THE MANAGEMENT OF DISTANCE EDUCATION STUDENTS AT TERTIARY LEVEL IN ADDIS ABABA ADMINISTRATION

SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

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ACRONYMS AND ABBRIVATIONS

AADE	African Association for Distance Education
AEC	Association of European Correspondence School
AISED	African Institute for Social and Economic Development
ASPESA	Australian and South Pacific Eternal Students Association
BTC	British Tutorial College
ICDE	International Council for Distance Education
EMA	Education Media Agency
ESR	Education Sector Review
ICS	International Correspondence School
IGNOU	Indra Gandhi National Open University
KOU	Kota Open University
NVCS	National Vocational Correspondence Enterprise
MOE	Ministry of Education
SSS	Student Support Service
TWTC	Trans World Tutorial College
UNSCO	United Nations Educational, Scientific and Cultural Organization

Abstract

The main purpose of the study was to examine the practice and problems in implementing the management of tertiary level distance education in Addis Ababa administration. For the purpose, descriptive survey method was employed. In addition to consultation of various documents from relevant sources, data were gathered from students, tutors and management using data collecting instruments: questionnaires and interviews. In order to select sample population, random sampling method was employed. The data was analyzed and interpreted using appropriate tools.

It was described that both tutors and management have the required level of qualification to teach at tertiary level distance education and effectively and efficiently perform managerial functions. The findings of the study reveal that there exists delay of course material delivery which results in delay in graduation and more load on students. Printing editing and storing were found to be the major reasons for delay of course material distribution. However, the structure and presentation of instructional materials were properly designed.

It was also found out that the major student support provided was tutoring followed by assignment and counseling, which was mainly focused on the content of the course materials. Further more, it was indicated that students were attending the tutorial programs regularly while most of the tutors were not regularly available at the tutorial centers. It was also found out that the use of visual aids was totally neglected and no electronic media was employed to facilitate distance learning.

As regards to the evaluation of tutors, the study revealed that tutors have adequate knowledge on the subject matter, practical knowledge and are skilled in examination preparation. However, it was indicated that there was a problem in registering marks, providing timely corrections and proper feedback. Concerning to collaboration with other institutions it was found to be poor and very limited to project works.

Pertaining to the findings deduced from the study, it was indicated that both tutors and management were qualified; delay of instructional materials delivery is one of the causes for students' delay in graduation and this in turn results in incurring additional costs both to the students and the institution. Instructional materials were found to be well prepared. However, the student support services were inadequate; worksheets and assignments for submission were not properly managed and leading lesser motivation. The use of modern technology is totally neglected. There is a loose information network in intra and inter institutions.

Hence, it is suggested that the problem of material printing should be resolved by institutional networks that will establish common printing press; conduct regular follow up and control on the side of course writers and editors. Moreover, the Management of Distance Education at Tertiary Level to be efficient and effective to make use of modern instructional technology setting policy, rules and regulation at the center (MOE) is indispensible;

CHAPTER ONE

1.0. THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitations of the study, methodology and procedure of the study, operational definition of terms as well as organization of the study.

1.1 Background of the Study

The management of distance education (DE) consists of four major functions such as planning, organizing, leading, and controlling the aims of the teaching materials which involve the preparation, development and distribution of distance education materials, student support services and collaboration with other institutions. DE a system of education in which education is imparted to students from a distance which involves the physical separation of the learner and the changed role of the teachers. The system is heavily dependent on the printed material, supplemented partly by the electronic media, radio, television, and computer in addition to limited face-to- face contact session. Different authorities have defined distance education at various times. But all of them have common elements which can easily be seen in Moore's, definition. This author in his book called "Distance education", A system view (1996), states distance education as planned learning that normally occurs in a different place from teaching and as a result requires special Techniques of course design, special instructional techniques, and special methods of communication, and by Electronic and other technology, as well as special organizational and administrative arrangements.

Thus, the basic characteristics of this form of education are the separation of the teacher and learner, which distinguishes it from conventional, oral, group based education. In Perraton's (1982) definition distance education is seen as the family of instructional methods in which the teaching behaviors are executed apart from the learning behaviors, including those that in a contiguous saturation would be performed in the learner's presence. The communication between the teacher and the learner must be facilitated by print, electronic, mechanical and other devices. The first type of DE to be introduced was correspondence education. The primary means of communication between learners and teachers separated by space and time has been through the printed world. The possibilities for DE that were in early stages in 1990s are now, by and large, technically feasible and are being realized in diverse applications. Advanced terrestrial and satellite communications, computers, networking, and shared software database present opportunities for DE delivery systems flexible, time and place independent, and learner centered (Siddiqui, 1993).

Nowadays, both developed and developing countries use DE to meet various educational objectives. According to Holmberg (1986) and Kegan (1990), the objective of DE includes 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. Currently, much attention is being given to a so-called New Learning Paradigm. Some rather simple dichotomies are formulated to distinguish it from the "old" approach.

DE is in part a social change, permitting access to post secondary education for groups outside the scope of formal fulltime teaching. It is a change in the method of teaching, using modern methods of communication to overcome the problems of distance. It is also a change in educational assumptions, depending upon new styles of curriculum development, student learning and assessment. The combination of these

three factors leads to believe that a substantial and soundly based innovation which would have enduring and far reaching effects on Systems of higher education. Moreover, it proves to be more flexible, able to adapt to new needs in the working population and to the personal requirements and capabilities of students, encouraging greater self dependence and more independent learning. For all these reasons distance education must properly be considered as a new movement in educational ideas

The educational systems of low income countries throughout the world share the problems of rising costs, fiscal constraints which limit their budget, low quality of education, slow response in providing education relevant to development goals and they provide inadequate access to many groups' rural people, the poor, those who must live school to contribute to their family earnings. In response to these problems, educational authorities in a number of law income countries have explored the use of distance teaching to provide equivalency programs through reduced educational costs, improve quality and relevance, or improve opportunities for access to education (Sharma, 2005).

Another important challenge of the management of DE according to peters (1973: 153) is a method of imparting knowledge, skills and attitudes which are rationalized by the application of division of labor and organizational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes possible to instruct great numbers of students at the same time wherever they live.

In practice, DE differs from simply publishing and distributing books in three ways; in the use of variety of different media in its structure, in its system of feedback and in its stem planning. Organizing and controlling of the development, production, distribution of DE materials and the use of various forms of media are significant tasks DE managers face. Moreover, planning of residential schools and face to face tutorials to mitigate the isolation of long distance learner is another challenging task.

Any DE program can be affected by the managerial capacity of resource utilization, a capacity to recognize problems and opportunities, make good decisions, and take appropriate decision through the basic management function. True managerial success however, involves both performance effectiveness (goal accomplishment) and performance efficiency in resource utilization (shermerthon, 1996).

The need to use a number of media has led in turn to a concern with structure in distance teaching. In writing a book an author can select the structure that he finds intellectually most rewarding. Experience suggests that the most appropriate structure for distance teaching differs greatly from that of an orthodox book. The function of distance teaching material is to stimulate the student to activity that will enable him to learn. A common feature of much distance teaching program is that the information presented to students is closely bound up with directions to them on activities they should take. Good distance teaching also depends on a system of feedback. Feedback enables students who have problems with the prepared material to receive some help. It also enables producers of distance teaching materials to assess how far they have been successful in what they were trying to achieve (Matiru, 1989).

As Kegan (1980) put it the major challenges of the management of DE includes:

- The separation of teacher and learner
- The use of technical media, usually print, to unite teacher and learner; and
- The provisions of two way communication

Thus, this form of education in the separation of teacher and learner distinguishes the management of DE from the management of conventional, oral, group-based education. In conventional system the content of the course, especially the part that is not contained in recommended textbooks, is communicated by the teacher mainly by work of mouth. The management of DE shatters this interpersonal communication and replaces it with some form of mechanical or electronic communications.DE is

asserted as an alternative education program adopted in many countries of the world. It is an option and a complementary education mode to formal schooling, there is greater need in developing countries for further training at an advanced level in many professions. The World Bank, UNESCO, India's Kotharic commission, Ethiopia's ERGESE and Education Sector Review (ESR) have acknowledged the importance of DE as a new opportunity for further education. In Ethiopia, distance education program is just a new venture and as a strategic sector that could produce the human capital capable of being instrumental to poverty reduction, democratization and economic productivity (Zenebe, 2006)

1.2 Statement of the Problem

Education sector studies are intended to contribute to the improvement of education and thus, more generally, to the quality of life and development in Africa. Notwithstanding their varying qualities, their rapid proliferation reinforces the link between systematic research and informed policy decisions. In particular circumstances, it seems clear that education sector studies strengthened policy discussion and decision (Tilak, 2003).

Inequality, inaccessibility, irrelevance and low quality are the problems that are faced by the Ethiopian education system. To alleviate the prevailing problems; the country has been under taking 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, maintain quality, and update the education system of the country (MOE, 1994).

Under such conditions, it is unrealistic to expect traditional education structures alone would provide an adequate basis for knowledge. Development of new methods that can dramatically improve the existing education system has to be devised. In efforts to meeting the new and changing demands of education and training, open and distance learning may be seen as an approach that is at least complimentary and under

certain circumstance and appropriate substitute for the contract methods that still dominate most education systems (UNESCO, 2002).

The success of DE program, effective organization of the system, effective communication, provision of high quality of learning experience depend on the quality of management of DE.(Wossenu and Befekadu, 1998).

There are also other factors which depend on the quality management of DE. These include, availability of resource, arrange training for tutors or supervisors, identify appropriate role the individuals in DE system play, and design ways to evaluate distance learners and design feedback mechanisms. However, in the management system of distance education, the following challenges have been repeatedly observed and are not yet resolved.

1. Awareness: Although all tutorial center coordinators and management have experience in teaching, lack of orientation and training on distance education management has not yet resolved

2. Net working: the issue of inter – institutional collaboration in the areas of research, staff development, training and sharing physical facilities, sharing curriculum, syllabus and learning materials do not exist.

3. Shortage of instructional materials: the delay of instructional material distribution has been the major handicap for the effective implementation of distance education program.

4. Management of student support: The inadequate provision of guidance and counseling service; the disorganized program of face – to – face contact are not satisfactory.
5. Continuous assessment: - The mismanagement of assignments, absence of feedback is the problem areas in distance education.
6. Controlling and evaluation: Lack of consistent controlling and monitoring and evaluation mechanism to check whether the programs have achieved its objectives or not.

Thus, the following factors determine the implementation of an efficient management of distance education:

1. Before conducting any DE operation, it is necessary to carry out an assessment of the existing situation of the management system of DE.

2. To improve the problem of the management of distance education short term and long term training, seminars and workshops to enhance the capacity of personnel in the management of distance education would be important.

3. Guidelines and procedures are essential tools for development, administration and management of any DE to implement activities in an orderly manner.

4. Consistent formative and summative evaluation are very essential to check DE program achievement. Proper feedback also should be given.

5. In order to manage the assignment projects works independent body should be assigned.

6. The management of DE at higher level MOE must create conditions to establish net work among DE institutions.

7. Therefore, this research is designed to study the existing practice of the management of distance education at tertiary level in Addis Ababa, to detect the short comings and weaknesses and provide possible solutions that may contribute to develop an efficient and effective management system that can serve planners, decision- makers, researchers and other stake holders.

Based on the above background, the management of distance students at tertiary level in Addis Ababa was assessed.

1.3. Objective of the Study

In the education sector, there is a great interest of the government (Ethiopia) to provide tertiary level education to enable citizens to take part in the development of the economy. To realize this, nowadays many of traditional type universities have been opened by the government. In order to increase the participation, distance mode of delivery is essential in addition to traditional type. However, the management of tertiary level distance education has a number of short comings. These problems are also inherent in the management of distance education in Addis Ababa city Administration.

The general objectives of this study were:

1. To investigate the practices and problems attached to the existing system of the Management of Distance Education at Tertiary Level in Addis Ababa Administration.
2. To suggest some practical steps to be taken in the near future to improve the situation with the following specific objectives:

1.3.2 Specific Objectives

The specific objectives of this research include:

- To examine the mechanisms employed by the management of degree level distance education in providing student support services.
- To examine efficiency of management in production and distribution of instructional materials.
- To assess the type of evaluation practiced by the management of distance education system.
- To find out the efforts made by the management to link distance institution with other institutions.
- To examine the extent of interpersonal relationships which exist among learners, tutors and counselors

- To assess if the academic program is based on the demand for the efficient production and distribution of educational materials.
- To investigate the major management problems related to controlling mechanism of distance education.

In order to achieve the stated objectives, and examine the status and the problems encountered, examine the status and the problems encountered in the Management of Distance Education at Tertiary Level, the following basic questions are formulated.

1.4 Basic Questions of the Study

1. How well are the major student support services being managed?
2. To what extent do the management of distance education made instructional technology available to teach students at a distance?
3. To what extent do distance education materials, facilities and equipment organized and utilized?
4. What control mechanisms are employed to check the system of distance education?
5. To what extent are distance institutions linked to each other and with other institutions? What managerial measures have been taken to facilitate and promote collaboration?

1.5 Significance of the Study

Distance education programs faced several challenges and problems. These challenges are even more serious for developing countries than developed ones. Among the most pressing challenges of distance education in developing countries, particularly sub-Saharan African is management problems (Keegan, 2000). The management of high fixed cost, course development, staff development, preparation of curriculum, preparation of syllabus, preparation of instructional materials, setting of programs, assessment and examination, accreditation transfer of credits are the concerns of the management functions of Distance Education. So, the management of DE effectively functions and operates when the problems of these functions are

identified through research. To this effect, the investigation of the practices and problems in the Management of Distance Education at Tertiary Level in Addis Ababa is limited. Some of the reasons attributed to these limitations are the:

1. insufficient student support service
2. inadequacy of instructional media and visual aids
3. problems of quality instructional materials and its production and distribution.
4. Poor mechanism of controlling, evaluation and feedback.

With this ground, the research is significant for the following reasons.

i). It will enable the Ministry of Education and College of Distance Education management system to gain valuable information on the actual status of the management of distance education at degree level; identify the major practical challenges and will help to take corrective actions.

ii). The study will supplement the existing literature on the management of Distance Education at Degree Level.

iii). It will also initiate, encourage and serve as stepping stone for others who intended to carryout in depth study on the problem.

iv). The findings of the study will also provide alternative approaches or solution to the problem under investigation.

1.6 Delimitation of the Study

The study is bound to Addis Ababa city Administration and to Tertiary Level education. The major reasons are:

1. it was **Delimitation of the Study** because Addis Ababa Administration encompasses many private investors and other stake holders who are the user of distance education. The study may indicate actions that should be taken to bring improvement in the management of distance education, which can be replicated in other regions.

2. the study is delimited to Degree level. As the Government of Ethiopia is highly interested to produce high level educated man power, who play a major role for the building of democracy and the economy. In addition to this, to have the complete picture of practices and problems in practicing the management of DE there is a need to focus only at one level (tertiary).

3. Presently in Addis Ababa Administration there are many colleges which provide distance education programs at primary level, secondary level and tertiary level. In order to have the complete picture of practices and problems in implementing the management of distance education there is a need to focus only at tertiary level in this study. However, it was practically difficult to include all distance education institutions in the study for various constraints since they are dispersed geographically in the country the scope of this study was delimited to distance education colleges at tertiary level found in Addis Ababa administration.

1.7 Limitation of the Study

In conducting this study, the researcher has faced the following two major problems which contributed to the limitation of the study:

i. Shortage of time due to full time employment of the researcher
ii. It could be said that financial constraints have a role in limiting the scope and depth of the study.
iii. Data on the management system of students' assessment and evaluation system was not easily available.

1.8 Research Design

The research was conducted as follows:

1.8.1 Methodology

This study aimed at investigating the practices and problems of Distance Students at degree Level in Addis Ababa Administration. The research method employed was descriptive

survey based on the nature of the data because the method enables to examine the present situation and identify some of the major problems in implementing the program at the proposed level. Further more, the descriptive survey was also assumed to enable the researcher to find out solutions or the existing problems in implementing Distance Education at degree level and could help to test the basic questions.

Hence, in describing the existing situation in implementing the program, the descriptive survey method was found to be relevant and appropriate.

1.8.2 Source of Data

Primary and secondary sources of data are used in the study.

1.8.2.1 Primary source

- Distance students of Alpha, Unity, St.Marry and Admas university colleges of Distance Education at degree level in Addis Ababa Administration.
- Tutors of Alpha, Unity, St.Marry and Admas university colleges of Distance Education at degree at level in Addis Ababa Administration.
- Management (Deans, Department heads and experts of Distance Education Alpha, Unity, St.Marry and Admas university colleges of Distance Education at degree Level in Addis Ababa Administration.

The above sources of data are directly involved and played a role in the Management of Distance Education at degree Level.

1.8.2.2 Secondary sources

The different formats, exam request forms, applications of students, modules, mark lists, written rules and regulations of the colleges were used to analyze the relevance, and comprehensiveness of the information presented.

1.8.3 Sample and Sampling Procedure

There are four University Colleges (private) in Addis Ababa Administration has. All the four University colleges (Alpha, Unity, St.Marry and Admas university colleges) were taken in the study because of small number.

Table 1.1 Degree Level Distance Education Providing University Colleges.

No	College	Student		Tutor		Management	
		Population	Sample 5%	Population	Sample 100%	population	Sample 100%
1	Alpha University	3000	150	92	92	8	8
2	Unity University	750	38	16	16	8	8
3	St.Merry University	914	46	26	26	8	8
4	Adams University	300	15	15	15	8	8
	Total	4964	249	149	149	32	32

Table 1.2 shows the number of population. These include students (first, second, third and fourth year), tutors at tertiary level and administrative staff (dean, department heads, coordinators and experts).

There are only four university colleges in Addis Ababa Administration, which provide Distance Education at degree level. All four University colleges (target population) were taken as source of data. Based on the status (position in the process of teaching learning), population was divided in to three groups (student, tutor and management). Random sampling Technique was used to select 5% students from each group because it gives equal chance of being selected for the sample. Tutors and management were entirely taken as the subject of the study because of the manageable size.

From each group 249 students, 149 tutors and 32 management staff have been drawn and combined together to form a total of 430 samples. From a total questionnaires distributed among sample respondents 212 (85%) of students, 112 (75%) of tutors and 32 (100%) of management were returned.

