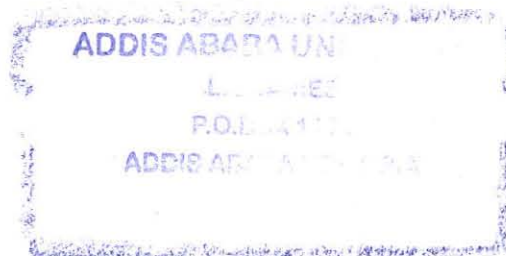


**THE MANAGEMENT OF DISTANCE EDUCATION
IN PRIVATE COLLEGES OF OROMIA
REGIONAL STATE**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**BY
EMIRU DURO**



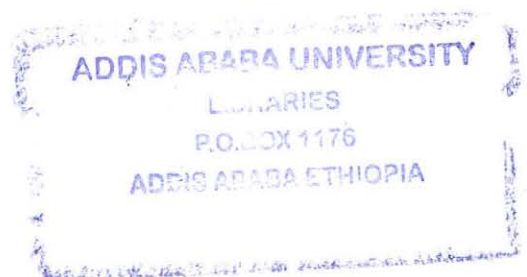
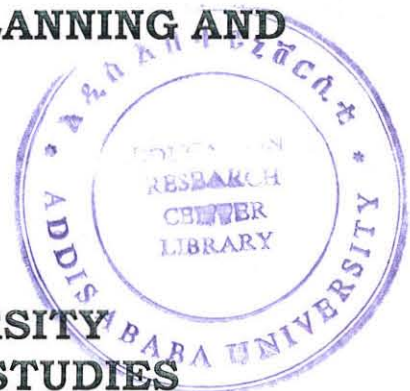
**AUGUST 2007
ADDIS ABABA**

**THE MANAGEMENT OF DISTANCE EDUCATION
IN PRIVATE COLLEGES OF OROMIA
REGIONAL STATE**

**BY
EMIRU DURO**

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF ARTS IN EDUCATIONAL PLANNING AND
MANAGEMENT**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**AUGUST 2007
ADDIS ABABA**

Addis Ababa University School of Graduate Studies

The Management of Distance Education in Private Colleges of Oromia Regional State

By
Emiru Duro

Approved by the Board of Examiners

Yekuno Amteak Alemu (Ph.D)

Chairman, Department

Graduate Committee

Prof. Manishaa Pandey (Ph.D)

Advisor

Tilaye Kassahun

External Examiner

Feliks Orimer (PhD)

Internal

Yekuno

Signature

Manishaa

Signature

Tilaye

Signature

Feliks

Signature

ACKNOWLEDGEMENTS

First and foremost I would like to thank my advisor professor Manishaa Pandey for her skillful comments and thoughtful suggestions throughout the study that shaped and improved the thesis immeasurably. Had it not been her meticulous observation, the successful completions of the thesis have been in doubt.

My heart felt admiration goes to Addis Ababa Tegebareid TVET College Civic and Ethical Education department members who scarified their leisure time to cover my work burden during the two years of my university life.

I would also like to extend my thanks to friends Getachew T/Mariam, Alemu Belihu, Ebesa, Dendena Belay Antenh and Ayalew Bezabeh for their unreserved assistance directly or indirectly during the course of the study.

All words of appreciation are reserved to my wife Adeo Miheret Woldeyes and my children Fasil Emiru, Dagim Emiru and Lidet Emiru for their unreserved moral and material support ever since I joined the post graduate program.

TABLE OF CONTENTS

	Page
Acknowledgements-----	i
Table of Contents-----	ii
List of Tables -----	iv
List of Figures-----	v
Acronyms -----	vi
Abstract-----	vii

CHAPTER ONE

The Problem and Its Approach -----	1
1.1. Background of the Study -----	1
1.2. Statement of the Problem -----	5
1.3. Objective of the Study -----	10
1.4. Significance of the Study -----	11
1.5. Delimitations of the Study-----	12
1.6. Limitations of the Study -----	13
1.7. Research Design and Methodology -----	13
1.7.1. Method -----	13
1.7.2. Sources of Data -----	13
1.7.3. Sample Population and Sampling Techniques -----	14
1.7.4. Data Gathering Techniques -----	15
1.7.5. Procedures of the Study -----	16
1.7.6. Methods of Data Analysis -----	17
1.8. Operational Definitions of Key Terms-----	17
1.9. Organization of the Study -----	18

CHAPTER TWO

Review of Related Literature -----	19
2.1. Definition of Distance Education -----	19
2.2. The Evolution of Distance Education -----	22
2.3. Distance Education in Ethiopia -----	24
2.4. The Rational for Teaching in a Distance -----	25
2.5. Contributions and Challenges of Distance Education -----	26-33
2.6. Management of Distance Education -----	34-41
2.7. Administration of Distance Education-----	46-50
2.8. Leadership in Distance Education -----	50
2.9. Controlling and Evaluation in Distance Education-----	52
2.10. Cost Effectiveness of Distance Education -----	56-57
2.11. The Training of Teachers through Distance Education-----	58-59

CHAPTER THREE

Data Presentation, Analysis and Interpretation -----	62
3.1. Characteristics of the Population-----	62-69
3.2. Trainees Recruitment Criteria -----	69-71
3.3. Evaluation of Course Materials -----	73-82
3.4. Factors Affecting Distance Trainees Rate of Performance -----	84-89
3.5. Planning of Distance Education in Private Colleges -----	92
3.6. Staffing in Private Distance Education Colleges -----	94
3.7. Problems Which Affect the Proper Execution of Teacher Training at a Distance-----	96

CHAPTER FOUR

Summary, Conclusion and Recommendations -----	101
4.1. Summary of the Findings -----	102
4.2. Conclusions-----	105
4.3. Recommendations -----	106
Bibliography -----	109
Appendices	

