you feel when assignments are not corrected and turned back to you on time?		
	a. I feel very angry and disappointed	112	29.5
	b. I get difficulty to do to the next assignment	128	33.7
	c. I feel sorry that I couldn’t evaluate my progress	120	31.8
	d. All of the above	20	5.0
	Total	380	100
4.	Are you satisfied with your tutors’ correction of your assignments?		
	a. Yes	86	22.6
	b. To some extent	160	42.1
	c. Not at all	134	35.3
	Total	380	100
5.	If your answer for the above question is “not at all” what is the reason?		
	a. The comments are not in such a way that they explain mistakes	48	35.8
	b. Because they are not timely, they have little advantage.	36	26.9
	c. Assignments are rarely returned to me so I can not say any thing	50	37.3
	Total	134	100

The table above shows issues with regards assignment correction and feed back system. With regard to giving feedback on assignments on time the majority (50.5%) of respondents responded that they got feedback on time only sometimes. Moreover, the rest 21.1% and 3.2% responded “rarely” and “never” respectively. This indicates the feedback system, to assignments, which was considered as one way of interaction between students and teachers was not effectively implemented. Weak feedback on assignments was due to lack of interest of tutors to correct assignments. This may be due to the low and delayed payment for the tutors. Interview also confirms with the tutorial centre coordinators that tutors lack interest and commitment in correcting assignments.

Concerning the feeling of the learners when assignments were not corrected and returned back to them on time, 29.5 % responded that they feel angry and disappointed, (33.7%) reported that they have difficulty in doing next assignments and (31.8%) responded that they couldn't evaluate their own progress. This indicates on time feedback had many advantages for the learners and inability to do so highly affects the achievement of the distance learners.

Moreover, the way the written assignments corrected also matters. Significant number (35.3%) of the respondents reported that they were not satisfied with the way their assignments were corrected. Because of various reasons such as comments on the assignments did not explain mistakes and clarify confusions (35.8%), they were not corrected in (26.9%), and most of them were not returned (37.3%). This implies that very few assignments were corrected and returned to the students and even the few returned were not well-corrected. Thus, the great

advantage lied on assignments in a DE was missed due to ineffective management of assignment correction.

In general, the over all picture of the table reveal that assignments were not adequately corrected and returned to the student on time due to tutors' lack of interest and thus it damaged the distance learning process in the region. Some of the responses for the open ended questions indicated that tutors themselves sometimes have difficulty in solving some of the question of the assignments, so they didn't want to give feedback on time.

Analysis of the information gathered on controlling, monitoring and evaluation follows:

Table 27: Evaluation Mechanisms of DE Project

No	Items	Respondents
		No
1	Is there any mechanism designed to evaluate the progress of the second-cycle DE project?	
	a. Yes	4
	b. No	4
	c. To some extent	2
	Total	10
2	If your answer for the above question is "Yes" what are the mechanisms.	
	a. Periodic written report	4
	b. Periodic direct supervision	0
	c. Continuous mentoring	0
	d. If any other, please specify	0
	Total	4
3	If your response for the same question is "No" what are the reasons? You can give more than one answer.	
	a. Inappropriate planning	0
	b. Lack of budget	2
	c. Lack of experienced personnel	4
	d. All of the above	0
	e. Any other reason specify	4

As can be seen from table 27, significant number i.e. 4 out of 10 the respondents responded that there was no evaluation mechanism of the project due to inappropriate planning, lack of budget and lack of experienced personnel and the other 2 responded that they didn't know whether there was an evaluation mechanism or not. However, the rest 4 who responded that there was an evaluation mechanism, specified that periodic written report was the major evaluation mechanism. Data gathered from regional coordinators and representatives revealed that there was no evaluation mechanism. However, the document analyzed showed that there was evaluation mechanisms, formative and summative designed to check the implementation of the project. In general, the data collected indicate that there was a serious problem of coordination and communication that the people doing similar tasks didn't get similar and adequate information. Moreover, the data indicates that there was no regular and consistent evaluation mechanism. The other point that the data indicated was that things were not accomplished according to the plan.

In general, responses from different groups reveal that the control and evaluation mechanisms designed in the project document were not adequately communicated to all groups as well as the implementation of the control and evaluation mechanisms were very weak.

Table 28. Controlling the Implementation of the DE Project.

No	Items	Respondents
		No
1	How do the management of the DE project control the implementation process?	
	a. Through direct supervision	2
	b. Through formal periodic evaluation	2
	c. Through continuous reports from tutorial centers	6
	d. Through provision of compensation and benefits	0
	e. If any other	0
Total		10
2	Do you think the mechanisms designed to control the progress of the DE project are effectively implemented?	
	a. Yes	0
	b. No	6
	c. To some extent	4
	d. I don't know	0
Total		10
3	If your response for the above question is "No" what problems do you observe?	
	a. They are not undertaken on time	0
	b. They do not solve problems on time	0
	c. They are rarely implemented	6
	d. If any other	0
Total		6

According to table 28 above, the mechanisms designed to control the implementation of the DE project were continuous reports from tutorial centers to the regional unit 6 out of 10 direct supervision 2 out of 10 and formal periodic evaluation 2 out of 10 that was undertaken very rarely. However, the majority of

the respondents believed that the control mechanisms were not effectively implemented and couldn't solve any of the DE problems on time. The data from regional coordinators strengthened the fact that the control mechanisms were not effectively implemented. This indicates the ineffectiveness of controlling mechanisms as well as the concerned bodies to put the plan into practice. DE students responded that the problem was absence of independent body established for the implementation of the whole project. This implies that there was ineffective controlling of the DE project in general.

Table 29: Supervisory and Monitoring Mechanisms

No	Items	Respondents
		No
1	Do you think the supervisory and monitoring mechanisms used by the DE project are satisfactory?	
	a. Yes	0
	b. No	10
	Total	10
2	There is continuous information gathering mechanism to take the necessary corrective action on time	
	a. Strongly agree	0
	b. Agree	1
	c. Disagree	9
	d. Strongly disagree	0
	Total	10

As can be seen from table 29 above, surprisingly, all respondents (100%) responded that the supervisory and monitoring mechanisms used were not satisfactory. They suggested direct supervision and continuous monitoring through

reports from tutorial centers, frequent contact with tutorial centers, coordinated effort among tutorial centers and regional managing bodies and establishment of independent body to follow up and manage the project as ways to improve supervisory and monitoring mechanisms. Moreover it was suggested that assigning some of the college teachers to work full time on the project would improve the project implementation.

This implies that there was weak relation between the tutorial centers and the regional units. As a result all the planned activities and tasks didn't accomplish as planned. With regard to regular and continuous information gathering for the improvement of the DE project implementation almost all respondents 9 out of 10 responded that there was no mechanism. This indicates that the project lacks continuous information gathering mechanism. As a result no immediate corrective measure could be taken when problems arise.