1.8.4 Instrument of Data Collection

Questionnaires with both close and open-ended items were used to collect data from the sample population. To begin with, the researcher visited all of the University Colleges to gain

a general idea of what practices of the management of distance education looks like. Some of the individuals currently involved in the management of distance education also consulted by employing unstructured questionnaires.

Focus Group Discussion (FGD) was also conducted with Distance education students, experts, coordinators and tutors at tertiary level; and the idea generated helped to develop the questionnaire. After that the structured questionnaires were commented for content validity by experts. These experts who are working at distance division of University colleges are asked to assess, review and make judgments concerning how well the items in the questionnaires represent the intended area. Their comments were included and then the questionnaires were validity by experts. These experts who are The pilot-tested questionnaires were also tested for reliability to measure the internal consistency, Split-half method and the Spearman-Brown Formula was utilized in calculating correlation between the two halves in the SPSS program and the result was:

A) the result of the reliability analysis for the questionnaire of distance students with 68 items was 0.462
B) the result of reliability estimation for the management personnel with 56 items 0.821 and for tutors for 62 items were 0.921

Literatures show that a test result greater than 0.6 or nearer to one are considered to be reliable. Hence, the test indicated that test for students were translated into the National language (Amharic) and re-tested. The result obtained was 0.97(strongly reliable). Structured interview was conducted with students, tutors and management. Documents were analyzed and to obtain needed information the contents of the information produced at different stages.

Pilot Test

Draft questionnaires were first administered to twenty-five students, eight tutors and five administrative staff, all from Alpha university college, for the tryout of Management of Distance Students at degree Level in Addis Ababa Administration. The reliability of the questionnaires were tested by split half method and found the value 0.97 (strongly reliable).

Following to this, the filled questionnaires were reexamined for its compatibility and consistency in addressing the basic task that desired to address by the researcher.

1.8.5 Techniques of Data Analysis

The data obtained through the questionnaire were first analyzed using Excel and SPSS to generate frequencies and percentages, and then narratives were written describing the results that emerged. The answers to open-ended questions and interviews were summarized manually. Hence, the following descriptive statistical methods were used to analyze the study.

1. Frequency counts and percentages were employed to analyze the characteristics of the sample respondents. This statistical method helps to determine and describe characteristics such as: educational level, work experience, field of study of students and service year of tutors and their training on distance education.

2. Different statistical tools such as Mean, Grand mean, Chi-square, t-test, Rank order, and one- way ANOVA were employed to analyze the data. These statistical tools were used to quantify, and describe similarities and difference between different groups of respondents.

3. Grand Mean was used to analyze the availability and utilization of available information by students, tutors and management

4 Chi- Square test was used to check whether there are discrepancies between the observed and expected frequencies for the cells in the table for the functions performed by students, tutors and management.

5. Rank order was used to determine the quality level of instructional materials, the level of tutors teaching effectiveness and level of continuous assessment.

6. Mean and One-way ANOVA were used to analyze the problems encountered in the distribution and utilization of instructional materials.

1.9 Operational Definition of Basic Terms

Management "it is a continuous process through which members of an organization seek to coordinate their activities and utilize their resour in order to fulfill the various tasks of the organization as efficiently as possible (Hoyle, 1981:8). In this study, it refers to the production & distribution DE teaching material, provision of student support services, establishment of feedback mechanisms evaluations system, and establishment of Net-work among distance education providing institutions/agencies.
Distance: Teaching learning arrangement in which the degree level Distance students of Addis Ababa are normally separated from their tutors by space and/or by time.

Distance Education: Systematically organized form of self study in which students counseling, the presentation of learning material and supervising of the student's success is carried out by a team of teaching each of whom have responsibilities (Dochmen, 1967:7). In this study, it refers to private and run degree level education in Addis Ababa administration in which students are separated form the teacher through out the length of learning process; and instruction is conducted by using course modules, assignment for submission, course outlines and examination.

Management of Distance Education: it refers to the performance of distance education management function at tertiary level students of Addis Ababa city Administration.

Tertiary Level: a stage of education, which fulfils three essential function; teaching research and service (Riesman, 1990:43). In this research, it refers to DE at degree level in Addis Ababa City Administration.

Course Writers: people who prepare degree level distance education-learning materials.

Material: resources put in the plan of the implementation of the distance education program including references, radio, video TV sets and software programs.

Learning: It involves Acquiring knowledge and skill and change of behavior of Alpha, Unity, St.Marry and Admas university colleges degree level students in Addis Ababa city administration through DE.

Distance education learning material: print materials, Radio, TV sets, Video and software programs carefully prepared developed and printed in order to enable degree level distance students knowledge, skill and attitude.

CHAPTER TWO

2.0 REVIEW OF THE RELATED LITERATURE

2.1 Distance Education: an overview

This chapter deals with the review of related literature in particular reference to topics associated to distance education.

2.1.1 The Concept and Definition of Distance Education

DE has been referred to as in many different names as given to it by different authorities. The most notable ones include: correspondence study, home study, open learning and independent studies. However, there are so many individual differences involved in trying to use a definition; distance education is a good description because it is offered to students who are, physically separated in space and time from their teachers. The physical separation and the changed role of the teacher, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students' problems, are the two basic elements of DE. The system is heavily dependent today upon the printed material or instructional material, supplemented partly by the electronic media, radio, television, and computer, in addition to face to face contact session. Distance depends chiefly on how quickly and satisfactorily one can get individual help or feedback from another human being whose view points seem relevant. The main elements in any DE includes the influence of an educational organization, the separation of teacher and student, the provision of two way communication, the teaching of students as individuals and rarely in groups, and the participation in a more industrialized form of education (Keegan, 1980: 132).

Distance teaching projects use more than one medium in an attempt to balance the advantages and draw backs of each and to provide reinforcement. For ample, radio programs are used to support correspondence lesson offer a stimulus and sense of personal concern and avoids boredom to an isolated student. At the same time, the content of the radio program can reinforce the content of the print, and it may be possible to use each medium to present part of the content for which it is most appropriate. Experience suggests that the most appropriate structure for distance teaching materials is to stimulate the

students to activity that will enable them to learn. In writing a book, an author can select the structures that he finds intellectually most rewarding. The particular structure adopted will probably vary from subject to subject and from course to

course. But a common feature of many distance-teaching programs is that the information presented to students is closely bound up with directing to them on activities they should undertake. Materials offered to a student in the absence of a teacher needs top structured in such a way that it encourages the student in to learning activities beyond passively reading or listening or watching. The development of any appropriate structure makes distance teaching effective. Good distance teaching depends on a system of feedback, which enables students to receive some help. It also assists the producers of distance-teaching materials to assess how far they have been successful in what they were trying to achieve. Beyond that, there are ideological reasons for stressing the system of feedback. The hidden curriculum of a distance teaching system is that the education already possesses all the knowledge relevant to the student and the latter's knowledge and understanding. Feedback though hard to organize is the way of building dialogue between students and teacher in to a distance teaching system (Sharma, 2005 :97).

The demands and opportunities with in a learning system will differ according to factors the learner is at a distance from and for how long. It also depends on accessibility rather than geographical distance. Learners who can telephone a tutor any evening or get face-to-face feedback once a week may feel nearer than those who can only get written comments once a month.. Many higher education students are very much aware, especially in these days of worsening staff-student rations that they largely have to teach themselves, with spares and infrequent feedback from tutors. Ones sense of distance depends mainly on how quickly and satisfactorily one can get individual help or feedback from another human being. It appears that DE to be truly effective, must assess the issues that are important to learners and relevant to their needs. Determining these issues can insure better experiences for adult learners and permit them to determine their own direction and pace. Distance students must be given appropriate time and guidance to gain new behaviors. Individual differences include different rates of learning; some adults learn things more slowly than others. The aptitude to learn something therefore, is really a function of time. It takes more time (more guidance)

for some adults to learn certain tasks and perhaps less to learn than others. DE should be individually based whenever possible. Most adults will be reached if the instruction is adult centered and presented is an open, no threatening atmosphere with a high priority on personal needs, interests, and goals. DE instructors working closely and cooperatively with adult can be the key to significant behavior changes. For example, personal contacts by telephone and computer, as well as face –to face meetings at study centers, have been very successful at the open university of the United Kingdom (Rumble, 1986 :35).

The success of DE program depends on both internal and exogenous factors. The curriculum designed, the text books or other documents prepared, the quality of training imparted to tutors, the awareness of the trainers have significant role to DE. Monitoring and supervision of the entire program, the supervision work, the awareness of the supervisors, the internal consistency in the operation of the program, the quality and degree of coordination among the functionaries at various levels are important factors for distance education. The concern for periodic internal evaluation, the provision and use of feedback mechanisms in the program are all illustrations of the factor of DE program. The other inputs which have to be overseen are the teaching materials which have to be reached the centers well before the commencement of the program. The materials should also be distributed to distance education students on time. There should be coordination between the production wing and the distribution wing which is a matter of horizontal coordination. It is also necessary to examine the actual use of these in puts (Koteswarca, 1994:40).

2.1.2 Historical Development of Distance Education

I. In the world

As knowledge increases and technology alters, the related human qualifications, equipment and processes will be obsolete. New skills replace obsolescent skills and practices previously acquired. The education system has to respond with a growing supply of in-service training, retraining, refreshment and reorientation courses. Both developed and developing countries are experiencing varying pressures to transform the educational process itself. Its aims and disciplines under question stimulated by new educational and psychological thinking as well as by the new opportunity offered by development in communication technology. It is this

changing and complex situation that educational systems have to adjust themselves, and it is to these changes that distance learning institutions pay particular attention.

> The true end of education is to create the life long, self –directing learner committed to excellence in his learning. The holder of a degree is expected by DE colleges to be a whole person not merely a knowledgeable person, capable of further learning, and displaying social awareness, civic, recreational and vocational competence, to be active in his society, and alive and responsive to the change taking place around him.

This beliefs lead to the responsibility of the students toward his own education with the range of material that can properly form the content of a course leading to an extremely recognized qualification, and with the ways in which attainment of the components of a program of work should be tested. The emerging of recent attempts to serve students who do not wish to engage in formal teaching programs set in the changing context of post-secondary education in the United States. In the United States, recommendations were given as a result of three case studies conducted on open learning system:

a) Availability of extensive human and physical resources at a local level are prerequisite for a program to be successful

b) only students who have a good deal of initiative and self discipline will be successful individualized program thus, potential student body with high degree of motivation and desire is necessary

c) suitable faculty must be available whose role is quite different from conventional institutions (Sharma, 2005: 183)

Teaching by correspondence education, as review of existing literature shows, originated in the private sector as enterprising individuals realized that existence of a cheap efficient postal service would enable him to provide a teaching service to students. It began with concerned individuals who could not attend regular classes. Sweden, for example, in the 1980s Hand Harmony, a teacher of book-keeping, continued to teach a student who moved away from his own found, by sending lessons through the mail. About the same time, an English teacher called William Brigs, which already ran a tutorial college, began to offer instruction by mail for students who could not attend. In the united states, the notion of land grant

college with a campus extending to the state boundaries lead American universities to offer correspondence courses from the 1890s. These early attempts at a distance teaching relied heavily on an efficient postal service and on a high level of student motivation. In the late 1920s, the former Soviet Union adopted distance teaching for the purpose of out of the educational system. Since 1929 correspondence education had formulated a significant component in the soviet education system. Now, many universities have correspondence sections. By the end of the nineteenth century, several policy funded institutions along with private collages offering correspondence education has come into existence in many European countries and the USA. During the first half of the twentieth century distance education made significant development in Australia and France. Australia can claim to be the first country to have shown in systematic emails in a large scale that it was possible to provide by correspondence, a complete primary and secondary education for children who have never been to school. After the Second World War, the method of correspondence education was adoptee to- toward the particular educational needs and requirements or countries in the afro-Asian and region and elsewhere. By 1960s it was considered as viable to supplement the conventional system of education and gained further recognition. The urgent drives for educational expansion tend to the introduction of correspondence education in many third world countries soon after they achieved their independence. The outstanding pioneer in this respect is the University of South Africa, which emerged as a development of the University of Cape of Good Hope. The founding of the British Open University in 1969 makes the beginning of a new era, in which full-fledged degree programs, sophisticated courses, new media and systematic evaluation cropped upon the various parts of the world (Boucher, 1973 :78).

The period from 1969 on wards has the most progressive period for the development and creditability of DE in the world. There are 835 institutions offering 35, 511 courses through distance education in 95 countries. No continent has as great a need for distance education than Africa which has the biggest number of countries (34) offering distance education. It has already made considerable use of distance education to extend access to formal education, although most public institutions have often been severely constrained by lack of finance and manpower. As the former colonies of African countries became independent, the new ministries of education saw the potentials of correspondent study as a means both

of expanding educational opportunity and of providing trained manpower. The largest immediately obvious demand for distance education was at secondary level, particularly for unqualified primary teacher. Distance learning programs of several African countries have been innovative. Tanzania used DE to train teachers needed for universal primary education. Zimbabwe tested DE to replace the old curriculum without any interrupting or disrupting schooling. Botswana and Zambia have used DE to educate the public on development issues. Somalia and Sudan have used DE to provide education in an emergency, for displaced people. Despite these achievements, DE on the continent remains underdeveloped and under valued (Jenkins, 1989: 142).

The history of DE in the world is marked by two phases: the first phase is from 1840 to 1969 where correspondence study was characterized by a primary emphasis on printed notes and on very little, additional support to students. The second phase, exemplified by the single mode open universities, become known as distance education and reached its zenith in 1980s. Printed materials continued to dominate the communication media, but pedagogical strategies and computer based production technologies underpinning in quality. The second phase was also marked improvements in quality and new integrated systems for development and delivery called an industrial form of education The other comment on the distinctive organization structures and reassesses it has engendered in a sense, distance education moved to one end of the educational spectrum, away from face to face teaching to be defined and justified as unique but legitimate and effective form of teaching learning for development. Its mode of delivery is called an industrial form of education. (Rumble and Harry.1982 :162).

Most of the developing countries are offering DE courses in teaches training education which is the immediate requirement of the developing countries. Thailand, Pakistan and India are the only countries which are offering degree level and research programs. China, India, Thailand and South Pacific countries are offering programs in Science, engineering technology and agriculture. However, china and south pacific are offering medicine, and health sciences and Thailand, Out of the whole students studying through distance education; universities are mostly in the age group 21 to 30 years in India, Thailand and Turkey. Whereas in South Pacific 75 per cent of the students are in the age group 31 to 40 years. Fifty seven Percent of the students in Pakistan are 41 to 50 years of age. In Papua

New Guinea 95 percent of the students are below 41 years of age. Thailand universities have a high intake of rural students, 73 percent and 58 percent, respectively. The female enrolment in the 7 universities range between 20 to 35 percent. However Thailand is 47 percent. The data on the income level break up shows that the majority of the students fall in the bottom level income group at LIOU, 60 percent, STOU 64.5 percent and Turkey 95 percent; whereas in pupa new Guinea 70 percent are in middle income group. The major distance education institutions are making use of new communication technology among the variety of range of different media or learning methods used by the developing countries. Print is the key medium except the audio Television University of China. Face to Face tutorial is provided by all the institutions. Audio and video cassettes are utilized by almost all the intuitions. Broadcast is not used because of its high cost. Laboratories are being utilized by most intuitions. Home kits are being used only by IGNOU India; supervised study groups are very popular in the African Countries particularly for students at the secondary level. Jordan use computers Tele Conferencing through satellites have been in use at university of south pacific and in IGNOU, India (UNFPA Report, 1994 :56).

As a result of the tremendous interest in DE, associations are being formed all over the world at the national and regional level. There is a great deal of information being exchanged through published papers, books, newsletters and manuals. The largest and best known associations are:

- The Association of European Correspondence Schools (AECS) which has members from about 20 countries. It organizes seminars or workshops once a year. It also publishes a journal which has useful distance education articles from all over the world.
- The International Council for Distance Education (ICDE) has a world wide membership of individuals and organizations. It organizes international conference every three years and regularly issues a news letter.
- Australia and South Pacific Eternal Studies Association (ASPESA). It is a very large and active organization which organizes conferences and workshops
- The African Association for Distance Education (AADE) was founded in June 1973 at a conference in Nairobi. It is not yet a very large organization (Mature and D.Gachuhi, 1989: 94).

II. In Ethiopia

DE in Ethiopia started, like distance education in other parts of the world, as correspondence education. As EMA (1982: 2-5) stated, the justification for starting DE in Ethiopia was the Department Survey of November 1997. The survey result indicated that out of 855 factory workers with secondary level education, 735 filled in the questionnaires showed interest in correspondence education. This survey result enabled to disseminate educational opportunities to all corners of the country. It increased the number of qualified elementary school teachers and workers in remote areas. The first pioneers of DE, in the form of correspondence education, appear to have been extremely based on commercial correspondence education institutions. An institution known as the British Tutorial College (BTC), which was based in Kenya, had opened an office in Addis Ababa as early as 1967 and offered correspondence education course. In Ethiopia however, admission to higher educational institutions was based on students' achievements in entrance examinations conducted by the examining body of the University of London. Between 1967 and 1978, seven thousand students were reported to have graduated from the Department of Adult Education. International Correspondence Schools (ICS) and Trans-World Tutorial College (TTC) established in 1972 and 1980 respectively following BTC. However, students were unhappy. They felt to have wasted their time and money in exchange for educational credential. This is duet to the fact that the education these institutions offered lack academic accreditation. In 1969, pilot program was initiated by NGO of a non-formal education nature moved in by Agri-service Ethiopia emerged as a corporate body of the ANADES (Africa Institute for social and Economic development), which provide correspondence education to farmers in West Africa Francophone improvement in agricultural methods, community development, as well as promote improvement of home condition in the major correspondence courses offered by ASE. Assignment for submission and face-to-face group tutorials, radio support and field visits are also part of the components of the distance education.

Alpha International and Ethiopia private business firm established the National Vocational Correspondence Enterprise (NVCE) in 1980/81. The aims of NVCE are:

- upgrading and improving the skills of untrained but experienced low level technicians by providing them with basic scientific and technical knowledge that enhance their practical experiences and;
- Provide man power-training services to the public and private enterprises that wish to update or upgrade the skills of their employees while they are still working.