LIST OF TABLES

	Page
Table 1.1 Number of students and tutorial coordination centers-----	15
Table 2: Frequency and Percentage Distribution of Availability of Recruitment Criteria for Trainees -----	70
Table 3: Rank Order Distribution of Respondents with Regard to Factors which Attracted Distance Trainees to Join Teaching profession -----	72
Table 4: Frequencies and Percentage Distribution of Respondents with Regard to Difficulty Level of Course Materials -----	73
Table 5: Frequencies and Percentage Distribution of Respondents with Regard to Proper Treatment from the Supportive Staff to Study Centers -----	75
Table 6: Perception of Respondents towards face-to face Program -----	77
Table 7: Availability of Computer and Problems Associated to it -----	81
Table 8: One-sample T-test Result Showing Criteria for Tutor Selection -----	82
Table 9: One way ANOVA Indicating Trainees and Tutors Average Rating Regarding Tutor's Performance -----	83
Table 10: Rank order of Factors Affecting Distance Trainees Rate of Performance-----	84
Table 11: One-Sample t-test Result of Trainees Rating in Material Preparation and Distribution -----	86
Table 12: One Sample t-test Result for Trainees Rating in Delivery Method of Course Material and Media Used -----	88
Table 13: Material Distribution and Problems Associated to it	
Table 14: One way ANOVA comparing Deans and Tutors-----	90
Average Rating Regarding Planning of Distance Education in Private Colleges -----	93

Table 15: One way ANOVA Comparing Coordinators and Tutors Average Rating Regarding Staff Development -----	95
Table 16: One Way ANNOVA Average Rating Regarding With Factors which Affect the Proper Execution of Teacher Training at a Distance -----	97

LIST OF FIGURES

	Page
Figure 1: Age Distribution of Respondents -----	65
Figure 2: Educational back ground of Respondents -----	67
Figure 3: Employment status of Male Trainees -----	68
Figure 4: Employment Status of Female Trainees-----	69

ABSTRACT

The main purpose of this study was to examine and investigate the management of distance education teacher training program at degree level in private colleges in Oromia Regional state and eventually to provide alternative recommendations against the identified problems.

To this purpose, descriptive survey method was employed to investigate what the actual management of distance education in the region looked like. Accordingly the research study sample was selected from 11 tutorial centers which involved 300 trainees, 15 coordinators, 30 tutors, 2 deans 1 from each college, 1 officer, 2 experts from OEB and 2 senior experts from Higher Education Qualify Agency (HERQA) altogether 352 respondents. Data analysis were made by using statistical tools such as percentage, t-test, spear's mans rank order correlation coefficient test and one-way ANOVA to identify whether there were differences or agreements in the view of the respondents.

The study findings indicated miss-match between the needs and distribution of course materials, lack of commitment of coordinators and administrative staff, ineffective face-to-face program, lack of counseling, and lack of effective evaluation and control mechanisms. Thus, the result in general indicated problems related to managerial incapacity.

Finally, in order to alleviate these problems, timely distribution course materials proportionate to the number of trainees, strengthening the fact-to-face program according to the needs of the trainees fulfilling facilities, developing experience of other countries on the use of alternative medias were recommended to address the problem understudy.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

Education is mainly concerned with the liberation of man from ignorance and poverty (Ghash and Zachriah, 1987). Thus, education is the core of the society's existence and its well being. It plays a considerable role in the transformation and development of the Society. In line with this, (Phillips, 1976:312, and Manjulinka, 1996:171), agree that education is a basic tool to bring about economic development, social welfare and political equality. According to Stoops and others, (1981: 89), the aim of Education is to provide better services and educate students. Hence, the Education system can not achieve its maximum possible result unless it is properly managed and well equipped with the necessary materials and human resources.

Despite the great importance placed on education, the most predominantly used educational system, the conventional (face to face) system, has failed to respond to the ever expanding demand for education. Hence, recently, there is a great demand for a alternative approach to any type of learning and training other than the highly developed and aged conventional system of delivering education and training by large number of people who cannot get access to it due to high world population growth, increase in educational requirements for almost all jobs and the increase in the complexity of all aspects of living and so on.(Holmberg, 1986:2; Bishop, 1989: 154).

Thus, the possible mechanism to respond to this need is the implementation of distance education program. Therefore, according to UNESCO (2002:18), distance education developed in response to the increasing demand for education to provide education for all citizens at all levels. Although distance education and its definition have caused some confusion over time, it can be

seen as a formal instruction in which a majority of the teaching occurs while education and learner are at distance from one another. Distance education is carried out by an organization that develops educational media to unite teacher, the learner and provides appropriate evaluation of the learning. In doing so, two-way communication missing in other forms of non-conventional adult learning is provided, (Verdun and Clark; 1991:19) In support to this (Manjulinkas & Reddy 1996:3) states that DE as a system is highly dependent today upon the printed material or instructional, supplemented partly by the electronic media, radio, television and computer, in addition to limited face -to- face contact sessions, (Manjulikas & Reddy, 1996:3).

Distance education, as an educational system of learning undoubtedly is a relatively recent phenomenon in the world. Apart from the multi-media learning advantages, it possesses its orientation and objectives are geared towards the acceleration of professional and educational growth and development of those who could otherwise have had opportunity of improving their educational level through attendance at formal education program. This is not necessarily because they do not possess the ability, qualification and talent, but due to many economic factors. As a result, distance teaching which arose from the need to provide schooling to students in remote and sparsely populated area started in 1840 (Holmberg in Keegan, 1996:123).

Distance education is characterized by the separation of the teacher and learner or trainer and a trainee in place and in time, in contrast to conventional education or training approaches. It contains two basic elements.

1. The physical separation of teacher and learner
2. The changed role of the teacher, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students' problems.