Table 30. Communication in the Distance Education Project

No	Items	Respondents	
		No	%
1	All the members that take part in the implementation of DE project are well informed about what is expected of them in terms of task performance.		
	a. Strongly agree	0	
	b. Agree	3	
	c. Disagree	7	
	d. Strongly disagree	0	
Total		10	1
2.	There is a good communication channel to get correct information at the right time among right people		
	a. Strongly agree	0	
	b. Agree	2	
	c. Disagree	8	
	d. Strongly disagree	0	
Total		10	
3.	Do you get timely and appropriate information concerning your education?		
	a. Always	48	12.6
	b. Sometimes	160	42.1
	c. Rarely	25	22.4
	d. Not at all	87	22.9
Total		380	100

The table above shows that the overwhelming majority 7 out of 10 respondents reported that all bodies that took part in the DE project implementation did not know what was expected of them. And also 8 respondents out of believed that there was a problem of getting right information among right people timely. The

data from regional coordinators on the same issue completely supported the data gathered from tutorial centre coordinators. This implies that there was great communication problem that information didn't flow up and down among the concerned bodies smoothly.

Table 31. Availability of Local Experts

Items	Respondents
	No
There are sufficient local experts to implement the DE project.	
a. Strong agree	0
b. Agree	5
c. Disagree	5
d. Strongly disagree	0
Total	10

With regard to local experts, 50% of the respondents believed that the number of local experts for the implementation of the project was not adequate. This implies that there is insufficiency of local experts.

CHAPTER FOUR

4. Summary, Conclusion and Recommendation

4.1. Summary of the major Findings

The purpose of this study, as vividly stated in the introductory chapter, was to assess and investigate the major managerial problems of foreign-assisted distance education project in Southern Nations Nationalities and Peoples Region. To this end, basic questions addressing the factors that affect the effective management of distance education project were raised.

The study employed descriptive study. The sample population was all registered distance education students in the region, tutorial centre coordinators and regional coordinators. The subjects of the study were 400 distance students, 10 tutorial centre coordinators and 6 regional level coordinators. Accordingly, the respondents sampling was carried out through purposive and random sampling techniques.

Information was obtained from these sample respondents through questionnaires and interviews. Moreover documents pertaining to the DE project were also studied. The data obtained were analyzed using frequency tables and percentages and chi-square test. As a result of the data analysis, the following major findings were obtained.

1. Although all the tutorial centre coordinators had relatively long experience ranging from 10-25 years in teaching, the study indicated that none of them had any orientation or training on distance education management. All of them were subject specialists.

2. The majorities of the respondents (70%) indicated that the objectives of the distance education project lacked clarity and are unrealistic. Moreover, roles of individuals were not clearly identified. However, the findings of the study revealed that DE objective of the DE project were clearly defined in the project document and the roles of individuals in the project were also identified clearly.
3. According to the majority of respondents media designed (print, radio and television) for the project implementation was appropriate, however, except print media radio and television media were not implemented. The print media i.e. Course materials (modules) were not produced and distributed to the distance learners on time.
4. As the findings indicated the distance education project objectives had the necessary link with the national policy and the planning of the project took place in collaboration with the concerned bodies at the top management level. However, the majority (60%) of tutorial centre coordinators did not know the project partners and concerned bodies.
5. Regarding the administrative procedures and regulations, documents studied revealed that there were clear and articulated administrative procedures and regulations; however, the empirical data indicated that even the regional coordinators that were responsible for implementing the project according to the administrative procedures and regulations didn't know their existence.
6. According to the majority of respondents (80%) including top management bodies of the region, tasks and activities to be accomplished by individuals

and institutions were not clearly identified. However, the documents studied on the contrary revealed that all tasks and activities to be carried out were clearly written in the project document.

7. According to the majority of respondents 88% of students and 100% of coordinators delay of course material distribution was the major handicap for the effective implementation of the distance education project. As a result, some students took exams without receiving course materials; some did not submit their assignments to their respective tutors on time and get feedback on the assignment on time. Moreover the pay for the tutors was unfair that most tutors lack motivation and commitment particularly in commenting on student assignments.
8. The provision of guidance and counseling service was not adequate. Significant number 212(45.2%) of distance students and (70%) of tutorial centre coordinators responded that there was no guidance and counseling service and the regional coordinators also confirmed that no guidance service was provided.
9. The DE project recognized the importance of face-to-face contact and arranged for periodical face-to-face tutorial sessions. However, the findings indicated that the face-to-face tutorials were not effective due to factors such as unmotivated, inexperienced and incompetent tutors; short time of tutorials and impractical time schedule. As a result, the distance students didn't benefit from the face-to-face tutorials as expected.

10. Distance education requires the fulfillment of necessary facilities and equipment such as laboratory equipment access to a library accommodated with relevant reference books etc. to attain its objectives. However, the findings of the study revealed that no such facilities and equipment were arranged and made functional for the project implementation.
11. Though the model of DE chosen determines the structure and organization of the DE project, the responsible personnel should have the required experience and orientation about how to coordinate and manage the project. But, according to the study findings all the project implementing personnel were not adequately trained and some others even didn't take any training at all.
12. Concerning the evaluation of students through assignments the study findings indicated that most assignment papers were not corrected and returned back to the students on time. Moreover, the comments given to students on the assignment were not teaching. As a result, the students become disappointed and failed to progress in their study.
13. Regarding controlling and evaluation of the project, the mechanisms designed in the project document weren't implemented. The study showed that there was no consistent controlling monitoring and evaluation mechanism to check whether the project achieved its objectives or not.

14. Surprisingly, the study findings revealed that there was a great problem of information networking that persons who carry out similar tasks had different information on how to accomplish their task.

4.2. Conclusion

There is increasing recognition among scholars about the contributions of DE in providing wider access to education for marginalized people, improving quality of the existing education system and maintaining equity by democratizing higher education. However, the status of DE in Ethiopia is on a deplorable condition. Besides, there exists almost no research work in the field. Thus, with in these limitations of the study it would be possible to draw the following conclusions based on the analysis of the data and the findings of the study.

1. Training and orientation in addition to experience are essential elements for effective management. However, most DE tutorial centre coordinators lack the necessary training (short term or long term) that enables them to manage the project implementation in a better way. Almost all of coordinators are subject specialists with relatively rich experience in teaching but no exposure to management concepts. Generally there is lack of training.
2. According to Magnen (1991:29) detailed project preparation is essential for project success. And it involves realistic definition of objectives, selection of appropriate methods facilities and equipment, identification of roles that individuals and institutions play in execution of the plan and ways of evaluating the outcomes. In this view, the distance education project

document included all the necessary elements. However, the majority of the distance students as well as the coordinators do not know what has been done.

This implies the existence of two major problems: (1) the plan preparation was not participative and (2) top management bodies didn't create adequate awareness in the lower project management level concerning the project preparation.