At the beginning, the students were required to take book keeping, electricity, Auto mechanics, General Mechanics, Agriculture, Home Science, and Wood Technology. A year later, Purchasing and Store Management and Personnel Production Management were added. NVCES certificate is accredited by the Ministry of Education and is equivalent to comprehensive high school vocational stream certificate. All the courses included assignments for submission. NVCE also provided making service for which it employed qualified and experienced tutors on part time basis from technical /vocational schools in Addis Ababa. Postal Communication was the principal means for exchanging bearing materials and assignments between NVCE and its students. In-service distance education program was designed to improve academic performance of teachers. Thus, a sort of DE program, which was known as Direct Study for teachers implemented in 1960 E.C. It was run by Ethiopian and US Cooperative Education Program (KUAWAB 199 :68).

2.1.3 Challenges and Opportunities of Distance Education

Distance Education Programs of a wide variety of countries faced challenges and problems. The various definitions of DE suggest that it has good opportunities. Rumble (1989: 22) has identified these good opportunities under different criteria, these criteria according to him are:-

1. **Access- related criteria**: an individuals ability to involve in a program regardless of age, ability to attend a class, status in respect of employment the extent to which she/he is tied to his/her environment (homemaker, seaman, the long-term institutionalized in hospital, prison or elsewhere) financial status, ability to meet the expenses of study and previous educational qualifications and attainment.
2. **Place and pace of study criteria**: Learner's ability to study in a place of his/her own choosing. It could be studying at home, in a group or class seating. The learners ability to study at a time of his/her own choosing attention, viewing television

program reduces freedom learners ability to study at his /her own pace during the study period. Any requirement to meet the deadlines for example, finish a practical experiment by a certain time, write an essay by a certain date, attend a final examination only at the end of the courses undermines this freedom.

3. **Criteria related to means:** Learners can choose to ignore some of the media without determinant his/her mastery of the course.
4. **Structure to the program in respect of content and assessment:** Learners' ability to decide whether or not to follow a particular course or section of course assessment should be module-based on a single end-of-course examination, rather than based on some sudden-death final examination.
5. **Support services criteria:** the existence of support services from a variety of sources, including professional (tutors, counselors) and peers (mentors, family, and friends) at a variety of places and times.

The system of DE has a potential to make relevant to the needs of the country by using appropriate media and technology at reasonable cost. One of DE's main objectives is to provide an alternative cost-effective non-formal channel for higher education. The other benefit of DE is to supplement the conventional university system and reduce the pressure on it to strengthen and diversify the degree, certificate and diploma courses. It provides a means for continuing and life-long education for enriching the lives of the people and provides an innovative system of university education which is both flexible and open in terms of methods and pace of learning, combination of courses. DE enables to increase enrolment for example, in India enrolment in the formal university increased by 29.1 percent during eight years period (1975/76-1982/83), where as enrolment in DE increased by 207.6 during the same period. The compound annual growth enrolment during the above mentioned year was 7.3 percent in the formal system but it was 17.4 percent in the distance education.

DE is one of the recent manifestations of a gradual trend forwards the democratization of education. The characteristics of open system can be summarized as:

- open access to education with regard to time constraints, geographical distances, social and cultural barriers etc.;

- flexible learning widening the learning choice over the content of the curriculum and the means by which it is delivered;
- Learner-centered approach which promotes autonomy and self-reliance in the learners, whatever their age and ability and also improves the quality of the learning process. Therefore, courses are flexibly designed to meet individual requirements.

> Distance education is being used extensively by both developing and developed countries for various purposes. Developing countries may need to run distance education widely and effectively. Moreover, system of education may better take into account the financial constraint as well (Richmond, 1973 :175).

DE unit is different from a textbook for its interactive learning built in it. Matura and Manjulika (1996) identified certain basic good opportunities of students learning at a distance. According to them, learners are not forced to learn since they are on their own. The writer therefore needs to make every effort and to make learing more likely.

Next questions, activities and exercises liberally placed in the text ensures the learning process in small step lastly self test and assignments are essential components of the learning material of DE which ensure the learners master of the material. There for, active learning is employed in distance learning. The system of DE has a potential to make relevant to the needs of the country by using appropriate media and technology at reasonable cost as one of its main objectives is to provide an alternative cost-effective non-formal channel for higher education. The other benefit of DE is that it supplements the conventional university system and reduces the pressure on it to strengthen and diversify the degree, certificate and diploma course related to the needs of employment and necessary for building the economy. It provides the means for continuing and life-long and/or skill through studies in various fields; it provides a means for continuing and life-long education for enriching the lives of the people and provides an innovative system of university education which is both flexible and open in terms of methods and pace of learning, combination of courses. .DE enables to increase enrolment for example, in India in the formal university increased by 29.1 percent during eight years period (1975/76-1982/83), where as enrolment in DE increased by 207.6 during the same period. The compound annual growth enrolment during the above mentioned year was 7.3 percent in the formal system but it was 17.4 percent in the distance

education. The same trend is expected in the subsequent period of 1982-83 to 1991-92. Today, DE has a very important role in women's development particularly of women. In higher education, in India it was rising from 1.20.679 in 1987/88 to 2.22, 790 in 1991-92, an increase of 84.6 percent over a period of five years. DE also contributes to solve the problem education in balance between regions. The objective of Open University of the United Kingdom defined in the Royal Charters as the advancement and dissemination of learning and knowledge by teaching and research by teaching and research by a verity of means, such as broad casting and technological devices appropriate to higher education, by correspondence, tuition, residential courses and seminars and in other relevant ways; and to provide education of university and professional standards for its students and promote the educational well being of the community generally. It is open to people from every walk of life, open to place a part at the home and television studio, above all open to new methods and new ideas. There are no formal entrance requirements. The applicant does not need a level or any other paper qualifications as far as he is willing to study and pass the necessary aptitude (anyone not accepted is place on a reserve list on the understanding that he or she will receive favorable consideration the following year). Students work in their spare time. Exemptions from a foundation course may be granted to those who already possess advanced qualifications. In terms of value for money, De may well be the best buy on the market. For instance, the amount of the open university total capital investment program for the first five years of its existence, does not exceed 6 million for 80-100.000 students; compared with the 15-20 million need to launch a conventional new foundation accommodating a mere 5.000 students. Instead of spending enormous some on buildings, most of the money goes into devising an instructional system which utilizes unique combination of resources and techniques. The resulting saving one fit the student by lowering the fees they have to pay and by offering them a package deal by any standard be reckoned an extraordinary good bargain (Richmond, 1973 :78).

Regards to the change brought up due to DE, Sodium (2004: 3-4) discussed with the development of internet global connectivity that has increased exponentially particularly with technology based distance education, in which the operation of universities as a locus of learning is changing. DE extends learning by connecting students with distributed learning resources. This distribution typically alters some elements in space and time relationship that connect students with faculty, with other students or with facilities that are typically found in

the single institution. The daily use of university teaching and research with the increasing utilization of digital information and communication networks (means of transmitting DE) change the physical and organizational environments in which fundamental academic principles have operated. Although DE as an education delivery method plays significant role in the economic development of countries by contributing to the over all education development, it is not without limitations. DE is most commonly criticized for it can't handle classroom discussions; and supervises practical classroom sessions. Currently, DE institutions realize the use of two-way interaction and placed greater attention on how to arrange two-way communication strategies to respond to questions of several scholars on the quality of distance education (keegan, 1996 :6)

2.2 The Management of Distance Education

Management in distance education refers to the application of management theory and practice to educational institution. In DE management refers to the major functions of management such as the planning, organizing and controlling of DE system program which establishes the aims of the institution and defines the particular objectives of each course of study; teaching materials which involve the development, preparation and distribution of the content of the medium to be used and undertakes the technical production of each component of the course; student service with dissemination information, administration, teaching, counseling, examination administration, purchase-system, communication and procedures. Finance which incorporates budgeting, costing and accounting of revenues and expenditure should have to build its own feedback mechanisms. Controlling and evaluation which deals with checking efficiency of management, effective use of revenues, assessment of instruction in relation to objective, improvement and development, and re-search are significant task that managers face. Therefore, to benefit all the advantages placed on DE, effective management is unquestionable. True management success in DE however, in values both performance effectiveness (goal accomplishment) and performance efficiency in resource utilization which requires a capacity to recognize problems and opportunities, make good decisions, and take appropriate decisions through the basic management functions (H. Perration, 1982 :87-91).

2.2.1 Planning Distance Education

Planning in education involves defining objectives, selecting appropriate methods, identifying the most appropriate materials, facilities and equipments necessary to implement the plan, identifying appropriate roles that individuals and institutions play in execution of the plan, and finally ways to evaluation the outcomes against original objectives. The planning of DE system in particular should approach the choice of media with decisions to be made on the quality of education to be achieved, the status of the system & costs. Four major issues should be considered during the planning process of DE and includes: educational objectives (syllabus), analysis of subject matter; learner needs and characteristics and institutional frame work. In course planning decisions about title, target group aims and objectives, content, teaching strategies, assessment methods, study time needed and resource material's have to be made. It is also necessary to plan the unit in order to help distance students recall the main parts of the unit. Each unit should have title, table of contents, introduction, list of objectives, study notes on the subject matter activities, assignments and symbols and illustrations. The quality of student learning depends on the information to be delivered through the appropriate media chosen to carry the content of the course and to present the course to the students. Pre-testing the unit is also important in order to obtain valuable feedback from experts, peers and learners about the unit. The methods used to get feedback include interviews. questionnaires, tests, and group discussion. (Mature, 1989 :262).

To fulfill the aims and objectives of distance education programs, the preparation of teaching materials for one or more media of communication other printed matter radio, television, tape recorder, or a combination of two or more media must be properly planned. The way how the prepared materials would be distributed to those who want it and how their reaction channeled back to educators, the preparation of teaching, materials, services rendered to students, the evaluation mechanism, the availability and utilization of financial resources needs careful planning of sub system. In the process of curriculum development for DE programs, the planner works with different system. Understanding the over all structure, distance education will enable the planner where he/she is and how his/her work is affected by other system. It is, therefore, important to be aware of the fact that a rational decision be made at certain levels of either program or course development is often dependent on other decisions already made. As a course writer the planner is working with

course development system unit development system and lesson planning system (Richmond 1973 :55-57).

The planning system of DE in the third world must include two additional components that can take care of the politics of credits and credentials and institutional networking to obtain instructional support from outside institutions. Third world countries are economics of scarcities. Typically, unemployment figures are high, and the phenomenon of education unemployment' is also beginning to appear. Distance education opens up the educational system, but at the same time, it makes the competition for jobs more acute. Those with vested interest make sure that graduates from their system are considered equal too, if not better than, those from the regular education system. Plans fail due to various reasons such as: lack of realism in settling objectives, lack of participation of those affected by the plan, lack of link or cohesion between national policy and measures aimed at bringing the desired changes, lack of administrative capacities, inappropriate estimation of available resources. Planning in DE is a method of getting better educational results from the resource availability by using rational analysis and scientific research. It doesn't guarantee success, nevertheless, it facilitates success.

The final decision for DE planners should depend on a detailed theoretical knowledge of the social, political, historical and educational structure of the region is in question, i.e the planners need to look carefully into the advantages and limitations of the model chosen before making the final decision. Accordingly, planners of distance education should be concerned with the characteristics of distance students and the retention of the students in the system. The unique characteristics of DE are identified through detailed analysis that they are 1/ gain fully employed 2/ have less prior education 3/ are old and 4/ live comparatively away from the nearest place offering the same course in a different form all these should be taking into account while planning. The time available for study is the other important issue planning DE time is closely related to the dropout rate and success or failure of distance students. The status of course chosen should also be considered by planners of DE (Keegan, 1996 144).

2.2.2 Organizing and Controlling Distance Education

Under this title course design and development and material production are treated.

2.2.2.1 Course Design and Development

There are four development approaches to the organization and management of course development phases for distance learning:

Specialized approach: different tasks are assigned to different specialists according to their specialization

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

Interdisciplinary team approach: Person from different specialists are brought together and given joint responsibility for the over all development and production of the project of course;

The matrix approach: Consists of appropriate specialists who are borrowed from functional departments to perform specific tasks for the group. The specialists take these responsibilities on top of their functional responsibilities to their parent department (Rumble, 1992: 71).

Understanding about the need of distance learners, the program objectives, the general structure of the program and the types of learning to be encouraged, one can then decide on what sort of course to be developed, course planning may again be done as a team or it can be done by the individual writer. While planning the course structures, it is also important to keep in mind whether the materials you are planning are for the direct use of distance education learner or whether learners will then teach the subject content to their own students. Once a course has been planned it should further sub-divided into units. The purpose of this division is that units can be completed by topic, by the time it takes to study each unit. No matter what the length of the unit, however, it must include all the necessary content and does not really on or refer to other texts. It also has a clear opening main text and ending. Each should also orient the learners; introduce them to the content; explain the

topic covered; Provide activities for the learners. While planning the unit the writer must consider the unit title number; the unit introduction which includes a statement of the objective, an introduction and orientation to the subject matter, introduction on how to study the unit, what the learners need to revise and what equipment they need. The body of the unit should have a clear division into sections; a sequence of new materials and exercise; the end of the unit which should have a check on what the students should have done, a summary, a learning activity to assess whether the material has been learned. In addition to these aspects of the unit, the writer must also plan the illustration to be included; the material and media to be used; a marking scheme; a detailed format, layout and style as set out in the guide line of the course plan. Once the unit has been carefully planned, a draft text may be written. In distance education program a unit is called a lesson. This simply means that the sub-division of the course instead of being called a unit is called a lesson. Sometimes when a unit is quite large (50 to 150 pages) it is further divided into sections, lessons or lectures, these sub-divisions also need careful planning. The writer must try to have each lesson as a self-contained topic linked to other lessons. (EMA, 1999 :62).

Learning objective of distance education must be formulated in measurable terms, teaching effectiveness can be easily be determined by the terminal behavior of the learners. Moreover, learning is more meaningful and enjoyable if students know what they are learning. The reason why the need to specify objectives is:

- If distance students know what they are trying to achieve, then they will be better able to evaluate their own progress, and they will gain greater satisfaction when they have achieved their objectives.
- Their task becomes manageable and removes all ambiguity and difficulties of interpretation.
- Objectives make it more likely that as students proceed to learn, then performance is monitored, and at appropriate intervals, measured and summarized.
- A statement of objectives informs you of what you should be able to do on completing a learning assignment.

Clear learning objectives require serious thought. Sources which are used to formulate the objectives of the unit include; program and course syllabuses, subject content, information about the learners and existing objectives. Learning objectives should measure concept to be

learned; skill to be measured; habits to be learned; techniques to be acquired; attitudes to be developed. The preparation of the course objective should answer questions; what should the learners know? What should the learners be able to do? In what ways should the learners behave differently after studying the unit? Thinking about what outcomes are to be measured is not only enough, but also need to consider how to word the objectives in measurable terms. Writing for distance education is with strong obligation to communicate with readers, and with a clear social mission. Since the distance learner is often alone, the obligation to communicate with the learner is very important.

> There are two different types of writing for distance education. One type of writing involves developing 'study guides' for already published textbooks other reading materials. These study guides are meant to help the reader of standard text book to master the manual presented in the textbook, independently of the textbook, these study guides are not of much instructional use. The other type of writing for distance education involved developing 'self-contained' materials.

To give distance education materials as didactic conversation; should be structured as frameless programmed. Instruction (concepts and arguments clear and structure is explained to the learner); and distance education materials should be liberally purchased with a variety of motivational and instructional device. A writer of distance education material should structure the content of the logical approach (deductive or inductive method); follow problem solving approach (start with concrete problem, then help learners to analyze it and come to a diagnosis) cohesion of content present information in small amounts); unity and integrity of content (provide whole argument); managing the concept load (density of information, tolerance of information and additional stimulation) are all important (EMA, 1989 :41).

2.2.2.1.1 Material Production

Under this topic the special advantages of print materials for distance education is discussed.

A. Print

In early times, the concern of DE was confined with coordination, 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 growing for quality student supports services to link the gap that has been created by separation of

learner and teacher. The advancement of telecommunication technologies i.e. the innovation of print, telephone, teleconference, audio, video, broad casting, and computer by the use of one or a number of media make inter personal communication of DE to be replaced with mechanical or electronic communication as a result, distance learners benefit from dialogue with the institution that provides the learning materials, the students will not be just recipient of it (keegan, 1996: 21-34).

Although distance teaching materials provide face-to-face contact according to Bates (1998), of the link that has been shattered by the nature of DE has not been recreated, carefully developed. DE 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. Thus, one of the main objectives of a distance-teaching institution is to produce printed materials. If materials are not produced and printed as required, then the institution can not function. As a course develops from an idea to a set of printed materials, it goes through a process consisting of many stages. It is important that each person involved in this process is aware of his function and responsibilities, and is sensitive to the needs of other members of the production team. It is also necessary for members of other departments to be aware of the constraints with in which a production unit works. Course development is a process which needs individuals or team of specialists decode academic ideas into a sample course, ready for handover to the production unit. This process requires extensive and careful planning on the part of the course designers and the course designed should get approved form the higher authorities before it is sent to the production unit. Print is used by all distance education institutions and it will play an important role in the years to come because of its inherent advantage. It will give institutions more flexibility for contracting subject expertise from outside the institution. Thus it can considerably facilitate production, sharing of adaptation of materials between different instructions. Electronic publishing will be a major development in distance education. It is possible through electronic publishing to cover all stages, from the authors first draft right through to access by students. Electronic publishing can both reduce costs and increase the speed of production and also allows easy updating and renewal.

The work of producing printed materials involves planning the curriculum; writing the texts; editing and typing and printing them. The steps to be taken in order to produce distance text;

1. First, the course of materials must be commissioned, in accordance with policy decisions adopted by the institution;
2. Writers must be identified and appointed;
3. New writers must be trained in the techniques of writing for distance education
4. Materials must then be written and edited and illustrated;.
5. They must then be prepared for printing. A design for lay-out is agreed and they are typed or set in print. The type script is then checked, corrected and cheeked again;
6. The materials are printed, collected and bound together;
7. The materials are checked again and dispatched to students.

A single production department in a distance-teaching institution may be responsible for all these steps. The manager of a production department is required to control and coordinated the activities in order to ensure the smooth progress of the numerous stages of production. The content of the course for distance education is decided by the academic staff of the institution; the course writers; broad casting producers, if there is to be broadcast element; editor(s); subject specialists from other institutions concerned with curriculum development; and the students. The institution must also have policy at the earliest stage of planning, to involve as many of these representatives as possible. How this is done, and who is responsible for doing it should be incorporated within the policy. Most of the work of elaborating the content will fall on the course writers and the editors; a course development officer may combine the skills and activities of a researcher, a writer, a producer and editor (Dodds, 1983 :120).