At its early stage, it was dominated and characterized by the provision of printed material, which was distributed through the post. Due to the current developing technologies and application of information technologies, the distance education providers have been urged to use these technologies, in the provision of their programs since the past two decades. However, different media have different strengths. Rarely can one medium provide everything a learner needs in a learning program of any duration. The other thing is that a medium that suits to some learners may fail to others while some opt learning by reading others may choose to learn by working together and so on. Hence, if several medium are combined then, there will be more chance that all will get at least some of their preferred medium. Regarding this Row-tree (2000:103) shares his experience saying.

I know an open University economics teacher who made a point of saying what he wanted to say in his printed work book, then saying it again in sound on the radio, pictures or television. This is not to mean that all student need them all, but using all three helps ensure that every one gets her/his own best way.

- In relation to this, Sahle Mariam (2004:2) noted that on the basis of the kind of technology used in distance education can be said to have passed through three generations namely the print based distance education, which used to be delivered to the learners via the postal system, the use of broadcast media for the distribution of the course curriculum and the coming into existence of computers and their application in the delivery of instructional materials respectively. Moreover, distance university education has been adapted in the context of recent development information and communication technology in order that adult workers who missed their opportunity to study in college can gain a new opportunity to acquire college degrees by learning the contents on web-site even while they continue to be employed. Also it is possible for adult workers to adapt themselves quickly to the changing environment by receiving re-education through the web and other alternative means, particularly in the knowledge based society in which knowledge becomes outdated very quickly. In

light of this, distance education at different level of teaching-learning strategies took deep – roots in 1930, and got further recognition in the 1960's. According to Manjulinka and Reddy, (1996:167) the year 1969 marked the beginning of new era with the founding of the British Open University, which started degree offering distance teaching universities with full-fledged degree programs, sophisticated courses new media and systematic approaches of evolution cropped up in various parts of the world. The concept of distance education has recently received a significant impetus from two almost contradicting directions. According to Smith and Delahaye (1987), the first is the drive for cost-effectiveness in economically hard times, which results in trainers finding it more difficult to arrange for trainees not to be released from their jobs, and to justify high travel and accommodation costs. The second impetus is the comparative availability of hi-tech (and high cost) media, which effectively reduce the tyranny of distance. Micro computers, computer networks and teleconferencing are the most common of these.

Experiences of both developed and developing countries such as India, China, Papua New Guinea, Costa Rica, Sudan, South Africa, Indonesia, Tanzania, Kenya, Zimbabwe, Thailand, and Pakistan indicate that distance learning program may respond to the growing need of large groups of their beneficiaries since 1970's and 1980's (Manjulinda.1996).

In Ethiopian context, distance education appeared in the form of correspondence education in 1967 in private institutions such as British Tutorial College (BTC), International Correspondence Schools (ICS), and Trans World College (TTC), (Mitku 2004:4). In relation to this, Wossenu (1999:6) emphasized that due to lack of awareness, the role distance education plays in improving social and economic activities and upgrading teachers professional competence is found to be at an infant level compared to the long experience the country had in this respect.

Currently, the government of Ethiopia seems to be much concerned in giving high priority to education with the assumption that literate labor force is needed. As a result, within teacher's education, distance education is used as one approach for upgrading teachers from certificate level to diploma and from diploma level to degree, both at distance and in summer face to face programs. This is a means of capacity building which enables many teachers to get necessary qualification to teach at the required level (MOE 2003:3).

Obviously, it can be said that distance education is a possible means of responding to the demand of those who do not have access to the conventional system of learning and training. Furthermore, as it is indicated in the Education Sector Program 1 (1999-2002), the government planned to introduce the training of teachers through distance education as it is cost effective. Regarding this the document states the following:-

Teacher training through distance education will be introduced as cost effective strategy and to give teachers in remote schools especially women who have difficulty to depart from families in having opportunities for professional growth ESDPI (1999:8-9).

Similarly, the investment policy of the country has encouraged private individuals to invest in education sector and hence, not only the government but also some private colleges which are the focus of this research paper have begun to provide education on the basis to improve and reach wider range of the learner particularly teachers.

1.2. Statement of the Problem

Nowadays, distance education is seen as an effective and efficient system to meet an ever increasing demand for education in both developed and developing countries. Thus, many developing countries have developed distance education programs into their education system and are able to solve their constraints on education Manjulinka (1996). Particularly, in countries like

Ethiopia, that has no or fewer resources, distance education is an appropriate tool to cope with the challenges of the traditional conventional education system face. The provision of distance education can meet its objectives only when there is proper planning, preparation and usage of relevant material. It also needs the presence of strong co-ordination among students, facilities, facilitators and technologies. Above all the existence of effective, efficient and accountable management with the required qualification of the program is more important to treat students as customers, providing them a learner centered experience to meet their various needs and expectations. The issues connected with leadership and the management of staff involved in key areas like the development of materials, support services for student learning, the interference between the academic and operational and administration areas have to ensure integrated decision-making and so on. As a whole, the overall management of distance education institutions needs to be stronger and more rationally oriented than in convectional educational institutions.

However, distance mode of delivery seems to have some practical factors affecting the proper implementation of the program. Some scholars claim that the problems facing distance education should be investigated from different angles and get solutions in order to be successful. They pointed out that the practice of distance learning indicated a lot of inputs that are demanded in order to implement and minimize the claim which is raised against the program. It is from this point of view that (Keegan, 1996: 186-188), said the issue of the quantity and quality achieved, the status of learning achieved and the recognition of the graduates of distance learning need due attention in realizing distance learning.