Surprisingly, the major concerned bodies (regional coordinators) did not have adequate knowledge of the project document although the project document is in their hand. This is due to the high turnover of management personnel in the region as a result of frequent political and structural changes that managers work only for a few years on a certain position. So they even do not know what exists in their office and what does exist. Moreover, the DE project managers lack commitment. They didn't even refer to the project document when problems arise in order take immediate corrective measures. Besides, regional level coordinators didn't work in a coordinated way so that nobody wants to be accountable. In general the distance education project lacks coordination and appropriate organization.

3. Course materials are cornerstones for the quality and status of the DE project. According to the study, though the quality of the materials was not denied there was serious problem of timely distribution. Course materials were never distributed according to the time schedule. Some students take exams without having studied the materials. This seriously damaged the moral of the learners some students bitterly explained that the government

made them disgusted by the community. As a result, significant number of the students terminated their study by deciding to look for other alternatives.

4. With regard to the use of media, no other media such as TV and radio/ video is used though it has been designed in the project document. Moreover, the student support service such as guidance and counseling service, face to face tutorial service that is believed to have great advantage to maintain the quality of the distance education project were poorly managed. The face to face tutorials didn't achieve their objectives and the students didn't benefit from the student support service. This is due to factors such as lack of experienced and competent tutors, lack of motivation of tutors, impractical tutorial schedule, and untimely material distribution etc.
5. Distance education requires extensive infrastructure and management capacity to ensure success and sustenance. In this view, the distance education project in the region does not have made all the necessary facilities and equipment necessary for the effective implementation of the project. This implies inadequate preparation before implementation phase has started.
6. Evaluation should provide feedback to improve the implementation process (formative evaluation) and should give a final assessment of the instructions effectiveness (summative evaluation). However, the distance education project studied hardly undertaken any evaluation to improve the implementation of the project.
7. A successful DE program should have appropriate support systems for students. Many institutions do not anticipate the commitment to planning and resources that are needed to make this endeavor a true success (Rowley, 1997

cited in Stenerson 1998). Scheduled orientations, dedicated help lines and technical support will help students of DE to achieve success. But, the DE project in the region provided only one students' support service i.e. periodic fact-to-face tutorial session in which some students travel more than 200 kms to attend the tutorials at the tutorial centers. Generally there was very weak students support service which could make the quality of the distance education questionable.

4.3 Recommendations

The findings of the data, in general, indicated that the DE project was not effectively managed. The study showed that the major managerial problems were lack of experience and inadequate training of the project implementing bodies, lack of commitment, lack of appropriate structure and organization; lack of clear and effective communication channel, and lack of adequate monitoring, controlling and evaluation mechanisms. These facts imply the need for greater effort by the concerned bodies to improve the situation and lay down good foundation for the future similar projects.

Therefore, on the basis of the findings and conclusions arrived at, the following recommendations are forwarded.

1. According to Magnen (1994:17) detailed project preparation is one of the keys to project success. However, lack of training of the planning unit and lack of administrative capacities are some factors that contribute to the failure of good plans. Thus, to improve the prevailing management problems of the DE project in the SNNPR and to be able to plan for

effective DE programs, the concerned bodies, (particularly, the REB) should arrange for short term and long term trainings, seminars and workshops to enhance the capacity of personnel taking part in project implementation. Moreover, it is recommended that the persons that graduated in educational management would be assigned in a very important project implementing positions. Where there is lack of qualified and competent personnel, arranging for satisfactory training is vital.

2. Though important it is, identifying tasks to be accomplished, institutions and persons involved, communication channel that shows who does what aspect of the project - a coordinated effort is also required to initiate people and make them committed to their work. The findings of the study revealed that the lower level management and the project implementing bodies such as coordinators and tutors lack commitment due to factors such as unfair pay for tutors. Therefore, the REB and other concerned officials should seriously look at the role of incentives in project implementation and arrange for appropriate compensation and benefits to motivate the tutors and coordinators by creating a conducive environment in which both coordinators and tutors can discuss the problems, forward their complaints and look for solution in collaboration. Moreover, as indicated in the study finding the tutors were not paid on time the amount they perceived unfair.

The regional coordinators should put their heads together and come up with a pay that fairly matches is with the amount of the work the tutors are expected to carry out. Moreover, they should design a plan the enables

them to pay the tutors immediately whenever they render tutorial service and accomplish their task. Furthermore, by reducing the workload for tutors tutoring distance education students through the tutorial centre coordinators would help tutors to well- prepared and help their students effectively.

3. Guidelines and procedures are essential tools for any project implementation to implement activities in an orderly manner. However, in DE does not have established guidelines and procedures universally applicable with regard to the development administration and management of distance education for each institution has unique characteristics. Yet it is recommended that it is important to follow some established procedures to ensure that the program is meeting the objectives. Therefore, the DE project in SNNPR also requires the effective use of the already established guidelines and procedures by enforcing them through structural hierarchy from top to bottom.
4. Lack of commitment was one of the major problems in the study region. This was particularly due to unsatisfactory benefits provided to the project implementing bodies. Concerned bodies at the regional level were given the project implementing responsibility as a part of their regular work. And some portions of the personnel get little financial benefit for accomplishing certain tasks. As a result, particularly the support staff responsible for material distribution was unwilling to accomplish their task. Incentives, in general are prime motivating factors in a project that heavily depends on human resource for its effective implementation. Therefore, the DE project to be implemented more effectively, should revise the project design,

identify where incentives are more essential and in-build certain incentive to bring about commitment and better project implementation.

5. Consistent formative and summative evaluation programs are very essential to check the project progress and its achievement. Therefore, for the DE project to be successful it should clearly establish not only the evaluation and control mechanisms but also identify people responsible in conducting evaluation (people who receive the data and who are responsible for implementing changes).
6. Among the major management problems of DE seen in the region was absence of independent body responsible to run the project. However, this may be due to the model chosen i.e. mixed model that doesn't allow establishment of independent body or structure. This doesn't mean the project should be considered as extra work. Therefore, the Regional Educational Bureau should revise once again the way the people taking part in the project implementation understand the project and give orientation on how they should carry out their responsibility considering the amount of previous workload the workers have been given and to balance the work load with the implementing capacity of the workers.
7. The history of DE reveals that the number of distance students has significant impact on its management. Thus, since DE is not a well developed education delivery method in the country and the region studied has hardly enough experience, the existing number of DE students seems beyond the managing capacity of the region. Therefore, to eat fruits of DE,

the region needs to reduce the number of students in the future by taking the management capacity of the region into consideration.

8. Communication helps to develop information and understanding among all workers, to foster any attitude necessary for motivation, cooperation and job-satisfaction, to discourage misinformation, ambiguity and rumors, to encourage subordinates to supply ideas and suggestions for improving the system, to improve management relations and to improve social relations by encouraging intercommunication (Chandan, 1995 : 261). Therefore, the Regional Education Bureau should establish a good networking system in which every partner can easily access the necessary information by using technology such as internet, telex, fax, telephone etc.
9. Though the DE project has got a number of challenges in implementation face, it should not be terminated. By emphasizing at the major problems the region should design for a better implementable project in order to respond to its multivariate educational problems. It should also design to upgrade the diploma program to a degree level to maintain sustainability by developing and training local experts in the field of distance education and sharing experiences of other countries through work shops and seminars, symposiums etc.