According to Holmberg (1995) distance teaching institutions have the freedom to seek best and most committed teachers to write its courses as part-time or full-time writers. The other advantage of the distance-teaching institution is that it can employ the writer on a temporary basis, for as long as it takes to do the job. Since it doesn't have to find working space for the writer, it is usually possible for an institution to employ a large number of writers part-time. but Mature (1989) argued that the experience of writing-part time may be rather like learning at a distance. The writer may feel isolated, unsure of what is expected of him, tempted to

give up or to put off writing until he fills like it, gradually falling behind with his commitments like so many distant students as well as written ones. Thus, the administrator of DE has two key functions at the early stage at course development: to minimize conflict between all the parties involved and to get agreement on a reasonable budget and timetable.

2.2.2.1.2 Radio Broadcasts and Audio Recordings

In this sub topic the stages of Radio broad cast production, the producers job, and Audio, and audio vision are discussed.

B. Radio

In the management of radio broadcasts for distance teaching, the stages of broadcast production; decisions of the content of the programs; how and when the programs should be produced; what sort of staff should be employed to write and produce the programs; and how the programs should be distributed to students are the core points to be discussed. In distance teaching institutions of the third world radio broadcasts are more cheap and common than televisions since television is in need of much more frequency than radio. It is possible to provide several independent radio services within a country. These technique features of radio are important, because they have several implications for distance education. Regarding the cost Sharma (2005), has pointed that radio production can range from one man production studio, to a national institution employing thousands of people. In most cases, the operation of a radio station or network requires at least some highly qualified engineers and trained production staff. Even so, the operational cost of even a large radio network is minute in relation to the number of hours of transmission and the size of the audience. According to Sharma (2005: 77) ,in the third world alone there are at least 75 million radio receives, or one to every thirty or four people. Further more, they are portable and can be used in isolated or no electrified areas, as well as urban centers .Radio doesn't cost the listener except time to listen to something new, difficult, or unexpected a feature that has obvious relevance to education.

The stages of radio broadcast production as listed down in Siddiqui (2004: 154-170) are:

1. content for the program series are agreed by those concerned;
2. script writers and producers are chosen;

3. scripts are written;
4. items such as interviews, discussions, drama or actuality (outside recording or real-life activity) are prepared and recorded; music and soon effects are selected;
5. the programs are recorded in studio;
6. the material is edited and the final program assembled finally, the programs are to be distributed as audio tape recordings then;
7. they have to be copied as many times as is needed for distribution.

The content of the course for distance leaning to be transmitted by radio is decided by academic staff of the instruction, course writers, broad casting producers, editors, subject specialists and the students. But what part of the content is to be covered is decided by the curriculum specialist. How different medial should be used, how each contribution of the team shouted fit together is decided by the course team (editor, writer and radio producer).The management structures oaf distance education should be designed to ensure the combination of broadcasting skills and subject mastery. To write and produce DE radio programs producers, script writers, recording staff, announcers / actors, studio technicians and maintenance technicians should be employed. The most important person in the development of good radio programs is the producer. The producer's job includes:

1. Design a program;
2. Research the content of suitable program material;
3. Decide on the program format and the number and nature of its items;
4. Locate and commission script writers for each item; record interviews. Which need to be recorded outside the studios, announcers?;
5. Locate & select sound effects, and music for the program;
6. Supervise the final studio recording to the whole program;
7. Edit or supervise the editing of the final tape;
8. Insure that the programmed is an integrally part of the whole teaching package.

C. Audio

The radio-cassette is much more user-friendly. Learners do not have to sit by their radio at fixed times. They can listen whenever they like and as often as they please. They can also stop the tape and replay sections of it as often as they need. There are three main ways of using audio in an open learning package. These are listening; listening and looking; listening, looking and doing. In listening talks, discussions, interviews, people can learn when their eyes and hands are busy. In listening and looking, learners have to use their eyes as well as their ears. They get printed materials along with the audio- tape. Listening, looking and doing sometimes the audio may ask learners to stop the tape and write something in their work book, or carry out some practical work with materials and equipment, or even with other people (Rowntree, 1992: 131).

D. Audio vision

It is the simultaneous use of separate audio and visual media. The sound component may be in the form of radio, cassette, record, or flexi-disc. The associated visual material may be in the form of print, charts, diagram, pictures, graphs, slides, films or sample of materials. Basically, it is used to talk the learner through the visual material. With audio vision the learner carries out activities on the visual material while listening, as an integral part of the learning process (UNISCO, 2002 :21-25).

2.2.3. The Administrative Subsystem

The administrative sub system is discussed in view of the types of student support service, which is the main focus of distance education.

2.2.3.1. Student Support Service

Distance education students encounter problems and live with all sorts of anxieties. Very few of them can study effectively on their own. Distance educations therefore need qualified personnel to counsel. They need the chance to discuss what they don't understand and often

what they think they do understand with people who know about the subject. Such a help, whether it is face-to face or at a distance, is the basis of tutoring and counseling services. They relate not only to academic problems, but also to personal study difficulties; they also consist on encouragement and resource. They should begin before the student enrolls, continue throughout the course, and include assistance in finding ways to follow up and apply what have been learned. Counseling is usually provided by correspondence and in some cases over the telephone and through occasional face-to-face sessions. Proper advice must be based on knowledge of students and on their expectations. The tutor has to respond not only to student's questions that refer to the subject matter but also to questions on the distance teaching system in general, for example dispatch, complaints and enrollment problems.

Therefore, tutors need knowledge of the institution they are working for student services may include 1) advice and help in respect to choosing what to study, which involves the service of pre application enquires and course choice guideline; 2) tuition; and 3) the counselor may help them on health, psychological, material etc problems that relate to their study and strictly to their personal life. For instance, he may advise disabled students on how to use equipment and aid. 3) Career and further study. This again may require the combined expertise of professional career advisors and education guidance. Depending on the guiding philosophy, the pedagogical method, the size, and other features of the intuitions; the approach that can be applied by DE students may vary. Strategic options for planning and organization of distance education students service can be delivery at home versus in some local center; distant versus face-to-face; generalized versus individualized; level of student interaction; and Synchronous versus asynchronous delivery.

> Distance student may also need help in organizing their time, coping with self-doubt, and deciding on career issues etc. they badly need support in these areas because they are denied of the chances of picking from other learners or from the advantage of frequent face-to-face contact with their teacher, however, a great proportion of such services are of routine nature that they may be provided simply through such standard publication as leaflets, booklets and prospectus (Willas,1992: 224).

One of the typical characterizes of distance students is that they have high tendency to dropout before completing the program they are registered for. For this reason, Sweet (1986: 181) suggested the kind of tutoring and counseling distance students need. According to Sweet, they need four kinds of advice at three different stages of their studies. Before they

start, they need help in choosing what to study and how to study. Once enrolled in a course, they need help and advice on the subject-matter of the course they are following; and advice on personal problems which make it difficult for them to pursue their students; finally, at the end of the course they need advice on how to use and follow up the course after they have finished.

> There is always a danger that institutions may become bureaucratic and self-centered, paying more attention to administrative considerations and prestige than to the students. It is always important to remember that an educational institution is only justified if it provides effective education to its student. Institutions should constantly strive to improve their services. They should always ask themselves: Are our students benefit from the program? In this way they become more student centered rather than self-centered. The fact that the student body of a distance-teaching institution is scattered makes the danger of bureaucracy greater and the challenge to remain student-centered more important (Eastmond, 1994:58).

Kaye and Rumble (1981) categorize the administration of DE in to two such as: course development and Student support services. The student support subsystem comprises the planning, crystallizing, and recording of the teaching in mechanical or electronic form and the student support sub-system comprises the activities by the institution to focus on the students home or institutional center near the students home that will provide private and individualized presentation of the pre-re-corded 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 characteristics differentiate distance form of administration from other forms of educational administration.

As discussed in ManJulika (1996: 341-345), distance learners need human support at some stage during their academic pursuits. It is the human element alone that can be adjacent to provide an individual structure for students needs. With these objectives that the Open University provides, 10 percent of the total study hours required to complete a course are allotted for counseling alone. Each counseling session is two to two- and half hour's duration. These counseling sessions are not lecture sessions. Since the printed materials are self-instructional, the distance learners are supposed to read the course materials before coming to the sessions. At some, distance education providing institutions, for example, in BRAOU contact-Cumulative- counseling session is limited. The number varies from

program to program ranging from 12 to 24 sessions in an academic year. The duration of hours is normally one-and –a half to two hours. They have intensive counseling sessions in BRAOU the duration ranging from four to six days are allotted. Extension lectures/quest lectures are also given on select topics to supplement the given course materials. For science and technology courses practical sessions are arranged to provide learning with practical hand on experience. A mobile science laboratory van, acquired with assistance is also used for laboratory practical; assignments are used to keep up continuous interaction with distance learners. For example, the Indian open universities have recognized the importance and need for providing two-way communication through assignments. The system of evaluation of student performance developed by the university requires that every student submits a certain number of assignments; for science and technology and vocational courses, there are practical assignments also. In IGNOU and KOU, for instance, the assignments carry a weight range 25 to 30 percent in the over all assessment of each course and in the term end examination 70-75 percent weight range. The final grade is based on the term-end examination only. Continuous assessment for some course is done through 'Work Book' supplied to students. Its aim is not passing or failing students, but rather helping students in getting formative feedback through continuous assessment. The most important component in distance education is the delivery services commonly known as student support services (SSS).This is an almost infinite variation in student support services in various distance education institutions. These must be constructed in the context of the market

Aimed at, the package which is employed for the delivery system, the image of the organization and the culture in which it operates. Thus, SSS operating in one country can not be transformed virtually intact work effectively on some other countries. Most open universities have modeled their SSS on the line of UKOU which is not only the first Open University in the world but has also been successful in developing distance education. The delivery system program comprises of such activities as student registration, dispatch of print materials to students, support services to distance learners such as counseling/contact sessions of assignments, library facilities, audio-video facilities, practical term-end examinations, finally declaration of results and award of degrees. These services in different distance institutions are provided in various operation divisions. For example, in IGNOU through combined operation of four divisions via administration and Evaluation, computer, material production and Distribution and Regional services where as in BRAOU the

activities are performed under material production, Evaluation and Student services. In KOU the same functions are performed by Admission and Evaluation, Material Production and Distribution Regional Services. All the activities, in YCMOU are under taken by student service Division only. In all DE providing universities the regional service division plays the most significant role as majority of the support services are operated by this division alone under 3-tyer structure headquarters, regional centers and study centers. Student support services are built on the concept of local centers. One kind of local center is known as study center. The aim and functions of study centers are a) conducting tutorials for students b) Assessing Assignments C) Information for potential students and the public on matters such as available courses, eligibility conditions, and information on examination and tutorial schedules. d) Students come to the center and make use of listen Audio Cassettes or, watch Audio Cassettes, read reference books, use Audio-visual aid, integrated with the course material. e) serve as examination centers. A critical reflection on distance education practices clearly reveals the need for the students to regard SSS as an integrated part of distance education rather than as a marginal or supplementary one. Only then will the students effectively utilize the SSS offered by the open universities. In order to make the SSS really effective and efficient, it is necessary to give a good deal of thought to the quality of the services offered by the SSS. There fore, systems for measuring the services have to be set up at the distance universities on a priority basis. (Elsidding, 1991 :24-65).

According to Rumble (1992:66), the management of tutors and counselors is one of the most important areas because they influence the success of the system, indeed, However, the management dependence on a number of key considerations. These considerations are:

- the status of tutor and counselor; part-time or full time
- location of tutor and counselor; compels based or off- campus
- involvement in course development
- assumed role; would the two roles be combined or separated?

Distance education system should provide a separate service for tutors for at least the following reasons:

- tutors may lack the knowledge, competence and skills to deal with all the questions and concerns of enquires and applicants

- counseling may involve playing advocacy role on behalf of the students, which is beyond the reach of the responsibility of a tutor.

the counselor may be the first contact for resolution of appeals against unsatisfactory or unfair performance of tutors. It is an accepted fact that adult learners have certain psycho-social needs, which may not be met academically, but are nevertheless important to consider when planning a learning experience, some of these are need for kindness; need for recognition; need for new experiences; and need for exercising leadership, decision making. and responsibility. It is therefore, through the identification of learner characteristics that program organization can establish, the learning need of the target group of any given program, content and methodology to be used. Each adult learner is different from other adult learner. Each adult possess different beliefs, values, needs, attitudes, self-concept, and past experiences that must be considered as planning for the learning experience progress. The movement of the individual adult learner from one behavioral state to a desired new behavioral state that has personal meaning to the learner is no easy task for distance educators. But to achieve the desired outcomes, individual considerations must be made. Thus, understanding of each adult students behavior can give distance educators a background from which to build the needed learning experiences to where the adult wishes to go clarify the entire process objectives offer the standard to which the evaluation measures. The content, materials, modes of deliver, strategies, and stakes are out lined to experience, the communication lines must be open for interpersonal interaction. It can lead to instructor learner report, which reassures the client of support, encouragement and progress in learning. Critical feed back of progress to the adult learner is necessary to further ensure the success of learning experience

2.2.3 Controlling and Evaluation

The view of the nature of course evaluation is that its impact is on teaching and its principal beneficiaries of course designers and writer producers. Process of teaching learning are regarded as socio-cultural in nature; a view that challenges the individualistic and inner-directed accounts of them which drive from psychology and are currently dominant. The underlying assumption is that where there is quality of provision, there is quality of education (Eastmond,1994 :101).

The essential components of evaluation as have been discussed by Dresser (1976 182-186) involve some or all of the following:

1. Identifying and examining the values of distance education inherent in the program, policy, or procedure to be evaluated.
2. Formulating or clarifying the objectives, goals, put poses of distance education program.
3. Determine the criteria for measuring success of distance program.
4. Defining, obtaining, analyzing, and interpreting data and other information.
5. Determining and explaining the extent of success and failure of distance program.
6. Indicating the relationships between experiences during the program and the out comes of the program (impact of various program variables).
7. Identifying unplanned and undesirable (side) effects.
8. Deterring the impact of the distance program and the impact or of individual features of the program.
9. Recommending the alternation, replacement, or discontinuance of the program or of individual features of the program.
10. Getting up a continuing review of program results.
11. Assessing the value, benefits, or social utility of the program, objectives, and processes, and of the evaluation itself. These elements effectively and comprehensively define evaluation of distance education. They amply that evaluation is the collection and interpretation, through systematic and formal means, or relevant information which serve the basis for national judgment in decision making has two benefits to distance education. First, the university, by adopting it provides a model of decision making which its students and society emulate. It priorities of objectives sought as well as judgment of the efficiency of alternative ways of achieving them. Evaluation is ultimately justified as a basis for decision making for distance education program. About the best means of attaining the ends of distance education, both the objectives and the processes however may differ from the intent. The possible decisions required in each of these areas are:

    1. decisions may have to be made regarding intended ends. They may require classification. Some may be unachievable within existing constraints; others more realistic and equally desirable may have to be found. In this area, the concern with

the determination of needs and with the general nature and objectives of a program designed to meet those needs.

2. decisions may have to be made regarding intended means. Processes may be ineffective or require clarification or refinement.
3. better prepared tutors and revised materials may be needed. Costs may be too high. In this area we are concerned with appraising attainments, judging satisfaction, and establishing continuing quality- control arrangements.
4. decisions may have to be made regarding actual means. The processes used may differ from or conflict with those intended because of conscious adjustments and improvements or a regression to habitual or infers or practices. More refinement and more control may be required. Following alternations and adjustments, (Lee,1975)

The possible decision in the all areas may include:

1. affirmative of the status quo (of the operating patterns, of the goals, of the staff). Such affirmation confirms program validity and implies that the program should continue and that cooperation and support should be given to it.

2. reconsideration and possible redefinition of goals, purposes, objectives, or clients served.

3. review and alteration of the means or processes used, including specific program elements, strategies, sequence, and format.

4. redefinition or possible reassignment of functions, duties, responsibilities, and patterns of performance.

5. review, classification, or alteration of norms, rules, policies, standards,

6. change in resource allocation (budget or staff).

7. redefinition of roles and reassignment of individuals or alteration of organizational structure.

8. reconsideration of priorities and ordering of activities. An elaborate and expensive evaluation would be required to provide adequate bases for all these decisions required to provide adequate bases for all these decisions. Hence, it is a desirable from the beginning to focus on specific areas in which EMA (1999 :73&74), evaluates must have insight into principles of distance teaching- and learning that apply to a particular level of study. Some for the pedagogic principles which how from therefore going analysis are:

1 the principle of engagement:- in order to engage students interest and begin to introduce the academic discourse in a way that enables them to make sense to from the art, teachers in distance education need as much knowledge about the students as possible. Their social and educational backgrounds, their aims and expectations, pre-conception of the subject matter on this view, starting from where the student is understood as socio cultural process of engaging with the assumptions, pre-conceptions and knowledge that students share.

2 the principle of intelligibility:- their principle focuses on the drawing attention to the need for teachers to set up frame work for students; understanding of the subject from the start of the study and, by providing sufficient structure and direction for their thought process, to help sustain strands of meaning thought out. It is helpful if at first the range of terms in play is relatively restricted, and abstractions are few and grounded in concrete examples or illustrations which will be familiar to students.

3 the prince's of participation:- the interconnected process of analysis-interpretation - judgments; of learning to read different kinds of text appropriately and to speak and write confidently with in the terms of the discourse. They not simply means to an ends generated study skills which may be thought and learned separately from and irrespective of subject-matte

Brief analysis of the nature of the discipline, the aims of the course and some of the basic pedagogic principle that apply at the introductory level

suggests a number of criteria for evaluation of distance courses. These are :

1. the criterion of appropriateness:- the course is appropriate to the student body for which it is intended; there preparedness for study, exceptions, aims and interest.
2. the criterion of engagement:- the breadth and depth of treatment of the subject-matter, and the level of discourse, are manageable; that students in trust is sustained. This raises the question whether students do infect find to courses they study interesting, pleasurable and challenging.
3. The criterion of performance: - teaching of the central processes and concepts of discipline enables students to study successfully at the level concerned.