Moreover, the success of such type of program largely depends on effective organization and management system. In relation to this (Wossenu and Befekadu, 1999:26), pointed that the presence of effective communication and personnel, particularly the academic staff is dominant for the success or failure

of distance education. Furthermore, Bishop (1989:60) and Manjulinka (1996:4) noted that the success of distance education system depends on the way it is organized and managed. Managerial activities include planning organizing decision making, leading and controlling. Hence, managers engage in these activities are expected to combine human, financial, physical and information resources efficiently and effectively to work towards achieving the goals of the organization.

Currently, distance education in the country in general and in Oromia Regional Government, especially in the private Colleges in particular, is facing various problems. Of course, it is unquestionable that distance education system can help and bring education to the doorsteps of large and varied cliental who can not benefit from the conventional system of education. Due to this, the overall management of distance education institution needs to be stronger and more rationally oriented than in the conventional educational institutions. However, there are several problems facing the successful implementation of distance education in the private colleges of Oromia Regional Government.

According to information obtained from Oromia Education Bureau, the most sounding problems observed in the region include-

- Absence of particular responsible /accountable/ department /section/ for distance learning in the regional education bureau,
- Problems concerned with registration and preparation of courses to be offered
- Problems related to material production, distribution and administration
- Issues related to the mismatch between trainees and tutorial classrooms.
- Issues related to the inefficiency of coordinators, provision of trainees support and
- Technological literacy and problems related to program evaluation, accreditation and lack of feedback.

Based on the existing Ethiopian regional administrative division Oromia is the biggest region in terms of area, population as well as number of trainees. Hence, the expansion and development of DE program in the region could bring about a significant socio economic boost to the whole nation. In view of these facts the researcher was initiated to carry out systematic investigation on these and other related management problems.

Management of distance education is the function which deals with the designing production and delivery of courses to distance learner. According to Graville (1992:1), when managerial functions prevail resources are wasted, opportunities are lost, institutions grow weaker, morale falls and at the end institutions go under. Thus, management is a crucial function of any program/project which highly affects policy implementation (Magnon, 1999: 2 - 109).

The management of distance education involves the general function of management. In distance education system, planning, organizing and controlling the development, production, distribution of distance education materials and use of various forms of media are significant tasks that managers face. Therefore, to get all advantages placed on it, effective management is unquestionable. According to (Shermerhorn, 1996:3), true managerial success, however, involves both performance in resource utilization and effectiveness. Hence, success in distance education requires a capability to recognize problems and opportunities, make good decisions, and take appropriate decision through the basic management function. Implementation of any program can be affected by various problems. However, inadequate management capacity is one that severely affects the program.

Absence of accountability to the program is seen as a crucial problem. The success of the implementation is affected negatively due to leniency of follow up of the management in the private distance colleges. Registration of distance

education is ongoing and non-stop. Thus, there is no proper documentation of trainees. This in turn affects the distribution of modules and feedback of assignments and even delay of exam papers, which finally results in delay of completion. Furthermore, the instructional (delivery) of the course was affected negatively from various factors such as lack of proper training for tutors, shortage of tutorial classes, teaching beyond the level of qualification of the tutors and tutoring subject which is irrelevant from field of qualification, in availability of teaching materials, inconsistency in tutorial schedules are the problems.

Technological literacy including computer literacy is also another area of problem observed in the private distance education program. Computer training is one of the parts of the courses. The target population will require training in the use of the tools and so will the providers. Instructors will need focused training in order to make effective use of the technologies involved. Moreover, program evaluation and accreditation care must be taken to ensure that distance education programs are as well developed as their in-house counterparts. Mechanisms need to be developed for faculty evaluation of programs originating at their institutions. There need to be standards for course evaluation and program accreditation. Successful program need, to be reevaluated before implementing them in a different cultural environment in this increasing global village (Mugridge, 1991).

Hence, it is the existence of these and other related problems which could be raised during the course of discussion which instigated the researcher to assess and investigate the management of distance education in Ormia Regional Government private Colleges.

1.3. Objective of the Study

The present study was designed mainly to investigate issues related to the management of degree level teacher training in DE private colleges of Oromia Regional state and to suggest policy implementation that may lead to the improvement of distance education management in the region under discussion. In light of the above grand objectives, the study had attempted to achieve the following specific objectives.

1. To investigate the extent to which the planning and implementation of Private Distance Education in Oromia regional state is properly executed.
2. To explore the major problems existing in private Distance Education Colleges/Universities in (planning, organizing supervising and controlling) the program.
3. To examine the Management of the production, distribution and utilization DE materials.
4. To investigate the control mechanisms utilized in DE programs in order to check the progress it brings in this area

In order to meet the stated objectives above, the study was guided by the following basic questions:

1. How is Distance Education in Private Colleges in Oromia Regional state planned, implemented and managed?
2. Do private Distance Education Offering College and Universities in the region staffed with sufficient and competent human resources that are committed to run the management of the program successfully?
3. What are the major organizational problems in planning and management of distance education in private colleges in the region?

1.4. Significance of the Study

Even though training of teachers through distance program is widely used in many countries, it is relatively at its infant stage in Ethiopia.. There is no adequate research work done locally particularly related to degree level teacher training. However, the limited research done on teacher education by distance shows that it can be as effective as conventional teacher education in providing qualified teachers. There appear to be few differences between teachers trained at a distance and these trained in conventional colleges after a few years of teaching in schools distance education can be more cost effective way of training teachers if properly designed (Robinson, April 1998).

Open and distance learning can be best managed as a system in order to ensure effective use of various human, technological and organizational elements. Thus, basing itself on the above notion, the study is believed to have the following contributions.

1. The result of the study would help educational planners and decision makers to give policy attention for success of distance education. It may create awareness among policy makers, planners, professional and other concerned bodies what distance education plays in improving the quality of teachers training.
2. Its findings may pin-point the major problems in distance learning in the region so that the concerned bodies can utilize the finding to alleviate the problems. In other words the study may help OEB officials to recognize the managerial problems DE colleges encountered during implementation and make all the necessary arrangements before hand.
3. The study may also help private distance teacher education colleges to examine their experiences in order to correct their previous errors and may apply to their future career of similar programs.
4. The findings of the study may pave the way for private distance education colleges to share experience and learn their merits and demerits from

each other so as to provide alternative solution to the problem of the management of distance education fro teachers in particular and the management of distance education in general for the country.