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Appendix A

Addis Ababa University School of Graduate Studies ***Department Of Educational Planning and Management***

Questionnaire Designed to Assess the Managerial Problems of Foreign-Assisted Distance Education Project in SNNPR

The purpose of this questionnaire is to assess the managerial problem of foreign-assisted distance education projects and to gather first hand information for research to be used by a postgraduate student.

The research finding will have professional implication and assist the policy makers in the decision-making and policy formulation process. Thus, your cooperation in filling the questionnaire has a paramount importance. Please take some of your time to fill the questionnaire. Please be objective and complete in your responses.

NB.

- (1) Don't write your name on the questionnaire.
- (2) Be informed that the information you give will be confidential and hence feel free to express your ideas as much as you can.
- (3) Your responses determine the success of the study and the researcher as well. Thus, you are kindly requested to complete the questionnaire.

Thank for your cooperation!

Questions to be completed by Both Coordinators
at Regional and Tutorial Center Level

General Directions:

1. Please, try to answer every question according to the direction provided.
2. For multiple choice questions, answer by putting a "✓" sign in the box provided.
3. For questions that require your opinion, please give short, precise and honest answers.
4. If you want to change your response, please cancel out the previous one completely.

Part I: General Information

1. Your Zone: _____
2. Your Wereda: _____
3. Your tutorial center: _____
4. Number of tutors in your **tutorial center/ distance education unit** _____
5. Number of students in your **tutorial center/distance education unit** _____
6. Number of tutorial center in the **Region/Unit** _____
7. Number of students currently attending distance education
 - A. In your tutorial center M _____ F _____ Total _____
 - B. In the region M _____ F _____ Total _____

Part II. Information on Personal Data

8. Sex: A. Male B. Female
9. Age : A. Below 20 B 21-30 C. 31-40 D.41-50
E.50-55 F. 56 and above
10. Marital status :
A. Married B. Unmarried C. Divorced D. Widowed
11. Educational Qualification
 - A. Diploma
 - B. B.A/BSc/B.Ed
 - C. M.A/M.Sc
 - D. Doctorate Degree
 - E. If ant other, please specify _____

12. Field of specialization/ profession

A. Educational Administration

B. Educational management

C. Pedagogies,(Psychology or Curriculum)

D. Subject specialist specify the subject _____

E. Adult/ Distance/Non Formal Education

13. Work Experience: previous _____current _____

14. Number of service years

A. At a current position _____

B. At your previous position _____

C. Total service years _____

15. Training and orientation

a. Have you taken any type of training on how to manage distance education?

A. Yes

B. No

b. If your answer is "Yes" for how long?

A. For a short time (two days to four weeks) B. For 3-4months

C. For a year

D. For two years

E. For more than two years(please specify) _____

Part III: Information on Planning of Distance Education Projects

1. Do you think the objectives of distance education project in the SNNPR are objectively and realistically defined?

A. Yes

B. No

C. Not sure

2. If your response for question number 1 is "B or C " what do you think is the cause?

A. Lack of training of the planning and management unit

B. Lack of effective administrative services

C. Inappropriate utilization of available resources

D All of the above

E. If any other (specify) i _____

3. All the facilities and equipment for the implementation of distance education are adequately available.

- A. Strongly agree B. Agree C. Disagree D. Strongly disagree

4. If your response for question no 3 is C or D, what major problem do you observe?

- A. Lack of offices B. Lack of libraries C. Lack of laboratories
D. Lack of Reference books E. All of the above
F. If any other, please specify

i. _____

ii. _____

5. Do you think the methods of delivery employed are appropriate and effective?

- A. Yes B. No C. To some extent D. I don't know

6. If your response for question no 5 is "No" what method do you suggest to be included?

(you can give more than one answer)

- A. Summer residential classes B. Workshops and seminars
C. Internet at information system D. If any other _____

7. The role that individuals and institutions play to execute the plan are identified clearly?

- A. Strongly agree B. Agree C. Disagree D. Strongly disagree

8. If you response for question no 7 is "C or D" what areas do you observe unidentified?

- A. Role of zonal education department C. Role of the distance learners
B. Role of woreda education offices D. Role of tutors E. All of the above

9. Is there any mechanism designed to evaluate the progress of the distance education project?

- A. Yes B. No C. I don't know

10. If your answer for question number 9 is "Yes" what are the mechanisms?(you can give more than one answer)

- A. Periodic written report B. Periodic direct supervision
C. continuous monitoring D. Any other, please specify

i. _____

11. If your response is “No” for question number 9, what are the causes (reasons)?
- A. In appropriate planning C. Lack of experienced personnel
- B. Lack of budget D . All of the above
- E. Any other reason specify _____
12. Do you think the mechanisms designed to control the progress of the distance education projects are effectively implemented?
- A Yes B. No C. To some extent D. I don't know
13. If your response for question no 12 is “No” what problem do you observe?_
- A. They are not undertaken on time B . They don't solve problem on time
- C. Rarely implemented D. Any other, please specify
- i _____
- ii _____
- iii _____
14. Dose the responsible body take immediate corrective measure when problems arise?
- A Always B. sometimes C. Rarely D. Never
15. Do you think second-cycle distance education project jointly planned and organized with concerned government bodies?
- A. Yes B. No C. I don't know
16. Do you think the planning of distance education project has the necessary link with the national policy?
- A. Yes B No C. To some extent D. I don t know
17. If your answer for questions no 16 is “Yes” to what extent do you think the government supports the implementation of the project?
- A. To a very great extent B. Very little C. To some extent D. Not at all
18. Is there detailed administrative organizational structure to effectively implement the project?
- A. Yes B. No C. I don't know

19. Do you think there is appropriate administrative procedures and regulations to manage the project in orderly manner?

- A. Yes B. No C. I don't know

20. Do you think the distance education project is adequately staffed with the required manpower?

- A. Yes B. No C. I don't know

21. If you answer for question no 21 is "No" what do you think the cause is?

- A. Unavailability of the required personnel B. Shortage of budget

- C. In appropriate structure D. All of the above

E. Any other please specify

i. _____

ii. _____

iii. _____

22. When management problems arise, do you think appropriate and immediate decisions are made to solve the problem?

- A. Always B. Sometimes C. Rarely D. Not at all

23. Do you think the personnel in the administrative staff are committed to provide effective administrative services for the implementation of distance education project?

- A. Yes B. No C. To some extent

24. Does the distance education project get financial support form Regional/National budget?

- A. Yes B. No C. To some extent D. I don't know

25. If your answer for question number 26 is "Not" what do you think the possible reasons are?
(you can give more than one answer)

A. Because it is foreign- assisted

B. Because the government has got lack of budget.

C. Because it is not planed in such a way.

D. Any other please specify _____ \

26. Does the distance education project complete with the time envisaged?

- A. Always B. Sometimes C. Rarely D. Not at all

27. If your response for question number 28 is “**Not at all**” what do you think the cause that deters execution of the project on time?