Controlling is the process measuring work performance, comparing result with objectives and taking corrective actions as needed. Controlling involves the process of monitoring performance and taking actions to ensure desired result. Distance education as an institution that involves 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, the common management failure is unwillingness or inability to specifically measure the performance accomplishments of people at work. Controlling from DE point of view should clearly identify who the students are, what their academic behavior is, what distance education program is (Shermerhorn, 1996 231-136) .

2.2.4 Networking in Distance Education

Distance teaching institutions can never operate wholly or independently of other organizations. At the very least, if they are to realize the benefits which justify unsung distance teaching at all, they need to draw on the reasons of existing agencies working on the same kind of education. A teacher training program, for example, must use teachers', colleges, teachers' centers or institutions of specialized staff to write its course and tutor its students. The other extreme institutions need to work with a range of others bodies and must develop relations with are mutually beneficial, and through which duplication and competition can be solved, and content and delivery method improved On the other hand, there is a danger of competition between such limitations, and fears that the distance teaching agency wishes to poach staff, students or activities from those who have been established for a longer time. However, co-operative relations established on both organizations satisfy each other's services and that both organizations have staff and facilities through which such needs can be meet; they also demand clear definitions of the roles and responsibilities of each(Dodds, 1983: 88-93).

Distance education is not equally well developed in all parts of the world. Therefore, there is need to link together expertise and institutions. This might include bilateral agreements and even joint ventures between institutions. The collaborations among distance education institutions are broadly classified in to:

1) collaboration between institutions within the country;
2) collaboration between institutions with the other country;
3) collaborations among various institutions through international bodies /agencies.

Students in DE classes enrolled at one institution, to share information, invite discussion and work on tem projects with students in class at one or more different institutions. An example of such a project is the Global project, a network of graduate class from these universities of New Mexico, Oklahoma, Wisconsin and Wyoming, Texas A &M University, and San Diego State university of USA (Gunawardena, 1994 :33).

In France, there is a French consortium of 22 traditional universities with distance teaching centers all of which have their own administrative and student support structure. Course production is carried out by the individual universities although syllabi are identical. In Italy a CUD is a consortium universities, multi national companies and semi government bodies. But unlike FIED in France it follows a centralized academic administrative and student support structure. The Open Learning France in Britain is based on a consortium of 20 former polytechnics and a small central agency. In India over 40 universities are offering correspondence programs. However, its development in the country has been uneven. The establishment of IGNOU has given great impetus to state education and has fulfilled the long-felt need to have an apex institution to act as a pace setter and coordinating institution for others throughout India (D.xin and Jingping, 1993 :162).

As discussed in Manjulica (1996:247), collaboration bids will become a hallmark of distance education in the 21 century. There are several advantages to inter-institutional collaboration which are educational, fiscal, social, and political advantages. It offers greater choice of subjects and more choice of technological strategies. Collaborative ventures can be cost effective their use of human and material resources both within the individual institutions and across regional and national or international systems. Such cooperative activities also pay of enhance prestige and legitimacy for the distance education.

CHAPTER THREE

3. 0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation and analysis of the data that are categorized into two major parts. Part one presents the characteristics and back ground of the sample populations involved in the study in terms of sex, age, educational level, field of specialization, years of service. The second part deals with the presentation and analysis of the data obtained from respondents on practices and problems in implementing distance education at tertiary level are attempted. In this part, the reflections and opinions of the three groups of respondents were organized and analyzed on the characteristics and background of the respondents, material distribution, Student support, multi media use, evaluation and collaboration.

3.1 Characteristics and Background of the Respondents

Under this heading personal characteristic and background of respondents have been presented hereunder.

3.1.1 Sex and Age Profile of Respondents

As presented in Table 3.1.1 item 1, large proportion of Degree Level Distance Students 133 (63%) were males while the remaining 79 (37%) were females. This shows that there is gender imbalance in the number of Degree Level Distance students. As MOE (EMIS: 2002/2003) data shows that the total number of degree level students in Ethiopia was male dominated. For instance, among all students 2,006(90%) were males while 218 (10%) were females. But in the case of distance education the pattern has changed much. In this regard, distance education gives women a chance to step into the mainstream of higher education.

Table 3.1.1 Frequency and Percentage Distribution of Respondents with Regards to Background Characteristics

No	category	Respondents	Students		Tutors		Man.		Total	
			N	%	N	%	N	%	N	%
1	SEX	Male	133	63	90	80	22	69	245	69
		Female	79	37	22	20	10	31	120	31
		TOTAL	212	100	112	100	32	100	356	100
2	AGE	20-25	3	2	53	47	0	0	59	17
		26-30	11	5	54	48	0	0	65	119
		31-35	94	44	5	5	16	50	105	30
		36-40	49	23	0	0	13	41	62	17
		41-45	24	11	0	0	3	9	29	8
		46-50	31	15	0	0	0	0	31	9
		above 50	0		0	0	0	0	0	0
		TOTAL	212	100	112	100	32	100	356	100
3	SERVIC YEAR	0--5	0	0	26	23	0	0	26	18
		5--10	0	0	34	30	0	0	34	24
		11--15	0	0	28	25	0	0	28	19
		16--20	0	0	24	22	16	50	40	28
		21--25	0	0	0	0	13	41	13	9
		26--30	0	0	0	0	3	9	3	2
		ABOVE30	0	0	0	0	0	0	0	0
		TOTAL	0	0	112	100	32	100	144	100
4	EDUCATIONAL LEVEL	DIPLOMA	0	0	0	0	2	6	2	1
		BA/BSC	0	0	14	12	12	38	26	18
		MA/MSC	0	0	91	82	18	56	109	76
		PhD	0	0	7	6	0	0	7	5
		TOTAL	0	0	112	100	32	100	144	100
		FIRST YEAR	40	19	0	0	0	0	40	120
		SECOUND YEAR	56	24	0	0	0	0	56	26
		THIRD YEAR	73	34	0	0	0	0	73	34
		FOURTH YEAR	43	23	0	0	0	0	43	20
		TOTAL	212	100	0	0	0	0	212	100

Figure1. Percentage Distribution of Student's with Regard to Sex

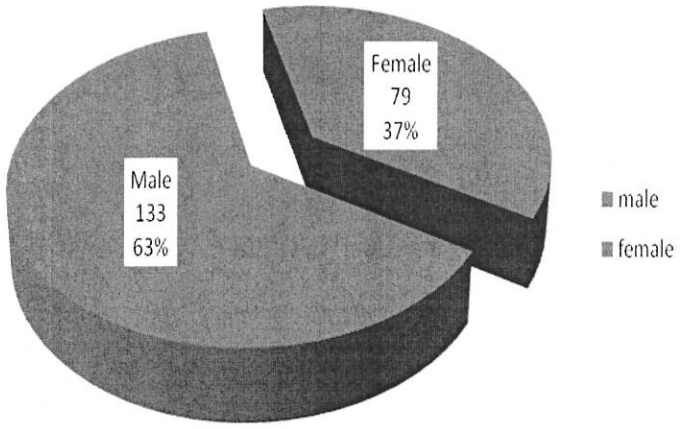
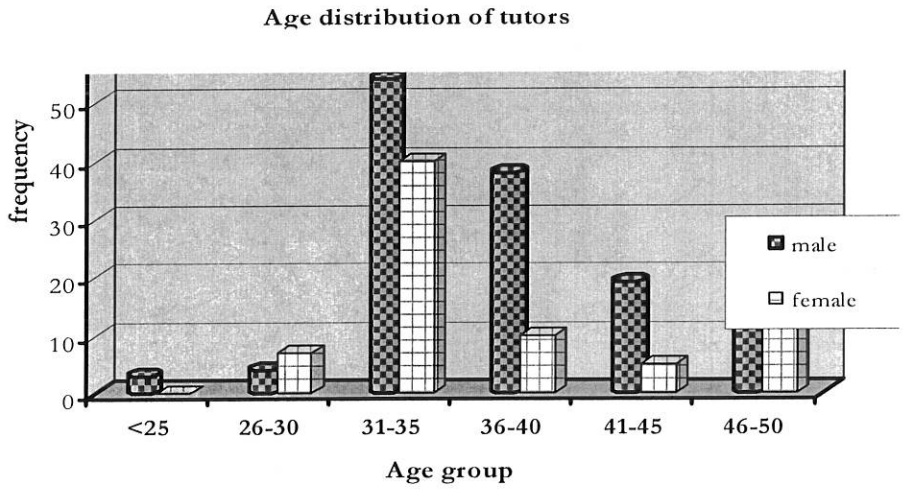


Figure 1 above depicts the proportion of distance students at degree level in Addis Ababa administration.

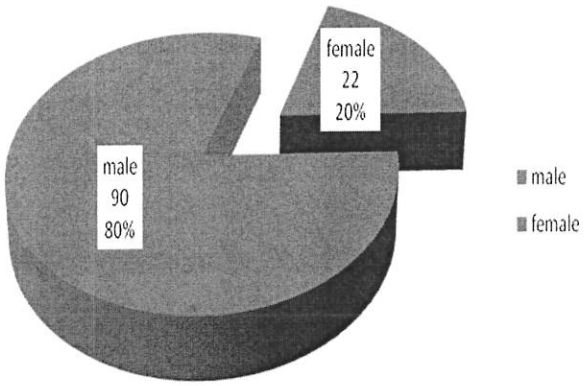
Figure 2. Frequency and Percentage Distribution of Students with Regard to Age and Sex



Distribution of Students with Regard to Sex

As it is seen in Table 3.1.1 item2, regarding the age of students 115(32%) of them were between the 31-35 years. The remaining 65(18%), 56(16%), 31(9%) and 27(8%) were between the age range of 26-30, less than 25, 46-50 and between 41-45 years respectively. The study indicates that the mean age of the students, the tutors and the management who participated in the study range from 31-35, 31-35 and 36-40 years respectively. The age distribution reveals that there seems no age restriction of the learners, 14(7%) are in the younger age, 166(78%) are in the middle-age and 31(15%) are above middle-age. The terms "younger", "middle-age" and" above middle-age" are used by the researcher not in the standard sense. The gender imbalance of tutors is depicted in Figure 3 below.

Figure 3. Percentage Distributions of Tutors with Regards to Sex

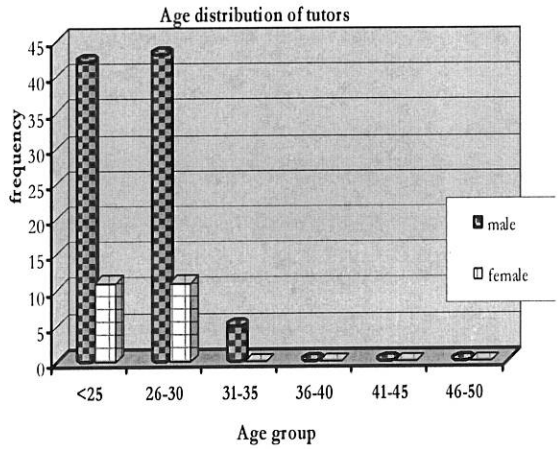


Distribution of Tutors with Regards to Sex

As shown in Table 3.1.1 item 1, from the total number of tutors the majority 90(80%) were males while 22(20%) were females. This shows that like distance students, there exists gender imbalance in tutors at degree level. This difference might be caused due to enrollment disparity during early schooling or can be resulted high drop out rate of female students at various levels. Pertaining to this, empirical research revealed the

gender inequity in enrollments at primary is correlated with gender imbalance at degree level. As Robinson (1997), noted that low enrollment countries, especially in sub Saharan Africa, generally have more men than more women in primary schools. It is likely to the management of distance education at degree level to benefit from an increased supply of female tutors who can act as supportive role model to girls.

Figure 4 Frequency and Percentage Distribution of Tutors with Regard to Age and Sex

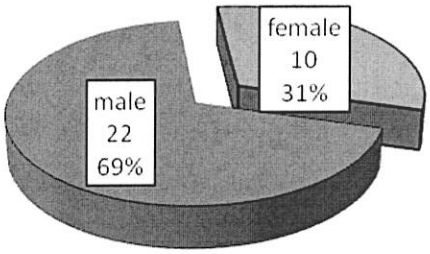


Sex and Age Distribution of Tutors

As presented in Figure 4, the upper limit of the age of tutors ranges from 46-50 years. It is shown in table 3.1.1 that there were 31(15%) tutors between this age limit. On the other hand, the lower age limit of tutors ranges between the ages of 20-25. There were only 3(2%) tutors in this age range. This shows that more tutors with high exposure about life in general than those with limited exposure. Since distance learners face a lot of problems other than the subject matter, tutors with better profile can serve distance students better than tutors with limited exposure. It is also clearly seen in Table 3.1.1 that relatively more number 94(44%) were between the age ranges 31-35. The rest, 49(23%), 31(15%), 24(11%) and 11(5%) were between the age range 36-40, 46-50, 41-45 and 26=30 respectively. As regards to the age of tutors it can be inferred that the majority of tutors at degree level were in the

middle age which implies that most are well experienced to handle problems encountered distance students at degree level in Addis Ababa Administration.

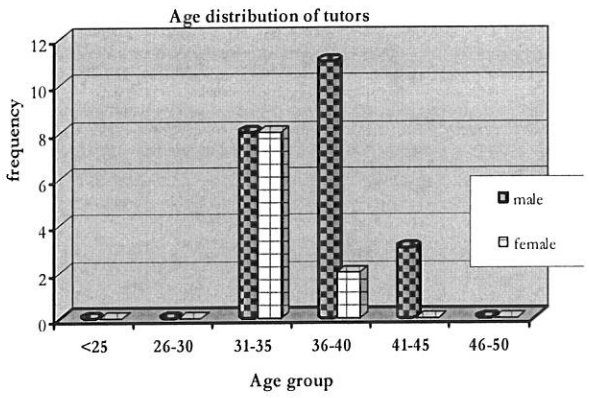
Figure 5. Percentage Distributions of Management with Regard to Sex



Distribution of Management with Regard to Sex

Similar to students and tutors, the number of management personnel at degree level of distance education is less. Out of the total 32 management employees 22(69%) are males while 10(31%) are females. Thus, according to the data obtained from the respondents we can infer that the number of male students, tutors and management are greater than the number of female students, tutors and management employees of distance education at degree level in Addis Ababa Administration. Thus, increase females participation seems to be one o the major tasks of the degree level management of distance education.

Figure 6 Frequency and Percentage Distribution of Management with Regard to Age and Sex



3.1.2. Sex wise Age Distribution of Management

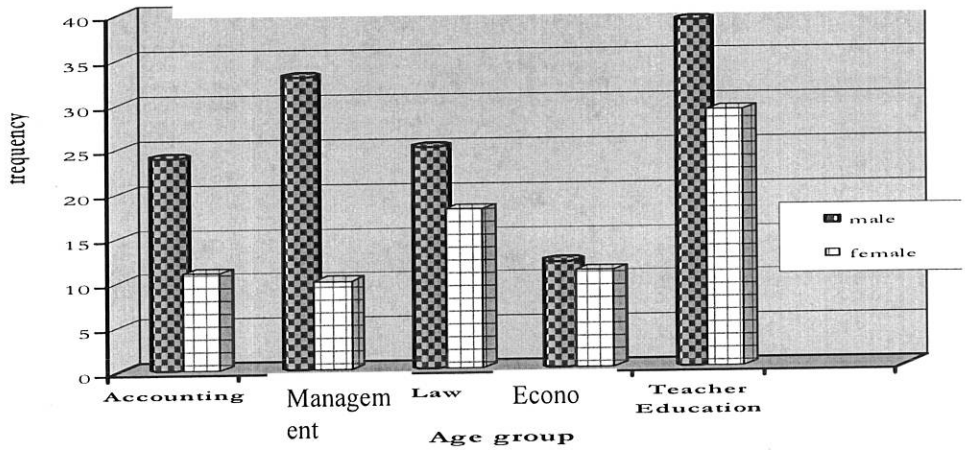
AS regards to management, the minimum age range was 35 -31 years while the maximum age range was 41-43 years. The great majority of tutors of Distance Education at Degree Level in Addis Ababa 29(91%) were between the age range31-40. The rest 3(9%) were between the age range 41-45. It implies that the majority of management employees have a good experience to assist distance learners. The age distribution of respondents is depicted with a chart in Figure 6 above.

Table: 3.1.2 Frequency and Percentage Distribution of Respondents with Regard to Sex and Field of Study.

Field of study	M			F			Total	
	N	Within[1]%	Between[2] %	N	Within %	Between %	N	%
Accounting	24	68	18	11	32	14	35	17
Management	33	77	25	10	23	13	43	20
Economics	12	52	9	11	48	14	23	11
Law	25	58	19	18	42	22	43	20
Teacher Education	39	57	29	29	43	37	68	32
Total	133		100	79		100	212	100

[1] This column ratio shows the percentage of sex of students in their respective field of studies.
[2] This column ratio shows the percentage of male students among different filed of studies.

Figure 7. Frequency and Percentage Distribution of Students with Regard to Sex and Filed of Study



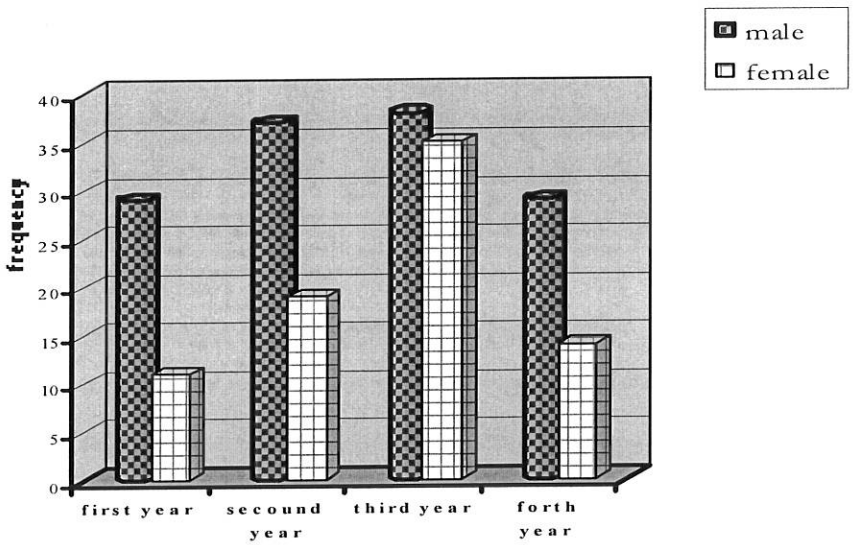
Distribution of Respondents with Regard to Sex and Filed of Study

As shown in Table 3.1.2, among the total degree level distance students 68(32%) study Teacher Education and 43(20%), study management and law. Accounting 35(17%) and Economics 23 (11%) were the departments constitute relatively less number of students. Out of the students in Teacher Education, management, law and accounting fields of study 39 (57%), 33 (77%), 25(59%) and 24(68%) were male. When male students are compared to female students across their field of study, more male 77% and 68% study management and accounting respectively while 48% and 43% female students study economics and teacher education respectively. As to the field of study within female distance students indicate 29(37%), 18(22%0, 11(14%) and 10(13%) study Teacher education, law, economics and Accounting and management respectively.