5. The study would generate awareness among concerned people about the major drawbacks and problems encountered in the management process of distance education and enable them to make the necessary implementation, improvement and promotion of effective management approach.
6. The study may initiate researchers to develop aspirations to conduct further and detailed studies on the topic and to that effect too, it may serve as source of reviewed literature.

1.5. Delimitations of the Study

Among several private distance education colleges in Oromia regional state, the scope of the study was delimited to two private colleges, Alpha and St. Mary's University Colleges that are already accredited to provide distance Teachers Training program in the Region. While selecting sample private distance education colleges, the number of trainees and geographical area diversity and time were considered.

The study is also delimited only to Teacher Training private Colleges because until recently, there has been a limited amount of research on the use of distance education for teacher training as a whole and training at degree level in particular. Even though the study is delimited to these colleges, it is believed that the result will give some insight about the trend in the whole region.

Alpha and St. Merry are pre-accredited to provide distance education to the trainees at degree level. The sample is taken from the three colleges offering distance education at this level in the region. Most statistical literatures

indicate, sample size of 30 percent to represent the population reasonably. Moreover, to make the study manageable with the financial capacity of the researcher the sample is limited only to the above two colleges.

1.6. Limitations of the Study

Long process has been taken by the private Distance Education colleges in the head office in giving final decision on letter of cooperation to different tutorial centers for data collection. This has created the time pressure in gathering data and organizing the study as planned. Had it not been for these problems, more details might have been included in the study. Absence of adequate research works on the topic in the Ethiopian context restricted the researcher to rely on using the already available few materials repeatedly as sources of the study. Moreover, the study is limited to Oromia regional state due to time and financial constraints.

1.7. Research Design and Methodology

1.7.1. Method

The method designed for this research is descriptive survey method. This is intended to assess, investigate the actual status of managerial practices and problems that distance education in private colleges of Oromia regional areas face. The descriptive method is appropriate to obtain information about the current status of distance education in the region and to suggest recommendations for the problems identified.

1.7.2. Sources of Data

Two sources of data, primary and secondary sources were used in this study.

1.7.2.1 Primary Sources

In primary sources, data were gathered from the training colleges, universities decision makers, trainees, tutorial coordinators, Oromia Education Bureau and Federal Ministry of education to develop appropriate data gathering instrument. Ministry of Education and Oromia Education Bureau were selected because of their decisive strategic position in policy formulation, giving accreditation, conducting supervision and determining levels of training.

The colleges were selected because of their direct involvement and accountability for the training. Similarly, the trainees and tutorial coordinators were fully selected as they are the beneficiaries of the program.

1.7.2.2 Secondary Sources

Annual educational statistics, abstract, relevant documents which constitute regulations, guidelines, directions, and plan for implementation, student records and other documents were used to some extent.

1.7.3. Sample Population and Sampling Techniques

According to the data obtained from the MOE and Oromia Education Bureau there are about 1500 trainees enrolled in two Distance Teachers Training program at degree level in private colleges of Oromia regional state in 1999E.C. However, it is difficult to know the exact number of trainees, since registration is continuous throughout the year and there is new entry and drop-outs from month to month.

Table 1.1 provides the number of students enrolled in the private distance colleges with their sample size and respective tutorial coordination centers in the region.

Table 1.1 Number of students and tutorial coordination centers

Name of sample Colleges	No to Students	Sample Size	Coordination Centers in Oromia
Alpha University College	300	60	15
St. Merry University College	1200	240	23

The study population involves two private distance education training colleges Alpha and St. Merry's University colleges. The colleges were selected by the use of available sampling method as they are the only Private Distance Education Colleges which provide Teachers training at Degree level in Oromia Regional State. Purposive sampling method was also largely employed to determine the sample size. Accordingly 11 tutorial centers were selected among the existing 38 based on the number of trainees they serve to represent the data. Then, from each selected tutorial centers 20% altogether 300 distance students were randomly selected from the 11 tutorial centers.

All coordinators of the selected tutorial centers and 4 coordinators from the head office, 30 tutors were also included in the sample by using availability sampling method. The study also included 2 Deans one from each college. In addition to these, 2 senior experts from HERQA 1 official and 2 senior experts from Oromia Education Bureau, altogether 352 study populations were taken as samples of this particular study.

1.7.4. Data Gathering Techniques

Three types of data gathering instruments such as questionnaires, interview and documentary analysis were employed. Questionnaires were used to obtain information and opinions from such larger population. Altogether, five sets of questionnaires consisting of close-ended and some open ended question items were develop to the subjects of the research.

All the questionnaires were prepared in English with the ground that the respondent students are degree level trainees and the other respondent are well- educated personalities and capable of giving the required information.

Structured interview was prepared for HERQA (Higher Education Relevance Quality Agency) to strengthen the information gathered through questionnaires. The instruments were selected because the researcher believes that they are appropriate to collect information for the study.

Pilot Testing

Pilot testing was conducted with trainees, tutors, coordinators and experts that were not included in the study. After data were gathered, reliability test was concluded using estimation of split half method. The Spearman -Brown formula was applied in calculating the correlation between the two halves to the full and so as to determine reliability using split halves. This was calculated by doubling the two- halves to the full number of items thus, giving estimated reliability. As a result the reliability estimate for trainee's pilot test was 0.98.