- A. Slowness of bureaucratic activities B. Shortage of budget allocation
 C. Untimely budget release D. In efficient project managements
 E All of the above
 F. If any other please specify _____

Part IV: Information on Organization of Distance Education Project

1. Do you think all tasks to be accomplished are clearly identified for the execution of the projects?

- A. Yes B. No C. I don't think

2. If your response for question number 1 is “**No**” what are the possible negative outcomes? (You can give more than one answer)

- A. Overlapping of tasks and responsibilities
 B. Coordination problem
 C. Delay of some main activities
 D. If any other, please specify

i. _____

ii. _____

iii. _____

3. Is there clear communication channel that shows who should report to whom?

- A. Yes B. No C. To some extent D. I don't know

4. Are the agencies and individuals that take part in the distance education project implementation clearly identified?

- A. Yes B. No C. To some extent D. I don't know

5. Are course materials prepared and distributed on time?

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

6. If your response for question number 5 is "C or D" what do you think the possible cause is ?

- A. The course producers are over loaded.
B. Shortage of vehicles and budget to distribute materials.
C. There are no full time workers.
D. All of the above.
E. If any other, please specify

i. _____

ii. _____

iii. _____

Part V: Student Support Services

1. Does the project make provision of guidance and counseling service to the students?

- A. Always B. Sometimes C. Rarely D. Not at all

2. If your response for question number 1 is "C" or "D" what do you think the reason is?

- A. Lack of skilled personnel B. Lack of budget C. It is not planned
D. All of the above E. If any other, please specify

i. _____

ii. _____

3. Is there any face-to-face session in the distance education project to facilitate the learning process?

- A. Yes B. No C. I don't know

4. If your answer for question number 3 is “**Yes**” what form of face-to-face contact is it?
- A. Tutorial session at the tutorial center
 - B. Summer residential classes
 - C. Mediated instruction (teleconferencing, computer and media of communication)
 - D. Workshops and seminars
 - E. If any other, please specify
 - i. _____
 - ii. _____
5. If your response to question number 4 is “**face-to-face tutorial sessions**” do you think it is effectively managed?
- A. Yes
 - B. No
 - C. I don't know
6. If your answer for question number 5 is “**No**” what problems do you observe?
(you can give more than one answer)
- A. Shortage of qualified and experienced tutors
 - B. The time is too short
 - C. Only few students attend due to various reasons
 - D. If any other, please specify
 - i. _____
 - ii. _____
7. Are the tutorial sessions arranged take place according to the schedule?
- A. Always
 - B. Sometimes
 - C. Rarely
 - D. Not at all
8. Are the tutors highly motivated to help the students?
- A. Yes
 - B. No
 - C. I don't know
9. If your answer for question number 8 is “**No**” what do you think the possible reason is?
- A. Because they are paid low
 - B. Because they are part time workers
 - C. Because they are overloaded
 - D. Because they lack commitment
 - E. All of the above
 - F. If any other specify _____

10. Are there radio broadcast and television programs to support the distance education of the students?

- A. Yes B. No C. I don't know

11. If your response for question number 10 is "Yes", do you think they are effectively used?

- A. Yes B. No C. I don't know

12. If you think that they are not effectively used, what do you think the causes of the problems?

(you can give more than one answer)

- A. Lack of electricity B. Lack of television

C. Inappropriate time of transmission

D. If any other, please specify

i. _____

ii. _____

iii. _____

13. To what extent do you think students benefit from radio broadcast and television programme?

- A. To very great extent B. To great extent C. Satisfactorily

D. Little E. Not at all

14. What do you think about the drop-out rate of students?

- A. High B. Medium C. Low

Part VI: Information on Leadership of Distance Education Projects

1. Do you think the authority vested to tutorial centers and regional distance education unit matches the responsibility given to them?

- A. Yes B. No C. to some extent D. I don't know

2. If your answer for question number 1 is "C" or "D" what are the main reasons?

A. In appropriate planning and organization

B. Lack of clear job description

C. Both A and B

D. Any other (please specify) i. _____
ii. _____

3. The distance education coordinators and administrative staff are highly committed to their work.

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly

disagree

4. Do the staff members have taken relevant training(workshops/seminar) to enable them give better support to students?

A. Yes

B. No

C. I don't know

Part VII: Information on Supervision, Monitoring and Evaluation

1. How do the management of distance education project control the implementation process?

A. Through direct supervision

B. Through formal periodic evaluation

C. Through continuous reports from tutorial centers

D. Through provision of compensation and benefits

E. If any other, please specify

i. _____

ii. _____

iii. _____

2. What evaluation techniques does the distance education project employ?

- A. By establishing performance objectives and standards
- B. By measuring actual performance
- C. By comparing actual performance objectives and standards
- D. All of the above
- E. If any other please specify
 - i. _____
 - ii. _____
 - iii. _____

3. In your opinion, is the supervisory and monitoring mechanisms used satisfactory?
 A. Yes B. No

4. If your response for question number 3 is “No” what improvements do you suggest?
 i. _____
 ii. _____
 iii. _____

5. All the members that take part in implementation of distance education project are well-informed about what is expected of them in terms of task performance.
 A. Strongly Agree B. Agree C. Disagree D. Strongly disagree

6. The distance education project manager provides compensation and benefits to retain competent staff.
 A. Strongly Agree B. Agree C. Disagree D. Strongly disagree

7. The second-cycle distance education project management uses participative approach to set performance objectives and standards, and procedures for reviewing results.
 A. Strongly Agree B. Agree C. Disagree D. Strongly disagree

8. There is a good communication channel for correct information at the right time among right people.
- A. Strongly Agree B. Agree C. Disagree D. Strongly disagree
9. There is continuous information gathering mechanism to take the necessary corrective action on time.
- A. Strongly Agree B. Agree C. Disagree D. Strongly disagree
10. There are sufficient local experts to implement the distance education project.
- A. Strongly Agree B. Agree C. Disagree D. Strongly disagree
11. To what extent are distance education project supervisors and coordinators trained?
- A. Very effectively C. Rarely
- B. Effectively D. Not trained at all
12. Distance education tutors are trained
- A. Very effectively C. Rarely
- B. Satisfactorily D. Not trained at all

Thanks again!

Appendix B

Questionnaires to be completed by Second-Cycle Primary School Teachers Attending Distance Education

General Direction

1. Try to answer every question according to the directions provided
2. For multiple choice question, please answer by putting "X" in the box provided and for question
3. If you want to change your response, please cancel out previous one completely.