3.1.3 Education Level of Students

As to the sex of the respondents, there were less female students at every level of study 11(28%), 19(34%), 35(48%), 14(33%) as compared to male students which were 29(72%), 37(66%), 38(52) and 29 (67%) respectively. Women's unequal access as discussed in (Manjulica, 1996:51) is a global phenomenon. It is more prevalent in developing countries. Studies show that the demand for education comes from women every where, both rich and poor countries due to the driving force of the economy. For example, a survey conducted by the United Nations in 1989, shows those women constitute about 40 percent or more to the total labor force. Although the need for education is common to both men and women, in almost every country in the world fewer women attend university. As the UN study showed only up to 25% of the girls in the world's poorest countries go to school at some time in childhood. As a particular case for distance education at tertiary level in Addis Ababa, it has been shown that female's involvement is at fragile state.

Figure 8 Frequency and Percentages Distribution of Students With Regard to Level of Education



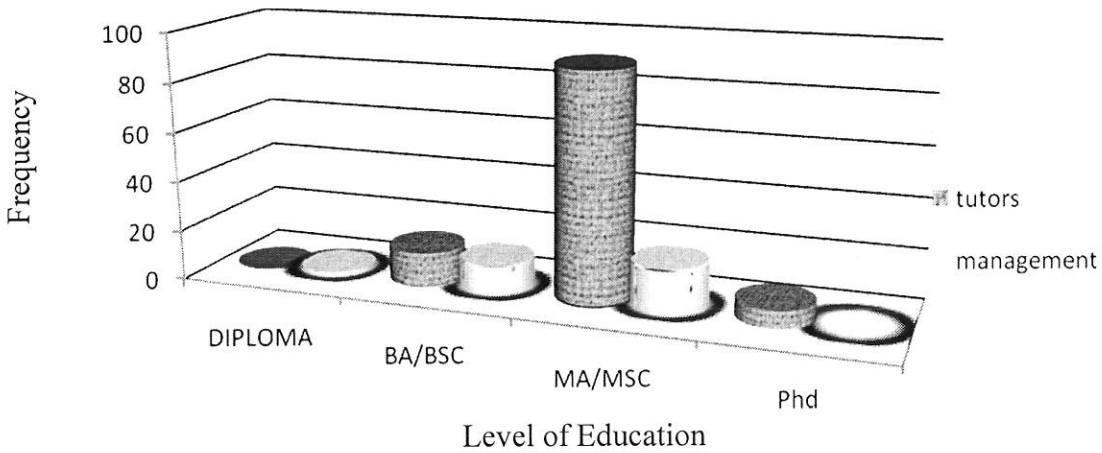
3.1.4 Service Year and Education Level of Respondents

As to the educational level of the Tutors, 91 (81%) of them were MA/Msc where as the rest 14 (13%) and 7 (6%) were BA/Bsc and Phd respectively. The Table also reveals that 18 (56%) were MA/Msc where as the rest 12 (38%) and 2 (6%) were BA/Bsc and Diploma level respectively.

The educational level and year of service of both the tutors and the management were among the most important areas of focus in distance education, because they influence the success of the system. To this effect, 34 (30%) and 28 (25%) of tutors lie between the interval of 5-10 and11-15 service year respectively and educational level of MA/MSC. This level of experience and education is necessary to give good deal of thought to the quality of service offered by distance education providing institutions. As discussed in Manjulika, (1996) Institutions offering degrees to students whom they have taught in some measure; and degree requirements can be met through a combination of prior learning life and work experiences. Among the factors that describe the effectiveness of the educational institutions is the availability of experienced and qualified teaching force and management.

Thus, the services and educational levels of the tertiary level distance education tutors and management is rich enough to provide adequate support to distance students.

Figure 9: Frequency Distribution of Tutors and Management with Regard to Level of Education



3.1.5. Reasons behind Seeking Admission into Degree Level

Perceptions for learning at the higher level may be dependent upon several factors and are most readily changed through the reexamination of beliefs, values, attitudes, needs, and the personal meanings of previous experiences. Since tertiary level distance learners are adults (see table 3.1.1) they can understand their perceptual package and the influence of it upon their search for the more adequate self. This idea goes hand –in-hand with the major reasons behind admission into the degree level.

Accordingly, distance learners were asked their reasons for being admitted into the degree level. Among tertiary level distance education students in Addis Ababa 81(29%),74(26%), 55 (20%),41(15%) and 29(10%) indicated 'better salary', 'fill in knowledge gap', 'better income' 'change job' as their major reasons for being admitted in the degree level respectively. Among the reasons for indicating better salary as the least alternative might be due to the fact that better salary is guaranteed when it is followed by better position and knowledge.

Table: 3.1.3. Frequency and Percentage Distribution of Respondents With Regard to Reasons behind Seeking Admission into Degree Level

REASON	N	%
Better salary	29	10
Better income	55	20
Change job	41	15
Better Position	81	29
Fill in knowledge gap	74	26
others	-	-
Total	280[3]	100

[3] The number of responses has been exceeded the number of actual respondents due to the reason that respondents are allowed to respond more than one response.

In this regard, Matiru (1989) has the following to say, learning is more meaningful and enjoyable if distance education students know what they are learning. If distance students know what they are trying to achieve, then they will be better able to evaluate their own progress, and they will gain greater satisfaction when they have achieved their objectives.

Thus, the management of tertiary level distance education would be successful through identifying student's needs and facilitate their learning accordingly.

3.1.6. Work in Distance Division and Length of Time for Training

Distance education system requires a variety of academic and non-academic staff involved to run the program adequately and effectively. The academic staff is basically engaged in the development and preparation of self-instructional materials for the courses, clarify doubts and encourage better learning among students, giving out assignments and examination to evaluate student's performance, and perform the management functions of program coordination.

The training program designed for the specific groups can serve several purposes. It can update their knowledge and skills to play their role up to the standard. It also increases their motivation and commitment upon widening their outlook and interest. With this in view, the researcher attempted to examine work in distance division and length of time for training.

Table: 3.1.4. Cross Tabulation of Work in Distance Division and Length of Time for Training

Work in distance division		Length of time for training on distance education				Total
		No training	1-5days	6-10days	>10	
Full time	N	25	28	10	4	67
	Within %	37	42	15	6	100
	Between%	61	58	100	44	60
	Table %	**22**	**25**	**9**	**4**	**60**
Part-time	N	16	20	-	9	45
	Within %	36	44	-	20	100
	Between%	39	42	-	56	40
	Table %	**14**	**18**	**-**	**8**	**40**
Total		41	48	10	13	112
Within %		37	42	9	11	100
Table %		**37**	**43**	**8**	**12**	**100**

Source: survey result

Table 3.1.4 above depicted that among tutors who are considered for this study 67 (60%) were full timers and the rest were part timers. From the total full time tutors 42 (63%) have taken short term training. Among those full time tutors who have taken training 28 (42%), 10 (15%) and 4 (6%) have taken the training which ranges 1-5 days, 6-10 days and greater than ten days respectively. In line to this, part time tutors also received training relatively the same percentage as the full timers 26 (64%). This implies that distance education institutions equally focus both on who are permanently employed and on those who are employed on part time basis. Among the total respondents 41 (37%) indicated that they have not given any training. It was also noted in Table 3.1.4 that out of those tutors who have taken the

training 48 (68%) have taken shortest period (1-5 days) training in the other hand, 13 (12%) of part-time tutors received relatively longer period of training as compared to full time tutors 4 (6%).

According to Rumble (1992) tutors may lack the knowledge, competence and skill to deal all the questions and concerns of enquires. Thus, the training of tutors and their status part-time or full time are the most important areas because they influence the success of the distance education system.

As can be seen from Table 3.1.4 the existence of only 41 (37%) tutors with no training indicates on one hand, staff development as one of the major functions of the managerial of distance education, does not get due attention. In the other hand, it makes the quality of student support service rendered at tertiary level distance education in Addis Ababa questionable.

3.2. Material Distribution

In this sub section, the study examined the adequacy of the course materials in terms of time, number, the structure, content, and style of presentation to make it interactive. The data obtained has been analyzed in the following way.

3.2.1. Delivery of Course Materials

The respondents of the study were asked if the instructional materials were distributed in time or not. Accordingly, out of the total 212 (100%) students, 112 (100%) tutors and 32 (100%) management 193 (91%) of the students 97 (87 %) tutors and 23 (72%) management within their respective groups (within students, tutors and management) indicated respectively that instructional materials were distributed in time. The responses across the group of respondents show majority of the students 62% and less 31% number of tutors 7% management indicated that instructional materials were distributed in time. As the response across the students and

tutors (Table 3.2.1) witness the students were least satisfied group regarding the distribution of instructional materials followed by tutors. This might be due to the reason that students

and tutors are directly interact with in the process of teaching and learning, which is affected by instructional material distribution.

Table: 3.2.1 Frequency and Percentage Distribution of Respondents with Regard to Course Materials Delivery and Respondent Type

Course material delivery	Student (N=212)	Tutor (N=112)	Management (N=32)	Total
In time distribution	193	97	23	313
• Among (%)	91	87	72	
• Within (%)	62	31	7	100 (%)
Delay distribution	19	15	9	43
• Among (%)	9	13	28	
• Within (%)	44	28	37	100 (%)
Total	212	112	32	324

Source: survey result

As indicated in table 3.2.1, the responses within students 9% of them indicated that there was 'delay distribution of materials' which shows that there is variation in response to 'in time distribution of instructional materials'. This shows that there were students who did not get course materials as per their request. As regards to the distribution of instructional materials, 72% of the management indicated that there was delay in material distribution. To be aware of the problem is not an end for the management; it should facilitate conditions to be materials distributed in time as it is the major functions of the management of distance education. Distance students may face problems during their learning as the result of delay instructional material distribution (see its consequence in Table 3.2.2 below).

3.2.2 Consequences of Delay in Course Material Delivery

The root of distance education lies in the course material. Unlike the formal system where lecture is the dominant method of instruction, in distance education the teacher is substituted by course

materials. Based on this, distance students at tertiary level in Addis Ababa were asked to indicate what problems they faced as a result of delay in course material delivery. Accordingly the great majority 17 (89%), students, 14 (93%) tutors and 9 (100%) tutor's responses indicated that delay material distribution caused delay in graduation, low grade and unable to cover the material. As also indicated by the students in Table 3.1.3, majority of them admitted to the degree level for the purpose to obtain better salary. So, delay in instructional material negatively affected student's purpose of learning at tertiary level. The other point of observation from the response is that only few (7%) tutors indicated that delay in instructional provision would result delay in graduation. This implies that tutors are not keen to sense distance student problems and support accordingly. As the response between students, tutors, and management indicate that the management is well aware of the consequences of delay material distribution which would be the base to resolve the problem.

Table: 3.2.2 Frequency and Percentage Distribution of Consequences of Delay Course Material Delivery

Consequences of delay material delivery	Student			Tutor			Management			Total	
	N=19	Within	Between (%)	N=15	Within (%)	Between	N=9	Within (%)	Between	N=43	%
Delay in graduation	8	42	19	3	2	7	5	55	12	11	100
More load	12	63	28	13	87	30	7	78	16	25	100
Unable to cover	17	89	39	7	47	16	9	100	21	24	100
Low grade	13	68	30	14	93	32	6	67	14	27	100
Other	-	-	-	-	-	-	2	2	5		
Total	50			37			29			87	

Source: survey result

These results do have implication on distance education students at tertiary level in Addis Ababa. Since most of them are working in some organizations or self employed they have time constraint in doing their study if at all there is program inconsistency.

According to the report of some distance education students and management, students who have been registered for three or four courses may not take the courses registered due to incomplete course materials and delay in transportation. As a result students were not able to sit for final exam.

In general, the data indicated that the requested course materials were not distributed to the distance learners adequately so students could not progress with their study. This can be a cause for less performance in the learning of distance students at tertiary level in Addis Ababa.

3.2.3. Reasons for Delay Course Materials Delivery

It is obvious that the delay in course materials at various stages of the material preparation and distribution has a negative impact on the overall academic performance of distance learners.

Table: 3.2.3. Frequency and Percentage Distribution of Respondents with Regard to Reasons for Delay Course Materials Delivery.

Particulars	Student		Tutor		Management		Total	
	N=212	%	N=112	(%)	N=32	%	N=356	%
Writing	167	28	42	27	26	32	235	28
Editing	107	18	26	17	17	21	150	18
Storing	98	16	18	12	4	5	120	14
Printing	194	33	57	36	30	36	281	34
Dispatching	23	4	12	8	5	6	40	5
Others	7	1	3	-	-	-	10	1
Total	596	100	155[4]	100	82	100	638	100

[4] **The number of responses exceeds the number of actual respondents due to more than one response.**

Table 3.2.3 shows that 194 (92%) of the students, 57 (37%) tutors and 30 (94%) management responded as delay mainly occurred in the printing process. Out of the total responses obtained from respondents 28 (79%) also indicated that printing was the main reason for delay in distribution of instructional materials.

In general, the majority of the respondents responded that delay in course materials has been occurred in the process of printing. However, the contribution of other factors for the delay of course materials cannot be denied. This can be witnessed by the study "An Assessment of the Management of Government-run Distance Education for Upper Primary School Teachers in Ethiopia, Sahlemariam (2005, 78), 80% of the instructors, 85% of the tutors and 71% of the tutees declared that course module distribution was not free of problems. Respondents claimed that delay had been occurred in the various stages of the course material preparation and distribution. The reason for more delay in printing might be due to in adequate number or obsolete printing materials.

Table: 3.2.4 Ratings on Quality Level of Distance Education Materials with Regard to Type of Respondents.

No	Problems Related to Tutors Teaching Effectiveness	STUDENT (N=212)		TUTORS (N=112)		Comparing Means: One way ANOVA		
		Mean	Sta. Diva.	Mean	Sta. Diva.	F	Sig.	$F_{critical}$
	B. Structural feature							
1	Grammatically correct	2.32	1.09	3.47	1.32	69.12	4	0.00
2	Unit is clear	1.67	1.25	3.21	2.43	52.1	4	0.00
3	Easy to read and write	3.47	1.17	2.64	3.13	44.9	4	0.00
4	Vertical relationship	1.24	1.38	1.88	2.45	42.7	4	0.00
5	Horizontal relationship	1.62	1.23	1.55	3.14	51.4	4	0.00
6	Table of content and structure	2.10	1.16	2.05	2.34	53.3	4	0.00
	B. Presentation							
7	Single idea within a paragraph	1.65	0.97	1.87	1.98	34.2	4	0.00
8	Clear conceptualization	2.91	1.09	3.91	2.56	23.1	4	0.00
9	Time allotted for each unit	2.62	1.22	2.67	3.68	56.3	4	0.00
10	Well structured sentences	2.51	1.57	4.12	2.14	21.2	4	0.00
11	Logical sequence among sentences/paragraphs	3.12	0.95	3.21	3.21	21.4	4	0.00
12	Punctuation considered	1.91	0.87	1.99	2.11	12.6	4	0.00
13	Words used simple understand	2.11	2.99	2.78	1.26	11.6	4	0.00

Level of Quality <2 ='low quality'2-3='moderate quality' and >3='good quality'

As can be seen, from Table 2.3.4 items 3 and 11 were rated 'good quality' with the mean value greater than 3.00 by both groups of respondents. One -way ANOVA test was also used to test whether or not there was statistically significance difference between students and tutors in perceiving the structural feature related to 'easy to read and write' and presentation related to 'logical sequence among sentences and paragraphs'. The observed F-value for items 3 and 11 with (1, 322) at 0.05 level of significant revealed that the there was no statistically significance difference between the two groups of respondents in their perception about the level of the problems. This shows that both groups of respondents approved that the structural feature of distance education materials was at a good level. It was also indicated that item 2 related to the structural feature of instructional material and items 8 and 6 about presentation of instructional material was also at moderate level. For the above variables there was no statistically difference. On the other hand, items 2, 4, 5, 7 and 12 were rated 'low quality' with the mean value less than 2.00 by both groups of respondents.

The interview with distance education students, university college deans and discussion with distance education experts as well as observation results together with the results obtained through questionnaire confirm that the quality level of distance education materials was at a good level. However, some parts of the structural features and presentation needs to be improved.

Hence, the majority of responses regarding to distance learning materials showed that the structural features and their mode of presentation are found to be moderate and good; such quality distance learning materials enable distance learners to comprehend by themselves and enable to link the gap that has been created by separation of learner and teacher with some improvements on the content and structure.

3.3. Student Support

In this sub section, the study examined the tutorial support program, focus of counseling services and other related issues in the following ways.

3.3.1 Provision of Student Support

Distance students are badly in need of support in organizing their time, coping with self-doubt, and deciding on career issues in addition to their learning difficulties. Distance education

institutions, as Rumble (1983) put it are justified if they constantly strive to improve their student services. In light of this view the management of distance education at tertiary level of Addis Ababa administration is examined.

Table: 3.3.1. Frequency and Percentage Distribution of Respondents with Regard to Student Support Provision.

Type of Student Support	Management		Tutors		Student		Total	
	N	%	N	%	N	%	N	%
Tutoring	32	100.0	112	100	186	88	330	46
Counseling	12	37.5	43	38.1	24	11.3	79	11
Text books Provision	19	59.4	38	33.6	71	33.5	128	18
Equipment facilities	4	12.5	-	-	0	-	4	1
Kits	5	15.6	-	-	4	1.9	9	1
Assignment (non-graded)	24	75.0	39	34.5	33	15.6	96	13
Projects (non-graded)	20	62.5	38	33.6	10	4.7	68	10
Total	116[5]		270		328		714	100

Table 3.3.1 depicts that all management 32 (100%) as well as all tutors 112 (100%) and the majority of students 186 (88%) replied that the major support provided for distance learners

[5] The responses of 116 indicate the actual count and not the respondents.

was tutoring. The response of management, tutors and students show that 128(18%), 96(13%), 79(11%) and 68(10%) text book provision, non graded assignment, counseling and non graded project works were the other support services respectively indicated next to tutoring..On the other hand, the provision of equipment facilities4 (1%) and kits 9(1%) were considered to be the least support services provided for distance learners under reference. From the data obtained and observation of researcher it shows that student services except tutoring do not get attention. In the literature part it is discussed that it is always important to remember that an educational institution is only justified if it provides effective education to its students. They should always ask themselves: Are our students benefiting from the program? In this way they become more student centered rather than self-centered.