Reliability estimation made with tutors, coordinators and experts was also calculated in similar way and the results obtained were 0.73, 0.69 and 0.89 respectively. Statistical literatures indicate that, the more the result of reliability is closer to 1, it is reliable and a 0.6 test and above is generally accepted as reliable. However, the variation seen among the four groups was due to the number of items used in calculation. More items were used in calculation for trainees than the other three. In general, the test indicated the set of questionnaires were reliable. Accordingly, expert's comments were considered and modifications were made in the questionnaires.

1.7.5. Procedures of the Study

The questionnaires were distributed to private distance trainees' understudy at the time of face-to-face session through tutorial centre coordinators. The

questionnaires to coordinators, Ministry of Education Officials, Oromia Education Bureau Officials and experts including the interview document analysis were conducted by the researcher.

1.7.6. Methods of Data Analysis

Data analysis involved content analysis of documents, response through questionnaires and interviews. Information gathered was analyzed through frequency counts, percentages, the t-test ANOVA and the Spear man's Rank order Correlation Coefficient.

1.8. Operational Definitions of Key Terms

Management of Distance Education: - is that function which mainly deals with the designing, production and delivery of courses to distance learners. In this research it refers to the function which deals with planning, organizing, staffing, evaluating and controlling system of Distance Education in Oromia regional state at degree level.

Distance Education: – refers to the teaching and learning situations in which the instructor and the learners are geographically separated, and therefore, rely on electronic devices and print materials for instructional delivery Portway and Lane (1994). In this study, it refers to private colleges' /Universities/ which runs degree level training at distant study through instruction conducted by using course modules, assignments for submission, course outlines, correction and examination in Oromia regional state.

Delivery system:- is an approach which Distance Education Department follow to provide their programs.

Center Coordinator: - refers to persons is the institution assigned at each study centers so that they could coordinate and facilitate the delivery of the program.

Distance Trainees: - any trainee registered in private distance Education College for degree level teacher training program.

Study Center: - refers to offices the institutions established to carry out their programs.

Tutor-related issues: - are issues that have a bearing to recruitment, selection, and assignment, composition, supervision, and control of tutors of the distance education system in the private colleges/Universities/ in Oromia regional state.

Tutors: - those who are selected by Tutorial coordinators of Distance education in Oromia regional state to assist distance learners by giving the face-to-face tutorial classes; and also evaluate learner's assignments.

Tutorial: - In this research it refers to a process of providing face-to-face teaching assistance to distance education learners by a tutor in specific subject area.

Tutorial Center: - a center wherein the distance learner would periodically gather to receive tutorial assistance from the tutors on the subject mater of the courses they are taking (Sahilemariam, 2004: 10). In this research, it refers to a centre located in Oromia regional state arranged by private distance education colleges to conduct tutorial sessions and distribute course materials.

1.9. Organization of the Study

This study is organized into four chapters. The first chapter deals with the background, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, research design, definition of key terms and organization of the study. In the second chapter the review of related literature was presented while chapter three consists of data analysis, presentation and interpretation of the findings. Summary of findings, conclusion and recommendations are presented in the fourth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is dedicated to the Review of Related Literature on different aspects of Distance Education. It deals with a theoretical background of the concept of distance education , the evolution, contribution and challenges of distance education with regard to Global and Ethiopia context and much part of the chapter gives emphasis to the management of Distances Education is particular to degree level teacher Training program in private colleges.

2.1. Definition of Distance Education

Several authorities have attempted to provide a variety of definitions to distance education at various times. However, Keegan (1996:34) categorized the definitions given up to 1980 as remote and those after 1980s as recent definitions. Thus, in (1962), the director of German DE Dohmen defined it “as self study in which teaching activities are provided through media at a distance.”

Another authority Moore (1973) defined DE “as the family of instructional methods in which the teaching behaviors are executed apart from learning behaviors through print, electronic, mechanical or other devices. Other authorities, Wedemyer (1981) and Garrisons (1989) had conceptualized distance teaching in terms of its key elements such as teacher students communication medium, and content. Moreover, Holmberg (1977:9) noted that the term distance education covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms.” On the other hand, Verdiun and Clark, (1991:6) described it as “evolutionary changes both in its conception and practice”. However, the use of one commonly agreed upon term to represent this form of education has been confounded by alternatively using a term which distance education is not open education (Holmberg, 1989). A term which has failed to describe adequately the current

conception of distance education that basically involves recent interactive communication technologies correspondence education.

African editors such as Obanya Shabani and Okebukola, (1996) have also defined distance education as “form of study where students are not in-direct physical contact with their teachers” (UNESCO, 1996). However, according to the classification made by Keegan (1993), Garrisons and Shale (1987) are among the Scholars who have attempted to provide modern definition of DE. They recognized the separation between teacher and learner, and emphasized and recognized two-way communication which is possible through technology. Still other scholars Portway and Lane supported Garrison and Shale and under lined the role of telecommunication technology to make the transfer of the knowledge through distance education a reality.

Mc. Aleese (1985), in the International Encyclopedia of Education, Volume III page 1432, states that distance education simply and some what broadly defined DE as “education which either does not imply the physical presence of the teacher appointed to dispense it in the place where it replaced, or in which the teacher is present only on occasion for selected tasks.” According to (Wossenu and Befekadu, 1999:16), Distance education is a form of education program in which most of the instruction takes place in a situation where the teacher and the learners are at a distance from one another, and some form of technology used to facilitate communication and to bridge information gap.

Most experts in the field agree that distance education is a system of education offered by some one who is removed in space and time from the learner. The use of different media, other than printed material, is an essential part of distance education. Though the teacher and the learner are separated, and the learner is often an individual who learns in his own place and at his own pace, the distance education system envisages some sort of a two-way communication. Advancements in satellite communication technology and the

expansion in the financial sector have made DE possible. In this instance, teleconferencing, electronic networking and others are all used. (Marew, 2002:19).