Part I : General Information

1. Your Zone : _____
2. Your Wereda : _____
3. Your tutorial Center: _____
4. Your field of study : _____

Part II: Information on personal Data

1. Sex : A. Male B. Female
2. Age : A. Below 20 B. 20 – 30 C. 31-40
 D. 41-50 E. Above 50
3. Marital Status
 A. Married B. Unmarried C. Divorced D. Windowed
4. Educational Qualification
 A. Certificate B. Diploma C. B.A/B.sc/B.Ed
5. Field of specialization major : _____ minor : _____

Part III: The Main Questions on Distance Education

1. Why have you joined distance education?
 - A. Because I have no other alternative to upgrade my qualification
 - B. Because it is the best alternative to upgrade my qualification
 - C. Because it is the government policy
 - D. If any other, please specify _____
2. Do you receive course materials on time?
 - A. Always
 - B. Sometimes
 - C. Rarely
 - D. Never
3. If your answer for question number 2 is "C or D" what do you think the cause of the problem?
 - A. Irresponsibility of the regional distance education
 - B. Coordination Problem
 - C. Lack of transport facilities
 - D. Weakness of the tutorial centre coordinator
 - E. If any other, please specify
 - i. _____
 - ii. _____
 - iii. _____
4. Do you submit your assignment on time?
 - A. Always
 - B. Sometimes
 - C. Rarely
 - D. Never
5. If your answer for question number 4 is "C or D" what is the reason?
 - A. Difficulty of the assignments
 - B. Shortage of time
 - C. Absence of tutors
 - D. Dullness of course material
 - E. If any other, please specify
 - i. _____
 - ii. _____
 - iii. _____
6. Do you get feedback on your assignments timely?
 - A. Always
 - B. Sometimes
 - C. Rarely
 - D. Never

7. If your answer for question number 6 is **“C or D”** what is the reason?
- A. Our tutors are overloaded
Our tutors are not interested in correcting assignment
- B. I do not know the reason C. I am far away from the tutorial center
- D. Our tutors are not capable E. If any other please specify

8. To what extent do you think the face-to- face tutorial arranged helped you to work on your distance learning
- A. To a great extent B. To some extent C. Not all
9. If your answer for question number 10 is **“C”** what is the problem
- A. The tutors are in experienced B. The tutorial time is too short
- C. If any other, specify i. _____
ii. _____
10. Are you satisfied with the comments of your tutors on your assignments?
- A. Yes B. No C. To some extent
11. Do you think your tutors are competent enough to give tutorials effectively?
- A. Yes B. No
12. If your for question number **“No”** what is the reason?
- A. Most of them are diploma holders B. Most of them lack experience
- C. The teachers do not have references
- D. If any other, specify
i. _____
ii. _____
iii. _____
13. Are your tutorial center and other concerned bodies willing to support you in your study?
- A. Yes B. No C. To some extent
14. Do you receive any support form your school for your study?

- A. Yes B. No C. To some extent

15. If your response for question number 16 is “Yes”, specify the type of support.

- A. Reduced workload B. Financial support

C. Permission when I am in need

D. If any other, please specify

i. _____

ii. _____

iii. _____

16. Is there guidance and counseling service in your tutorial center?

- A. Yes B. No

17. Is there radiobroadcast or television programs to support your study?

- A. Yes B. No

18. If your response for question number 19 is “Yes” to what extent do you think the programmes help you?

- A. Yes B. No

19. Do you have access to some relevant reference books in the library?

- A. Yes B. No

20. If your answer for question number 21 is “No” what is the reason?

- A. Shortage of time B. No reference books available

C. We are not allowed to use the library

D. If any other, specify here

i. _____

ii. _____

iii. _____

21. Do you get any information related to your distance learning on the right time?

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

22. Generally, what problems do you observe with the management of foreign- assisted distance education project you are enrolled in?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

23. What do you recommend for the better implementation of distance education projects?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Appendix C

Interview Questions

1. What is the responsibility of Regional Education Bureau BESO (basic education system overhaul) regional distance education unit in the foreign-assisted distance education project?
 - a. In course material development, production and distribution.
 - i _____
 - ii _____
 - iii _____
 - b. In giving students support services such as arranging face-to face contact sessions, correcting assignments, arranging study centers, counseling, student admission registration etc.
 - i _____
 - ii _____
 - iii _____
 - c. In controlling and monitoring the overall project implementation?
 - i _____
 - ii _____
 - iii _____
2. Do you think the distance education projects are being effectively implemented?
 - A. In terms of teaching-learning process?
 - B. In terms of finance?
 - C. In terms of time?
3. What major problems do you observe?
 - i _____
 - ii _____
 - iii _____
4. What do you think the major causes of the problems?
 - i _____
 - ii _____
 - iii _____
5. Do you think the performance status of foreign-assisted distance education projects in terms of manpower planning and management, implementation; monitoring and evaluation in the region is adequate
 - A. Man power planning and management
 - B. Monitoring and evaluation

6. Do you have any mechanism to continuously assess and monitor foreign assisted distance education project? A. Yes B. No

If yes, mentions them.

- i. _____
- ii. _____
- iii. _____

If no why

- i. _____
- ii. _____
- iii. _____

7. What measures are taken to correct and solve the problems in the project implementation?

- i. _____
- ii. _____
- iii. _____

8. What do you recommend for effective implementation of foreign assisted distance education project?

- i. _____
- ii. _____
- iii. _____

Appendix D

በአዲስ አበባ ዩኒቨርሲቲ የድጎረ-ምረቃ
ትምህርት ቤት የትምህርት ዕቅድና አመራር
ትምህርት ክፍል

በደቡብ ክልል በውጪ እርዳታ የምንቀሳቀሰውን የርቀት ትምህርት የአፈጻጸም ችግሮች
ለማጥናት የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በውጪ ዕርዳታ እየካሄደ ያለውን የርቀት ትምህርት የአመራር፣
የአደረጃጀትና የአፈጻጸም ችግሮችን ለማወቅ የሚረዳ ጠቃሚ መረጃ ለማሰባሰብ ነው። መረጃው
የሚውለው በአዲስ አበባ ዩኒቨርሲቲ የድጎረ-ምረቃ ትምህርት ክፍል የመመረቂያ ጽሑፍ ለማዘጋጀት
ነው።

የጥናቱ ውጤት ለፖሊሲ አውጪዎችን ሙያዊ አቅጣጫ አመልካች ሊሆን ስለምችል ይህንን
መጠይቅ በመሙላት የሚያሳይት ትብብር ከፍተኛ ጠቀሜታ አለው። ስለዚህ ጊዜ ወስደው መጠይቁን
እንዲሞሉ በትህትና ይጠይቃሉ።

በመጠይቁ ላይ ስምዎን መጻፍ አያስፈልጉትም። በተጨማሪም በዚህ መጠይቅ የሚሰብስበው መረጃ
ለጥናቱ ዓላማ ብቻ የሚውልና በምስጥር የሚጠበቅ መሆኑን እየገለጽኩ ሃሳብዎን በነፃነት እንዲገልጹ
አሳስባለሁ። ምክንያቱም የእርስዎ ትክክለኛ መልስ ለጥናቱ መሳካት ከፍተኛ ጠቀሜታ ያለው ስለሆነ
በጥንቃቄ እንድሞሉ በድጋሚ በትህትና ይጠይቃሉ።