It seems plausible to conclude that tutorial service is the most preferable type of support service for distance institutions. Equipment facilities are almost non existent. This might be due to the additional cost of equipment facilities. The management of distance education at degree level seems lack attention to student service. There is always a danger that institutions may become bureaucratic and self-centered, paying more attention to administrative considerations and prestige than to the students.

3.3.2 Respondents' Attendance for Face-to-Face Tutorial

In this study, survey data was gathered to examine different aspects of the tutorial centers associated with learners' studies. In this study, data was gathered to examine the availability of tutors, students and management for face-to-face tutorial.

Table: 3.3.2 Frequency and Percentage Distribution of Respondents with Regard to Tutors Availability for Face- to -Face Tutorial

Availability of Tutors at Tutorial Center	Tutors		Student		Management		Total	
	N	%	N	%	N	%	N	%
Not at all	-	-	32	15	-	-	44	10
Some times	48	43	98	46	4	12	149	35
Always	64	57	82	39	28	88	238	55
Total	112	100	212	100	32	100	431	100

In Table, 3.3.2 the responses of tutors 64 (57%), students 82 (39%) and management 28 (88%) associated with the regular attendance for face-to face tutorial indicated that tutors were always available for face-to- face tutorial program. As indicated in Table 3.3.2, the majority of the management of degree level distance education in Addis Ababa responded that tutors were always available for face-to –face tutorial. However, the responses of students 131 (61%) pointed out that tutors were sometimes available and not at all available for face-to-face tutorial. This shows that there was lack of strict follow up to the management side to ensure tutors availability for face-to-face tutorial. Distance students need the chance to discuss what they do not understand and often what they think they do understand with tutors about the subject. Such a help, whether it is face-to face or at a distance, is the basis of tutoring and counseling services. They relate not only to academic problems, but also to personal study difficulties. Tutors response on their availability 48 (43%) indicated that 'sometimes'. This also shows that the management has no adequate information regarding the availability of tutors for face-to-face tutorial.

3.3.3 Counseling Services

According to Manjulica (1996) distance students encounter problems and live with all sorts of anxieties. Very few of them can study on their own. Distance learners therefore need qualified personnel for providing counseling service. They need the chance to discuss what

they do not understand with people who know about the subject. Such a help, whether it is face- to face or at a distance, is the basis for tutoring and counseling services.. With this understanding, the focus of management of distance education on counseling is examined.

Table: 3.3.3 Frequency and Percentage Distribution of Respondents with Regard to Counseling Service

Area of counseling service	Tutors		Student		Total	
	N	%	N	%	N	%
Orientation about course	48	31	29	26	57	21
Time management	33	21	15	13	48	18
Study skills	45	30	43	38	88	33
Personal problem	28	18	27	23	75	28
Total	154	100	114	100	268	100

Counseling services for distance learners is an issue which needs to be considered in the distance learning process. Table 3.3.3 reveals this fact that 48 (31%) and 45 (30%) of tutors indicated that the area of counseling they focused was on orientation about courses and study skills. On the other hand 43(38%) and 29(26%) students indicated that the area of counseling they were provided was focused mainly on study skills and orientation about the course. The responses of both tutors and students showed that the main focus of counseling was on orientation about course and study skills. From the total respondents, 48 (18%) indicated time management the least attention given.

One of the typical characteristics of distance students is that they have high tendency to dropout before completing the program they are registered for. For this reason, Sweet (1986) suggests four kinds of advice at three different stages of their studies. Before they need help in choosing what to study and how to study. Once enrolled in a course they need help and advice on the subject-matter of the course they are following; and advise on personal

problems which make it difficult for them to pursue their studies; finally, at the end of the course they need advise on how to use and follow up the course after they have finished.

From the data obtained, it seems clear that the management of tertiary level distance education of Addis Ababa needs to pay attention to comprehensive counseling services including personal problems of distance students.

3.4. Multi-Media Use

Most of the research that have been done have come up with the conclusion that each medium has strengths and weaknesses. In line to this, Audio visual used in distance education and types of media used in distance education are treated here under.

3.4.1. Audio Visual Used in Distance Education

The respondents of the study were asked questions that are pertinent to visual aids used during the process of learning and teaching. The response of the respondents is presented in Table 3.4.1.

Table: 3.4.1. Frequency and Percentage Distribution of Respondents with Regard to Extent of Audio Visual Employed

Extent of Audio Visual	Tutors		Student		Total	
Employed	N	%	N	%	N	%
Always	-	-	12	6	12	4
Some times	25	22	33	16	58	18
Never	87	78	167	78	254	78
Total	112	100	212	100	324	100

In the above context, tutors and students were asked if visual aids were employed during the teaching - learning process. Accordingly, 87 (78%) of the tutors and 167 (78%) of the

students responded that visual aids have 'never been employed'. And 25 (22%) of the tutors and 33 (16%) of students responded 'sometimes employed'.

It is the simultaneous use of separate audio and visual media which would enable distance students to use more sense organs for better learning. The sound component may be in the form of radio, cassette, record, or flexi-disc. The associated visual material may be in the form of print, charts, diagram, pictures, graphs, slides, films or sample of materials. Basically, it is used to talk to the distance learner through the visual material. With audio visual the learner carries out activities on the visual material while listening, as an integral part of the learning process (Sharman, 2005).

From the responses obtained it is evident that the management of distance teaching institutions at tertiary level should give the necessary attention to employ visual aids in order to enhance students learning.

3.4.2. Types of Media Used

The advancement of telecommunication technologies that is the innovation of print, telephone, audio, video, broad casting, computer by the use of one or a number of media make interpersonal communication of distance education to be replaced with mechanical or electronic communication. As a result, distance learners profit from dialogue with the institution that provides the learning materials that helps students to be more interactive or helps them not be a mere passive recipient (Keegan, 1996).

However, Holmberg (1985) discussed that in most developing countries, there is a heavy dependence on print than electronic media due to its high cost. As he further discussed, even in developed countries, the survey reveal that out of 203 distance institute, 138 of them depend heavily depend on print courses. In view of this, distance students and tutors were asked questions related to the type of media employed in course delivery.

As can be seen in table 3.4.2, only 7(6%) of the tutors indicated Television, Audio-video-tape, computer and E-mail were employed in course delivery. On the part of students 23 (29%), 13(17%), 11(14%) responded that computer television, audio- video-tape and video disc were employed in course delivery. This implies that there was a minimal reliance in the

use of multi media delivery system, which helps to bring a change in distance education. The response of students on computers as a media for course delivery might be due to the responses from computer science Department.

Television, microcomputer and e-mail were used relatively for distance education. However, the use of radio, video disk and teleconferencing were not used totally. In the same manner, students responded that radio, satellite and teleconferencing were not contributing at all. The responses from tutors and students regarding the media employed for course delivery at degree level distance education in Addis Ababa are limited only to Computer, Telephone and Television even poorly. On the other hand, the majority of the respondents 70 (63%) tutors and 134 (64%) students pointed out that none of the above mentioned media were employed in course delivery

for distance students at degree level in Addis Ababa. It seems that no attention is given to the use of media, in order to help distance students be able to easily understand abstract concepts with the help of visual aids.

Table3.4.2. Frequency and Percentage Distribution of Respondents with Regard to Media Employed in Course Delivery

Type of media employed	Tutors		Student		Total	
	N	Percent	N	Percent	N	%
Radio	-	-	-	-	-	-
Television	7	6	13	6	20	7
Audio-video-tape	7	6	11	5	18	6
Video disk	-	-	11	5	11	3
Computer	7	6	23	11	30	9
Satellite	-	-	-	-	-	-
Teleconferencing	-	-	-	-	-	-
Telephone	14	13	13	6	27	8
E-mail	7	6	7	3	14	4
None are used	70	63	134	64	204	63
Total	112	100	212	100	324	100

Even though, the most important mode of delivery in distance education has been the printed mode the development of communication technology in recent years has proved a wide choice to distance education to integrate new media into distance teaching process The success of the distance teaching and learning process depends on the frequent and constructive two- way communication between the distance learners and the tutors. Thus, the management of distance education in Addis Ababa should create fertile conditions for the distance education system to use multi-media for course delivery.

3.5 Evaluation

The essential components of evaluation as has been discussed by Dresser (1976) involve, identifying and examining the values of distance education inherent in the program, performance and determining and exploring the extent of success and failure of distance

learners, identifying unplanned and undesirable effects, and determining the impact of distance program and its impact on individual learner. It is also important to review and alteration of the means or processes used, including specific program elements and patterns of performance.

3.5.1 Methods of Assessment and Evaluation

In this survey study, questions related to students' evaluation were asked to sample respondents.

Table: 3.5.1. Frequency and Percentage Distribution of Respondents with Regard to Methods Employed for Evaluation

Response on student evaluation	Tutors		Students		Total	
	N	%	N	%	N	%
Work sheet	108	24	161	27	269	26
Final examination	85	18	39	7	124	12
Project work	93	20	112	19	205	19
All	174	38	282	47	456	43
Total	460	100	594	100	1054	100

NB: The number of responses exceeds the actual number of respondents.

As revealed by Table 3.5.1, the two groups of respondents 282 (47%) students and 174 (38%)tutors claimed that the assessment of the performance of the learners in their course were made by all methods (work sheet, final examination and project work). Since all methods of evaluations indicated in the study were employed, it can be ascertained that

distance education students at tertiary level benefit out from the various forms of evaluation methods employed.

3.5.2. Teaching Effectiveness of Tutors

Distance education system should provide a separate service for tutors for at least the reasons that they may lack the knowledge, competence and skill to deal with all the questions and concerns of distance learners. It is an accepted fact that adult learners have certain psycho-social needs (Rumble, 1992). It is through qualified, experienced, motivated and enthusiastic tutors that any distance education providing institution can meet its objectives. In line to this, the majority of tutors who are the subject of this study are not found not to qualify the above qualities of good tutors. This would have a negative effect on the type of education provided to distance learners.

Table: 3.5.2. Ratings on the Level of Problems Related to Tutors Teaching Effectiveness

No	Problems Related to Tutors Teaching Effectiveness	Descriptive statistics		One sample t-test Test Value=3				Test of discrepancy			
		Mean	Sta. Diva.	t	df	Sig.	Mean difference	χ^2	df	Sig.	χ^2_{cri}
1	Knowledge on the Subject matter	3.51	1.06	4.47	111	0.00	0.52	69.12	4	0.00	With DF 1,323 At P<.05 9.448
2	Teaching skill	2.39	1.23	8.21	111	0.00	0.86	52.1	4	0.00	
3	Practical knowledge	2.45	1.16	5.64	111	0.00	0.41	44.9	4	0.00	
4	Ability in counseling	2.37	1.38	5.88	111	0.00	0.62	42.7	4	0.00	
5	Enthusiasm	2.45	1.43	7.89	111	0.00	0.12	51.4	4	0.00	
6	Punctuality	2.41	1.66	12.5	111	0.00	0.37	53.3	4	0.00	
7	Preparation in teaching	2.46	1.38	11.3	111	0.00	0.98	51.4	4	0.00	
8	Skill of exam preparation	3.32	1.22	5.6	111	0.00	0.22	54.2	4	0.00	
9	Relationship with student	2.39	1.54	8.9	111	0.00	0.61	55.1	4	0.00	

Level of Problems <2 ='less effective' 2-3='moderate' and >3='highly effective'
Table 2.5.2 reveals summary of responses obtained from the students as they perceive the level of tutors teaching effectiveness at degree level in Addis Ababa. For each statement, the expected mean value was 2.00. A response mean below 2.00 was considered to indicate low level of teaching effectiveness. As can be seen from the Table 3.5.2, all statement related to teaching effectiveness of tutors were rated as moderate and effective with the mean value greater than 2.00.

As regards to, knowledge on the subject matter and skill on exam preparation Statements were rated as 'effective' with the mean value greater than 3.51 and 3.32 respectively. However, tutors are effective in their knowledge on the subject matter and skill of exam presentation it is hardly to assert that tutors at degree level in Addis Ababa are effective unless major improvements are made in attributes listed in Table 3.5.2 items, 2, 3, 4, 5, 6 and 9. The maximum mean difference observed was 1.66 for item 6. While the minimum mean difference obtained was 0.12 for item 5. These indicate that students highly approved the statement that punctuality was maintained by tutors. On the other hand, the statement 'Enthusiasm' was less approved by students. Moreover, in order to check the divergence between the observed and expected value Chi-square computation had been carried out. In this regard, it was observed that all the values of Chi-square calculated from the observed frequencies were found to be greater than tabulated value 9.448 with digress of freedom 1,323 at $p<.05$ level of significance indicating that the sample could be considered significant.

This shows that the management of distance education university colleges at degree level in Addis Ababa needs to focus on staff development program in order to improve tutors teaching effectiveness.

3.5.3. Continuous Assessments

Regarding their assessments, students were asked questions related to frequency, difficulty level, corrections, and grading of their assignments. The responses are presented in Table3.5.3.

Table: 3.5.3. Ratings on the Level of Continuous Assessments

No	Criteria related to continuous Assessment	Descriptive statistics		One sample t-test Test Value=3				Test of discrepancy			
		Mean	Sta. Diva.	t	df	Sig.	Mean diff.	χ^2	df	Sig.	χ^2_{cri}
1	Optimum number of questions	2.54	1.76	4.47	211	0.00	0.32	43.4	4	0.00	With DF 1,323 At P<.05 9.448
2	Easily answered	2.39	1.22	8.21	211	0.00	0.68	22.1	4	0.00	
3	Teaching comment (Item specific)	2.45	1.36	5.64	211	0.00	0.48	53.9	4	0.00	
4	Answer sheet properly returned	1.67	1.37	5.88	211	0.00	0.56	28.7	4	0.00	
5	Carefully designed questions	2.45	1.51	7.89	211	0.00	0.33	58.4	4	0.00	
6	Marks registered properly	2.81	1.24	12.5	211	0.00	0.39	41.7	4	0.00	
7	Written feed back (General)	2.46	1.47	11.3	211	0.00	0.54	28.4	4	0.00	

Level of Assessment <2 ='low quality'2-3='moderate quality' and >3='good quality'

Table 3.5.2 reveals the levels of problem related to the level of continuous assessment. Item 4 was rated below the average value with the mean value of 1.67. All the rest statements of the criteria related to continuous assessment were rated 'moderate quality' with the mean value 2.39-2.81. One sample t-test procedure was employed to test whether the mean of a single variable differs from specific constant value. The intention was to test whether the obtained mean score for conducting continuous assessment at 95% confidence level. Accordingly, the maximum observed mean difference was 0.68 for item 2 while the minimum mean value obtained was 0.33 for item 5. These indicate students highly approved the statement the 'questions were sat in a way that could be easily answered'. On the other hand, the statement 'marks registered properly' was less approved by sample students.

Moreover, in order to check the divergence between the observed and expected value Chi-square computation had been carried out. In this regard, it was observed that all the values

of Chi-square calculated from the observed frequencies were found to be greater than tabulated value 9.448 with digress of freedom 1,323 at $p<.05$ level of significance indicating that the sample could be considered significant.

Document observation reviewed by the researcher also proved that proper feedback was not given for incorrect answers and answer sheets were not properly returned to students and marks were not properly registered.

As the over all picture of ratings on the level of continuous assessment at degree level distance students and document observation of the researcher indicate, the management of continuous evaluation system seems not strong enough to properly identify the performance and determine the extent of success and failure of tertiary level distance learners.

3.6. Collaboration

Distance education is not equally developed in all parts of the world and in all institutions within the country. Therefore, there is need to link together expertise and institutions. This might include bilateral agreement and even joint ventures between institutions.

Students in distance education classes enrolled at one institution, to share information, invite discussion and work on team projects with students in class at one or more different institutions (Dodds, 1983). In line with this, tutors, students and the management of distance education at tertiary level in Addis Ababa were asked questions related to the collaboration of institutions which might exist between institutions outside the country, between institutions within the country or through international bodies-agencies.

3.6.1. Collaboration with Other Institutions

Distance teaching institutions can never operate wholly or independently of other organizations. At the very least, if they are to realize the benefits which justify not sung distance teaching at all, they need to draw on the reasons of existing agencies working on the same kind of education.

Table: 3.6.1 Frequency and Percentage Distribution of Respondents with Regard to Existence of Collaboration with Other Institutions

Response	Tutors		Student		Management	
	N	%	N	%	N	%
Exist	26	24	18	9	23	72
Not exist	6	5	71	33	5	16
I do not know	80	71	123	58	4	12
Total	112	100	212	100	32	100

Table 3.6.1 indicates that the majority of tutors 80 (71%), 123 (58%) students responded as they did not know whether institutions of distance education have collaboration with other institutions or not. However, the majority of the management 23 (72%) responded that there existed collaboration with other institutions.

The reason for the variation of responses between tutors and management might be due to the reason that the collaboration indicated by management might be focused on the administrative and institutional arrangement aspects of the organizations and may not give due emphasis to the academic aspect. As can be seen, in the responses of students 71(33%) indicated that collaboration with other institutes did not exist. In recent years, where collaboration has gone strong in staff development, sharing of resources, sharing curriculum and learning materials: have no knowledge about such important network institution. The responses of tutors, student and management are not in line with the idea which encourages policies such as collaboration at the expense of more traditional organizational isolation. In this area it seems that the management of distance education needs to create facilitative condition for distance institutions to establish network among distance education institutions. The issue of collaboration is further investigated through this study by posing questions in which area the collaboration was established. The response for this issue is clearly shown in Table 3.6.2.

3.6.2 Area of Collaboration

Distance education universities, unlike conventional universities are not rigid about their institutional autonomy. Distance education institutions are willing to treat institutional boundaries as permeable. Collaborations have not only gone with peers but also in the areas of research, staff development, sharing physical facilities and syllabus and learning materials. The collaboration can also be in sharing information, exchange experts, assessment and examination and so on (Hardy, 1991). Accordingly, respondents were asked to indicate the areas of collaboration which might exist between their institutions and others.