Furthermore, Verlaccihi, (1993), in Keegan, 1993) asserts that distance education presupposes the existence of a school that is an organization whose explicit purpose is to teach to a public who wants to learn. Thus, the terms “distance education “or” distance learning” have been applied interchangeably by many different researchers to a great variety of programs, providers, audiences, and media. Its hallmarks are the separation of teacher and learner in space and/time (Perraton, 1988), the volitional control of learning by the student rather than the distant instructor (Jonassen, 1992), and noncontiguous communication between student and teacher mediated by print or some form of technology (Keegan, 1989: Garrison and Shale, 1987).

As its definition varies, different terms such as independent study, home study, correspondence study, individual study, autonomous study and other terms have been used equally to express the term distance education. The term distance education has a number of various meanings in different parts of the world. According to Wossenu and Befekadu (1999:16-19), it is known as correspondence education or Open University in the UK, External studies in Australia, Education a Distance in Spain. Moreover, they noted that other terminology such as University without walls, Extramural studies, Experimental learning, off-campus Education, Extended campus, and the American External.

Degree or University Extension, etc are some of the terms used by institutions conduction distance education in different countries. Still other such as “telematic teaching” by Moore (1975) and distance study by Delling (1976) are originally used to reflect the view of different authorities.

Although the controversy over the proper terminology does not totally disappear in growing number of recent literature in the area, among the terms given above, distance education is the most widely and consistently used term (UNESCO, 1998).

After having made a comprehensive review and analysis of the numerous existing definitions of distance education, Keegan (1990:40) came up with the following definition of Distance education.

- a form of education characterized by the quasi-permanent separation of the teacher and learner; the influence of an educational organization, the use of technical media, the provision of two-way communication and the quasi-permanent absence of the learning group throughout the length of the learning process.

Thus, whether the definitions provided so far share some characteristics in common or not the history of DE shows that there are a number of different definitions provided by several authorities and writers in the area over time.

2.2. The Evolution of Distance Education

Informal distance teaching is believed to have begun when people first started to exchange written letters and gave instructions to other person(s). Even though some writers like (Holmberg 1986) say that it began 150 years ago, the exact period when organized distance education started is still doubtful.

Gough (1980: 24) relates the history and evaluation of distance education based on three reasons. The first of these is access: to allow students who would otherwise be denied educational opportunities to gain access to courses. The second is equivalence and integrity; students taught at a distance should receive an equivalent qualification with the same integrity as those earned through the conventional mode. The third is excellence: quest for excellence in quality of learning materials, teaching, support services, academic and administrative

systems or professional development staff. He argues that as the resolution of these issues continue to dominate the theory and practice of distance and open learning. Many countries in the world, especially those developing, become increasingly attracted to this form of education. Added to these, the roles of increasing political support from governments, the availability of new methods of communication as well as the flexibility of distance education in terms of place, pace, age and time are pressing forces to the expansion and development of distance education (Teshome, 4-5).

According to (Manjulinka 1996:165), a number of publicly and privately funded Colleges offering correspondence education have grown and developed across Europe and the USA in the turn of the nineteenth century. Further, (Nania, 1999 and Manjulinka, 1996:166), noted that in the early 1900s, Universities and Private schools were offering correspondence courses to elementary, secondary, higher education and vocationally oriented learners (Rohfeld, 1990; Wiesner, 1983) expressed that much of the development and growth of distance education in England and Europe was in response to “demands from workers and women” where as in Sweden and USA, it was a result of the need to reach students living in isolated places. On this issue, (Manjulinka, 1996:165) further noted that this was more dramatically experienced in countries with scattered population spread over large areas.

However, the form and structure of early correspondence based distance education has changed with the advent of new technologies. The technologies have reduced the turn around time as well as improved interactivity. Thus, audio and video resources such as films, cassette tape, and television slowly replaced the original correspondence course formats and in the middle of the 20th century, instructional radio and television became popular. Hence, (Willis, 1993: 53 and Fleeschman, 1998: 162) asserted that the Open University of UK was established in 1969) combining distance education programs using print and non-print resources. However, “print has always been the dominant medium in distance education and will continue to be the most used of delivery in the foreseeable future” (Verdun and

Clark 1991:81, Holmberg 1994:50 – 154; Marew, 2002:21). In relation to this Perry, (1984: 83-106) noted that among institutions surveyed by him 100% in Africa, 93% in Asia, and 72% in Latin America employed correspondence and print materials in their programs. This further asserts that prints are dominant.

2.3. Distance Education in Ethiopia

The initiation of distance education in Ethiopia goes back to 1967 when the Ministry of Education collaborated with Addis Ababa University to establish a correspondence study unit under the Extension division of the University. According to the main target of the unit was to develop senior secondary correspondence course for adults working in various ministries, factories and military organizations in general and teachers in particular.

The extension division of Addis Ababa University led the program until 1976 and transferred it to the ministry of Education under the Department of Adult and Continuing Education, and later to the Educational media Agency (EMA). This was partly because of the absence of administrative structure and qualified personnel in the University to specifically run the program. However, in two years time after the Ministry took the responsibility to run, the program has shifted its attention to secondary education and achieved a lot in this direction too (EMA, 2003:2). According to documentary sources obtained from MOE, 1985; 1999), the needs for distance education in Ethiopia are addressed from six perspectives namely:

- Expanding access of secondary education.
- Improving the flexibility of education with working conditions.
- Improving the competence of teachers in primary education
- Improving student learning
- Reducing educational costs and
- Capacity building in the education and civil service sectors.

Regarding this (Tsion and Nekatibeb, 2004:124) further also noted that the need for instigation of distance education in Ethiopia was related to the above points while, Amare (2000:128), highlights that the inception of distance learning program in the country is at its youngest age (immature) and getting more acceptances in the country's Educational system.