«ስለትብብርዎ ክልብ አመሰግናለሁ»



**በአንደኛ ደረጃ ሁለተኛው ሳይክል የርቀት ትምህርት
ተከታታይ መምህራን የሚሞላ መጠይቅ**

አጠቃላይ መመሪያ

1. እያንዳንዱን ጥያቄ በተሰጠው መመሪያ መሠረት ይመልሱ።
2. በምርጫ መልክ ለቀረቡ ጥያቄዎች፣ በምርጫዎቹ ፊት ለፊት በተሰጠው ሳጥን ውስጥ «✓» ምልክት በማድረግ ይመልሱ።
3. የእርስዎን አመለካከት ለሚጠይቁ ጥያቄዎች አጭር፣ ግልጽና ቀጥተኛ መልስ ይስጡ።
4. የመጀመሪያ መልስዎን መቀየር ቢፈልጉ ሙሉ በሙሉ አንደኛውን ይሰርዙ።

ክፍል አንድ- አጠቃላይ መረጃ

1. ያሉበት ዞን _____ ወረዳ _____
2. ትቶሪያል ማዕከል _____
3. የሚማሩት የትምህርት ዓይነት _____

ክፍል ሁለት : የግል ሁኔታን የሚመለከት መረጃ

1. ያታ ሀ. ወንድ ለ. ሴት
2. ዕድሜ
ሀ. ከ 18 በታች ለ. ከ 18 - 20 ሐ. ከ 21 - 30
መ. ከ 31 - 40 ሠ. ከ 41 - 50 ረ. ከ 51 በላይ
3. የጋቢቻ ሁኔታ
ሀ. ያገባ ለ. ያላገባ ሐ. የፈታ/ች መ. ባልወይምምስት የሞተበት/ባት
4. የትምህርት ደረጃ
ሀ. ሴርቲፍኬት ለ. ዲፕሎም ሐ. ሴርቲፊኬት የሌለው
5. የሚማረው የት/ት ዓይነት ዓቢይ _____ ንዑስ _____
6. የሥራ ልምድ በመምህርነት
ሀ. ከ 1-5 ዓመት ለ. ከ6-10 ዓመት ሐ. ከ11-15 ዓመት
መ. ከ 16-20 ዓመት ሠ. ከ21-25 ዓመት ረ. ከ25 በላይ

ክፍል ሦስት: የርቀት ትምህርት አሰጣጥን በተመለከተ

1. የርቀት ትምህርት ለመከታተል የተመዘገቡት ለምንድን ነው?

ሀ. ራሱን የማሻሻልበት ሌላ የትምህርት አማራጭ ስላልነበረኝ

ለ. ራሱን ለማሻሻል የተሻለ አማራጭ ስለሆነ

ሐ. የመንግሥት ፖሊሲ ስለሆነ

መ. ሌላ ምክንያት ካለ ይግለጹ:-

1. _____

2. _____

2. ለርቀት ትምህርት የሚረዱ ማቴሪያሎችን በጊዜው ያገኛሉ?

ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. በጣም ጥቂት ጊዜ መ. በፍጹም

3. ለ2ኛው ጥያቄ መልስዎ «ሐ» ወይም «መ» ከሆነ ችግሩ ምን ይመስሎታል?

ሀ. የክልሉ የትምህርት ቢሮ ትኩረት አለመስጠት ለ. የቅንጅት ችግር ስላለ

ሐ. የትራንስፖርት ችግር ስላለ መ. የትቶሪያል ማዕከል አስተባባሪዎች ደካማነት

ሠ. ሌላ ምክንያት ካለ ይግለጹ :-

1. _____

2. _____

4. አሳይሜንቶችዎን በሰዓቱ ለሚመለከተው ክፍል ያስረክባሉ?

ሀ. ሁልጊዜ አስረክባለሁ ለ. አልፎ አልፎ

ሐ. በጣም ጥቂት ጊዜ መ. በፍጹም በሰዓቱ አስረክቤ አላውቅም

5. ለ4ኛው ጥያቄ መልስዎ «ሐ» ወይም «መ» ከሆነ ምክንያቱ ምን ይመስሎታል?

ሀ. የአሳይሜንቶች ክብደት ለ. የጊዜ እጥረት ሐ. የቴቴሮች አለመኖር

መ. የሞጅሎች በጊዜ አለመድረስ ሠ. የትምህርትቤት የሥራ ጫና መብዛት

ረ. ሁሉም ሰ. ሌላ ምክንያት ካለ ይግለጹ

1. _____

2. _____

6. አሳይሜንቶችዎ በጊዜው ታርመው ይመለስልዎታል?

ሀ. አዎን ሁልጊዜ ለ. አልፎ አልፎ ሐ. ጥቂት ጊዜ መ. በፍጹም



7. ለ6ኛው ጥያቄ መልስዎ «ሐ» ወይም «መ» ከሆነ ምክንያቱ ምን ይመስልዎታል?

ሀ. የቴተሮች የሥራ መብዛት ለ. የቴተሮች ብቃት ማጣት

ሐ. የቴተሮች አሻጅሜንት የማረም ፍላጎት ማጣት

መ. መኖሪያዬ ከትቶሪያል ማዕከሉ በጣም ስለምርቅ አይደርሰኝም

ሠ. ምክንያቱን አላውቅም ረ. ሁሉም

ሰ. ሌላ ምክንያት ካለ ይግለጹ

1. _____

2. _____

8. አሳይሜንቶችን በምን ዓይነት መንገድ ነው የሚያስረክቡት?

ሀ. ትቶሪያል በሚሰጥበት ጊዜ ለ. በፖስታ ቤት በመጠቀም

ሐ. በሰው በመላክ መ. ቴቴሬን ባገኘሁበት በማንኛውም ሰዓት

ሠ. ሌላ መንገድ ካለ ይግለጹ

1. _____

2. _____

9. አሳይሜንቶቹ በወቅቱ ታርመው እንዲመልስልዎት ይፈልጋሉ?

ሀ. አዎን በጣም እፈልጋለሁ ለ. አልፈልግም ሐ. ባይመለሱ ግድየለኝም

10. አሳይሜንቶቹ በወቅቱ ታርመው ባለመመለሳቸው ምን ይሰማዎታል?

ሀ. በጣም እናደዳለሁ ለ. ቀጣይ አሳይሜንት ለመሥራት እቸገራለሁ

ሐ. ሁሉም መ. ሌላ መልስ ካሌዎት ይግለጹ

1. _____

2. _____

11. በቴተሮችዎ የአሳይሜንት አተራረም ይረካሉ?

ሀ. አዎን ለ. በተወሰነ ደረጃ ሐ. በፍጹም

12. ለ11ኛው ጥያቄ መልስዎ «ሐ» ከሆነ ምክንያቱ ምንድን ነው?