Table: 3.6.2 Frequency and Percentages distribution of Respondents with Regard to Collaboration

Type of Collaboration	Tutors		Student	
	N	%	N	%
Project work	21	81	12	66
Discussion	5	19	3	17
Library	-	-	3	17
Counseling service	-	-	-	
Laboratory	-	-	-	-
Total	26	100	18	100

Among those respondents who indicated that there was collaboration 21 (81%) tutors and 12 (66%) students responded that the collaboration between distance education universities and other institutions was limited only to project work. Thus, it is made clear from the response that the network which exists between institutions focused mainly on administrative and institutional set up with a minimal attention on student support services.

It is found from the responses of students and tutors that the management of distance education at tertiary level in Addis Ababa lack the vision to work in collaboration with

various institutions. Consequently, distance education students at tertiary level in Addis Ababa do not get the benefits accrue from institutional collaboration arrangements.

The management of distance education should facilitate conditions by setting policy, rules and regulations for institutions to form network among themselves and with other institutions. This would help them to contribute to development of the economy as stated in their mission and vision statements.

CHAPTER FOUR

4.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the thesis deals with the summary of the major findings of the study. Based on the major findings of the study, conclusions are presented; and recommendations which the investigator assumes to be operational are also forwarded.

4.1 Summary

The main purpose of this study was to investigate the practices and problems of implementing the management of distance education at tertiary level in Addis Ababa city administration with the following basic objectives:

- To examine the mechanisms employed in providing support to distance learners.
- To examine the efficiency of production and distribution of educational materials.
- To assess the type of evaluation practiced in distance education system.
- To find out the extent to which distance education institutions are linked with other institutions.

In order to meet these objectives, the study was guided by the following basic research questions:

6. How well the major student support services are being managed?
7. What types of distance teaching materials are being used? How well are these materials utilized?
8. What efforts are made to develop distance education instructional materials? How well the course delivery system is organized?
9. What mechanisms are employed to evaluate tertiary level distance students?
10. What sorts of collaboration exist with other institutions?

In dealing with research problems, descriptive survey method was employed and related literature was reviewed. Out of 240, 149and 32 questionnaires distributed to students, tutors and management 212 (85%), 112 (75%) and 32 (100%) were returned respectively.

The data collected by means of questionnaires, and documentary analysis were critically analyzed, interpreted using appropriate statistical tools (Mean, Grand mean, Chi-square, t-test, Rank order, and one- way ANOVA were employed to analyze the data).

4.1.1 Overview of Distance Education University Colleges at Tertiary Level in Addis Ababa City Administration

Tertiary level distance education University Colleges in Addis Ababa city administration are theoretically autonomous higher institutions with their own legal personality (Federal Negarit Gezeta, Regulation No. 351/2003), under the Ministry of Education (MOE) and of course administered under the auspice of the Board. Every college has set its vision and mission to accomplish. Accordingly, they aspire to see all graduates of their respective colleges capable enough to contribute to economic and social development of the country.

As to their mission they are to produce qualified and competent citizens in the area of Accounting, Management, Economics, Law and Teacher Education. The courses being offered in the colleges are designed with the New Education and Training Policy of the country. Up on admission, trainees are assigned to one of the five existing departments and are trained in all courses incorporated under the department.

4.1.2 Demographic Characteristics of Respondents

- The demographic characteristics of students who participated in this study indicate that 40 out of 212 were first year students. The rest 56, 73 and 43 were second, third and fourth year students respectively. Their age ranged from 20 to 50 years. Regarding gender, 133 out of 212 students who participated were male and the rest were females. As to their field of study, the majority 31.6% were under the field of teacher education followed by 21.3 and 19.8% law and management respectively.
- As to the demographic characteristics of tutors, who participated in this study indicate that 14 out of 112 were BA/BSc and 91 and 7 were MA/MSc and PhD respectively. Their age ranged from twenty to fifty

years. Regarding gender, ninety were male while twenty two were females. As to their service year, it ranges from zero up to thirty years.

- As to the demographic characteristics of the management, who participated in this study indicate that 22 out of 32 were males while the rest were females. As regard to their age distribution, it ranges from 31 up to 45 years. Regarding their qualification, 2 out of 32 were diploma, the rest 12 and 18 were BA/BSc and MA/MSc respectively. As regards to service year, it ranges from 16 to 30 years.
- The other feature of the tertiary level distance students is that the majority of them were admitted into the degree program for the reason that to get better position, fill in knowledge gap and earn better income.

4.1.3. Based on the analysis and interpretation of the data, the researcher has listed the summary of the major findings hereunder.

- **Full time and part time tutors**

The majority 67 (60%) were full time tutors. Among the full time tutors, 42 (63%) had taken short term training in the area of distance education. As regards to part time tutor 26 (64%) also received short term trainings similar to the full time tutors at about equal proportions.

- **Delivery of Course Materials**

Although the majority 91% of students and 87% tutors indicated that instructional materials were distributed in time. The comparison between tutors and students reveals that there exists variation on the distribution of materials with reference to time. The consequence of delay of course material delivery caused delay in graduation and adds more load on the students. Further more, it was found out that the printing; editing and storing are the main reasons for delay of course material distribution.

- **Quality of Distance Education Instructional Materials**

As responses obtained from students and tutors about the structural feature of instructional material, it was found out that the unit was clear, easy to read, understandable and grammatically correct. It was also found out that there existed a horizontal relationship between topics and vertical relationship between courses at different levels. About the presentation, the findings reveal that it had a single idea in a single paragraph, logical and sequential flow was maintained with clear conceptualization.

- **Student Support**

The study revealed that the major support provided for distance learners at degree level was tutoring 46% followed by text book provision (18%) and counseling(11%). The counseling service provided was mainly focused on the content rather than the method of learning and other personal problems. More over, the provision of equipment facilities and kits were considered to be non existent.

- **Respondents' Attendance at the Tutorial Center**

It was reported by 57% tutors that majority of the students were attending tutorial programs regularly. But 46% students indicated, most of the tutors were not regularly available at the tutorial centers.

- **Visual Aid Used in Distance Education**

The findings reveal that 78% of the respondents indicated visual aids were not employed to enable students be able to understand abstract concepts easily.

- **Instructional Media**

The study disclosed that no electronic media was employed to facilitate the distance learning at degree level except the use of computers in the Information Communication Technology Department.

- **Teaching effectiveness of tutors**

Regarding to tutors effectiveness, the majority of respondents pointed out that tutors were excellent in the subject matter knowledge, in practical knowledge and skilled in exam preparation.

- **Continuous Assessment**

It was reported by respondents that the number of questions set were optimum in number. However, it was indicated that there was a problem in registering marks and providing timely correction and proper feed back.

- **Continuous Assessments**

Document observation reviewed by the researcher also proved that proper feedback was not given for incorrect answers and answer sheets were not properly returned to students and marks were not properly registered.

- **Collaboration**

The majority of the tutors 80 (71%) and the majority of students (58%) indicated that they had no information regarding to the relationship that might exist with other institutions. However, the majority of the managers 23(72%) of distance education responded that there existed collaboration between other institutions. It is also found out in the study that the area of collaboration is confined only to project works.

4.2. Conclusions

Based on the findings presumed from the study, the following conclusions were drawn.

- Both tutors and management have fulfilled the minimum qualification required to teach at tertiary level to effectively and efficiently perform managerial functions. Since the majority of tutors are full time employees, it may create a conducive environment for the management to provide

assignments, to control and evaluate their performance during material preparation, test administration, provision of student support services and implementation of staff development programs.

- The delay of instructional material delivery, which may be a cause for delay of graduation, may also create additional cost to students and institutions in terms of time, financial, material and counseling services.

- The clarity of the language usage, the sequential flow of ideas in the distance learners' text, the proper organization of the content will enhance the quality of distance education materials which intern guarantee distance education instructional materials to be user friendly.

- The student support services which mainly depend on tutoring, assignment and counseling, but neglect the how of students' learning and other personal problems make the student service inadequate. This in turn may lead to frustration and increase drop outs.

- The non-availability of visual aids and instructional media at tertiary level distance education may maintain the gap even widen between tutors and students. Consequently, students are obliged to fully depend on print material alone and this may in tern prohibit students to effectively comprehend the material.

- Worksheets and assignments for submission are not properly managed. There exists a misplacement of worksheets and project work. Assignments are not properly corrected and marks are not correctly filled in and feedbacks are not given for wrong answers. Grades are released very late. Students lack proper feed back. This may create a lesser motivation which would lead to lesser students' performance.

- Collaboration within institutions has been perceived differently among students, tutors and the management. Where the management has responded that there is collaboration between institutions, tutors and students responded that they do not know about collaboration. It can be inferred from this that there is a loose information network intra institutions. Even the collaboration indicated by the management is confined only to project works. Hence, the advantages of collaboration in the areas of resource sharing, curriculum preparation, staff development and the use of media have not been fully addressed due to lack of collaboration.

4.3. Recommendations

Based on the findings and conclusions drawn, the following recommendations are forwarded with the hope that it would be used by University Colleges of tertiary level distance education in Addis Ababa Administration and other relevant stakeholders as well as researchers

.

1. The problem of material printing should be resolved by establishing institutional networks that will establish common printing presses, and avoiding obsolete printing machines. There should be coordination between the production wing and the distribution wing which is a matter of horizontal coordination. It is also necessary to examine the actual use of these inputs. Procurement should be given due consideration to demand needs and make available modern printing machines to fill the gap of shortages in printing demands

Diversification of the customer printing enterprises may also reduce the time gap between delivery and printing stages of the delivered materials. Textbook writers and editors should be controlled and a strict follow up has to be made so as to reduce delay in material preparation.

2. Student support service should be framed and focused on resolving academic problems as well as personal study difficulties. It should begin before student enrolled and continue

throughout the courses. Counseling must be provided by correspondence, over the telephone and occasional face-to face sessions. Distance students at tertiary level in Addis Ababa should also be assisted in organizing their time, coping with self-doubt, and deciding on career issues through the provision of strong counseling service. However, a great proportion of such services are of routine nature and must be provided simply through such standard publication as leaflets, booklets and prospectus.

The Management of Distance Students in Addis Ababa at Degree Level should adopt a complementary media approach in the form of print materials, broadcasting, and audio visual aids from countries with rich experiences.

3. The new educational technologies have enormous possibilities and potential to serve distance learners. However, the current practice of distance education at tertiary level in Addis Ababa totally neglects to establish and implement the new technology. Thus, MOE should create efficient and effective management through setting policy, rules and regulations, preparing good publications and appropriate training in the applications of these new technologies, and who lack of trainees in this area and trained personnel to develop and deliver through the new technologies. Hence more appropriate technology development is required in distance education at degree level. The technology transfer from advanced countries which have better knowledge and experience must be made through collaboration.

4. The management of distance education should assign responsible individual who should independently manage worksheets, assignments and project works. Continuous assessment for some course must be done through 'Work Book' supplied, to helping students in getting formative feedback. The Ministry of Education must ensure if quality services are provided by degree level distance education institutions through close controlling mechanism.

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Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

I would like to express my hearties appreciation, in advance, for taking your time to fill the following questions. The questionnaire is designed for a research thesis under the title "The Management of Tertiary Level Students of Distance Education Program in Addis Ababa Administration." Based on these critical problems, pertinent issues will be examined and some valuable solutions will be provided.

The purpose of the questionnaire is to gather information and the available data on the current practice of the management of tertiary level distance education program and identifying the major challenges in distance education providing institutions of Addis Ababa administration. Thus, your frank and genuine response will contribute immediately to the study. Be confident that the information you provide will be kept confident and used only for academic purpose.

DIRECTION

- No need of writing your name
- Please, indicate your response by putting a thick marks where appropriate
- Give short answer where appropriate
- The last two questions are open-ended, which are given with intention to elicit more information.
- Up on completing or filling in this questionnaire, you are kindly requested to run in to the respective person immediately.

Thank you in advance for your cooperation!

A. Common to all respondents

Part I. Personal Data

1. Sex

☐ 1. Male ☐ 2. Female

2. Age

☐ 1. <20 years ☐ 6. 51-55 years

☐ 2. 20-25 years ☐ 7. 56-60years

☐ 3. 26-30 years ☐ 8. 61-65 years

☐ 4. 31-40 years ☐ 9. Above 65 years

☐ 5. 41-50 years

Part II. Instructional Materials

3. Do you get the instructional material delivered in time?

☐ 1. Always

☐ 2. Some times

☐ 3. Never.

4. If your response for Q 3 above is "No" what does it result on students' learning?

☐ 1. Delay graduation

☐ 2. More load

☐ 3. Unable to cover module

☐ 4. Low performance

☐ 5. Others

5. If your response for Q 3 is "Never", please indicate where delay of materials most of the time occurs?

☐ 1. Writing

☐ 2. Editing

☐ 3. Storing

☐ 4. Printing

☐ 5. Dispatching

☐ 6. Others, if any _____

Part III. Student support services

6. Please, indicate what help in addition to the learning materials you obtain with your course? (You can mark on more than one option).

☐ 1. Tutoring

☐ 2. Counseling

☐ 3. Arranging textbooks along with courses

☐ 4. Equipment for practical work

☐ 5. Kits

☐ 6. Assignments (non-graded)

☐ 7. Projects (one-graded)

☐ 8. Others if any_____

7. Do tutors regularly available during face to face tutorial sessions?

☐ 1. Not at all

☐ 2. Some times

☐ 3. Always

Part IV. Collaboration

8. Does any system of collaboration exist between your college and other institutions?

☐ 1. Yes

☐ 2. No

☐ 3. I don't know

B. Common to students and tutors

9. Below are statements which need your response concerning the quality of instructional materials. Please, give your response by marking a thick mark ( ) in one of the five options indicated in the table, The number indicates 5- Excellent, 4-Very good, 3-Good, 2-Fair, 1-Poor.

11. Do visual aids employed to teach distance learners?

☐ 1. Always

☐ 2. Some times

☐ 3. Never.

12. If your response for Q 11 is "Always" or "Sometimes", please indicate to show the type of media employed for distance learners. by putting a tick mark.

☐ 1. Radio

☐ 2. Television

☐ 3. Audio-video-tape

☐ 4. Satellite

☐ 5. Teleconferencing

☐ 6. Telephone

☐ 7. E-mail

☐ 8. None are used

☐ 9. Others if any_____

13. What methods are employed to assess the academic achievement of distance learners?

☐1. Worksheet

☐2. Final examination

☐3. Project work

☐4. All

☐5. Others if any_____

14. If your college arranges any system of collaboration with other institutions, please show the type of collaboration by putting a tick mark (You can select more than one option).

☐ 1. Project work

☐ 2. Discussion

☐ 3. Library

☐ 4. Counseling service

☐ 5. Laboratory

☐ 6. Others if any_____

15. Below are the types of collaborations between distance providing institutions. Please indicate the areas of collaborations

☐ 1. Project work

☐ 2. Discussion

☐ 3. Library

☐ 4. Counseling service

☐ 5. Others if any_____

C. Common to Tutors and Management

16. Number of service years

☐ 1. 0-5

☐ 2. 5-10

☐ 3. 11-15

☐ 4. 16-20

☐ 5. 21-25

☐ 6. 26-30

☐ 7. 31-35

☐ 8. Above 35

17. Academic qualification

☐ 1. Certificate

☐ 2. Diploma

☐ 3. BA/BSc

☐ 4. MA/MSC

☐ 5. PhD

☐ 6. Others if any_____

D. Only for Students

18. Specify your field of study

☐ 1. Accounting

☐ 2. Management

☐ 3. Economics

☐ 4. Law

☐ 5. Teacher education

☐ 6. Others if any_____

19. Please specify your level of education.

☐ 1. First year

☐ 2. Second year

☐ 3.. Third year

☐ 4. Fourth year

☐ 5. Others if any_____

20. What are your major reasons behind seeking admission into degree level?

☐ 1. Better salary

☐ 2. Better income

☐ 3. Seek for other job

☐ 4. Better position

☐ 5. Feel in knowledge gap

☐ 5. Others if any_____

21. The statement listed below are about related to teaching effectiveness of tutors. Please, rate their level of performance. The number indicates: 5- Excellent, 4-very good, 3- Good, 2- Fair, and 1-Poor.

NO.	Item	Rank				
		5	4	3	2	1
1	Knowledge on the Subject matter					
2	Teaching skill					
3	Practical knowledge					
4	Ability in counseling					
5	Enthusiasm					
6	Punctuality					
7	Preparation in teaching					
8	Skill of exam preparation					
9	Relationship with student					

22. Below are statements which need your response concerning the level of continuous assessment. Please, give your response by putting mark in one of the five options indicated in the table. The number indicated 5-Excellent, 4-Very good, 3- Good, 2-Fair and 1-Poor.

NO.	Item	Rank				
		5	4	3	2	1
1	Easily answered					
2	Teaching comment (Item specific)					
3	Answer sheet properly returned					
4	Carefully designed questions					
5	Marks registered properly					
6	Written feed back (General)					

E. Only for Tutors

23. Work in distance division as:

☐ 1. Part time ☐ 2. Full time

24. For how long have you taken training for distance education?

☐ 1. No training ☐ 2. 1-5 days

☐ 3. 6 – 10 days ☐ 4. >10

APPENDIX: C

STRUCTURED INTERVIEW

DISTANCE EDUCATION COLLEGE DEANS AT DEGREE LEVELIN ADDIS ABABA

1. What are the responsibilities of Distance Education University College Deans, department heads of Distance Education?

A. In course material development , production and distribution.

i. _____

ii. _____

iii. _____

B. In giving student support services such as arranging face-to-face tutorial sessions, Correcting assignment, arranging study centers, counseling, student admission and registration?

i. _____

ii. _____

iii. _____

C. In controlling and monitoring the overall project implementation?

i _____

ii. _____

iii. _____

Do you think distance education programs are being effectively implemented?

A. In terms of teaching learning process?

B. In terms of time?

What major problems do you observe?

i. _____

ii. _____

iii. _____

What do you think the major cause of the problem?

i._____

ii._____

iii. _____

Do you have any system of network with other institutions?

A. Yes B. No

If yes, mention them.

i. _____

ii. _____

iii. _____

If no why?

i. _____

ii. _____

iii. _____