ሀ. ስህተትን በሚያስረዳ መልኩ አይደለም

ለ. በጊዜው ስለማይሰጡ አይጠቅሙም

ሐ. ሌላ ካለ ይግለጹ

1. _____

2. _____

13. ከሞጁሎች አቅርባት በተጨማሪ ከትቶሪያል ማዕከል የሚያገኙት አገልግሎት ወይም ድጋፍ አለ? ሀ. አዎ ለ. የለም

14. ለ11ኛው ጥያቄ መልስዎ «አዎን» ከሆነ የአገልግሎቱ ወይም የድጋፍ አይነት ምንድን ነው?

ሀ. የቪዲዮና የካሴት አገልግሎት ለ. የላቦራቶሪ አገልግሎት

ሐ. የቤተ መጽሐፍት አገልግሎት መ. የምክር አገልግሎት

ሠ. ሌላ ካለ ይግለጹ

1.

2.

15. በርቀት ትምህርት የሚሰጠው የገጥ ለገጥ አገልግሎት ትምህርትዎን የበለጠ ለመረዳት ምን ያህል ጠቀሜታ አለው ይላሉ?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. ምንም ጠቀሜታ የለውም

16. ለ15ኛው ጥያቄ መልስዎ «ሐ» ከሆነ ችግሩ ምን ይመስሎታል?

ሀ. የቴተሮች ልምድ ማነስ/ማጣት ለ. የትቶሪያል ጊዜ በጣም አጭር መሆን

ሐ. የቴተሮች ብቃት ማነስ/ከትምህርት ዝግጅት አኳያ መ. ሁሉም

ሠ. ሌላ ካለ ይግለጹ

1. _____

2. _____

17. ቴተሮችዎ ትምህርቱን በብቃት መስጠት ይችላሉ ብለው ያምናሉ?

ሀ. አዎን ለ. አለምንም

18. ለ17ኛው ጥያቄ መልስዎ «ለ» ከሆነ ምክንያቱ ምን ይመስሎታል?

ሀ. አብዛኛዎቹ የዲፕሎማ ምሩቆች ስለሆኑ

ለ. አብዛኛዎቹ ትቶሪያል አሰጣጥ ልምድ የሌላቸው ስለሆነ

ሐ. ቴቶሮቹ የሚጠቀሙት ተጨማሪ የማጣቀሻ መጽሐፎች ስሌለሉ

መ. ሁሉም

ሠ. ሌላ ካለ ይግለጹ

1. _____

2. _____

19. በትቶሪያል ማዕከልዎም ሆነ ሌሎች የሚመለከታቸው ክፍሎች በትምህርትዎ የበለጠ እንዲሠሩ እርስዎን ለመርዳት ፈቃደኛ ናቸው?

ሀ. በጣም ፈቃደኛ ናቸው ለ. በተወሰነ ደረጃ ሐ. በፍጹም ፍቃደኛ አይደሉም

20. ከትምህርት ቤትዎ የበለጠ መሥራት እንዲችሉ የሚሰጥዎት ድጋፍ አለ?

ሀ. አዎን ለ. የለም

21. ለ20ኛው ጥያቄ መልስዎ «አዎን» ከሆነ በምን መልኩ ያግዝዎታል?

ሀ. የሥራ ጫና በመቀነስ ለ. የገንዘብ እገዛ በመስጠት

ሐ. አስፈላጊ በሆነ ጊዜ ሁሉ ፈቃድ በመስጠት መ. ሁሉም

ሠ. ሌላ ተጨማሪ ካለ ይግለጹ

- 1. _____
- 2. _____

22. በትቶሪያል ማዕከልዎ የምክር አግልግሎት ይሰጣል?

ሀ. አዎ ለ. አይሰጥም

23. ለ22ኛው ጥያቄ መልስዎ «አዎን» ከሆነ ምን ያህል ተጠቃሚ ሆነዋል?

ሀ. በከፍተኛ ደረጃ ለ. በተወሰነ ደረጃ ሐ. በፍጹም አልተጠቀምኩም

24. አሁንም ለ22ኛው ጥያቄ መልስዎ «አይሰጥም» ከሆነ ምክንያቱ ምንድነው?

ሀ. የባለሙያ አለመኖር ለ. የአገልግሎት አለመፈቀድ ሐ. የጊዜ እጥረት

መ. ሁሉም ሠ. ሌላ ካለ ይግለጹ

- 1. _____
- 2. _____

25. ከሞጁሎች ተጨማሪ በትቶሪያል ማዕከልዎ የሬድዮና የቴሌቪዥን ሥርጭት አገልግሎት ይሰጣል። ሀ. አዎ ለ. አይሰጥም

26. ለ25ኛው ጥያቄ መልስዎ «አዎን» ከሆነ ከሥርጭቱ ምን ያህል ተጠቅምዎልዎብዎት?

ሀ. በከፍተኛ ደረጃ ለ. በተወሰነ ደረጃ ሐ. በፍጹም አልተጠቀምኩም

27. ለ 26ኛው ጥያቄ መልስዎ «ሐ» ከሆነ ምክንያቱ ምንድነው ይላሉ?

ሀ. የሥርጭት ጊዜ አለመመቸት ለ. የሥርጭት ጥራት ማነስ

ሐ. ሌላ ካለ ይግለጹ 1. _____
2. _____

28. በትቶሪያል ማዕከል ያለውን ቤተመጽሐፍት የመጠቀም ዕድል አለዎት?

ሀ. አለኝ

ለ. የለኝም

29. ለ28ኛው ጥያቄ መልስዎ «ለ» ከሆነ ምክንያቱ ምንድን ነው?

ሀ. የጊዜ እጥረት

ለ. የተጠቃሚ መጽሐፎች አለመኖር

ሐ. ቤተመጻሕፍቱን የመጠቀም ፈቃድ ስለሌለን

መ. ሌላ ምክንያት ካለ ይግለፁ

1. _____

2. _____

30. የርቀት ትምህርትዎ በተመለከተ ተገቢውን መረጃ በተገቢው ሰዓት ያገኛሉ?

ሀ. ሁልጊዜ አገኛለሁ

ለ. አልፎ አልፎ አገኛለሁ

ሐ. በጣም ጥቂት ጊዜ አገኛለሁ

መ. በፍጹም አላገኝም

31. በአጠቃላይ በርቀት ትምህርቱ አመራርና አፈጻጸም ላይ ምን ምን ችግሮች ተመልክተዋል? በዝርዝር ያስቀምጡ።

1. _____

2. _____

3. _____

4. _____

5. _____

32. የርቀት ትምህርት በተሻለ ሁኔታ እንዲካሄድ ምን መፍትሄ አቅጣጫዎችን ይጠቁማሉ?

1. _____

2. _____

3. _____

4. _____

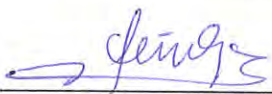
5. _____

ስለትብብርዎ በድጋሚ ክልብ አመሰግናለሁ!

Declaration

This thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for thesis have been duly acknowledged.

Name Miliku Bekele

Signature 

Date May, 31st, 2004

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

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Signature: 

Date: 31/05/2004.