2.4. The Rational for Teaching in a Distance

Today, distance education is being used extensively by both developing and developed countries for various purposes. Particularly, there is a greater need for DE program in developing countries like our to expand educational opportunities for a larger portion of the population. Thus, (Manjulinka and Reddy, 1996) consistently, forwarded generally there rational for establishing distance education in developing countries.

The first rationale is the need in developing countries for trained manpower to carry out their social and economic activities, and the opportunities for education in the traditional system of training are limited. Thus, a complementary approach to the traditional system of training manpower should be the focus of attention in order to alleviate the problem (UNESCO, 1998).

The second rational is the marked increase in cost-effectiveness through distance education, particularly in capital expenditure. This is largely for offering a massive educational program for widely dispersed population. It is quite cost-effective than the conventional system.

The third rationale is addressing the high need for the vast majority of working adults who essentially need formal training for their professional advancement while at the same time maintain their career opportunity. Moreover, Kahunga (1981), asserted, the fact the average educational level of women working adults is by far below their counter parts, distance education potentially offers special

educational opportunity for a greater population of women candidates than male candidates.

2.5. Contributions and Challenges of Distance Education

Distance education is claimed to have a number of contributions by making possible the provision of effective, less costly and flexible education for a large number of people living in remote and distant villages who would compensate their missed opportunity of face to face program in a traditional classroom, through the use of radio and television by reaching more beneficiaries (students) without any school building; by barriers of distance and time by providing superior quality instruction through radio or television program (Bishop, 1989:160; Dodds and Ediringha, 2000:97). According to (Manjulinka, 1996:4), DE has also a great advantage for groups of people who for geographical, economic or social reasons are unable or unwilling to make use of conventional provision of education.

Among other things, a particular contribution of distance education is that it makes teachers' preparation and professional development programs accessible to indigenous peoples and others in the remote, rural areas that do not have convenient access to higher education institutions and where there is often shortage of well-prepared the teachers and other educational professionals.

To this effect several authorities such as asserted that DE 75 developed and used in China to train unqualified primary and secondary school teachers and for manpower development; in Turkey to open opportunity for those who had not been able to be admitted to a University by the Ministry of Education and for training primary school teachers: in Africa to train unqualified primary school teachers needed for universal primary education, and to offer secondary education for rural community education and development programs and school equivalency programs at primary and secondary levels, and in Latin

America for post secondary teacher education. These authorities further noted that DE is also used in countries like the USA, Sweden, Australia and New Zealand in response to various educational problems.

Although, DE plays a significant role in the economic development of countries by contributing to the overall educational development, literature shows that distance education programs faced several challenges and problems as a whole and even more serious for developing countries than developed ones in particular.

According to (Keegan, 2002:12) administrative problems, funding constraints and infrastructural limitations are the serious challenges faced by developing countries especially Sub-Saharan Africa. The administrative system or structure necessary to undertake education programs are highly underdeveloped or non-existence, lack of resource in the region which forced them to rely on donor funding for the existence as well as financial crisis which may probably arise from the mismanagement of resources and infrastructure limitations such as poor postal service to support communication of geographically dispersed students, to use the facilities of telecommunications such as internet use are the most sounding challenges face by distance education system in the region.

Furthermore, DE is most commonly criticized for improper handling of classroom discussions, dealing with individual needs, difficulties and questions clear up misunderstandings and supervising practical classroom sessions. Due to these and other problems, many scholars tend to undermine the quality of distance education. But, a study by Sadiman (1994:97) in Indonesia has indicated that there is no significant difference between the academic achievement of Distance Education graduates and regular school graduates whereas, as forwarded by (Teshome and Tilson 2001:50) the available evidence indicates that distance post graduate and interactive radio instruction

programs in Ethiopia are academically effective. However, the later needs further research investigation in the area.

2.5.1. Factors that Affect the Performance of Distance

Students

Different nations and countries make use of distance education for different or similar purposes. According to UNESCO (2000), report in Africa: Kenya and Tanzania, Latin America: Uruguay and Argentina, in Europe, Britain, France, and Spain and in Asia: India, Malaysia, and Pakistan have used distance education for different purposes. From this point of view, one can easily understand that currently distance education has gained substantial support from governments and educational organizations because of the role it played in satisfying the growing needs of education alongside with the regular face-to-face educational program.

However, after having reviewed many research works on distance students, Holmberg, (1989:187) concluded that older, mature and better qualified enrolls have better chance of succeeding in distance education. Meanwhile, McIntosh, Woodley and Morrison (1989:54-55) supported the findings of Holmberg by noting that older and better qualified students and students already familiar with intellectual work of some kind are related to higher rate of completion and better achievement. This shows that there are positive correlation between the levels of previous education and both the persistence and achievement of distance students.

Furthermore, (Bent and Bugbee, 1993:37) identified three major determinant factors for successful learning in distance education such as previous completion of college degree; willingness to initiate calls to tutors/ counselors for assistance and possessing a more serious attitude toward the courses. Still (Anderson, 1994: 26) confirmed a somewhat similar finding that those students

who have pos-secondary education goals and expectation of higher grades are successful. Yet Holm (1988:14) asserted that the proximity of students' residence, previous post secondary education and length of professional experience are correlated with the performance of distance learners. On the other hand, another researcher, Bertels revealed that the agreement between personal interest and course or degree structure is a decisive factor in the determination of student's persistence and performance in distance education.

Several authorities identified various factors which determine distant learners' performances. This include:-

- Lower educational attainment:- most distance education institutions do not require student's previous educational attainment. However, Kirkup, (1988) noted that some level of student's academic proficiency have proved to be essential to pursue their distance education program.
- Lack of study skills:- according to (Anderson and Schlosser, 1994), students' lack of study skills as a result of poor time management and procrastination of the distance students are important factor related to their academic failure in distance education programs. Related to this, Mandi-Filer (1985) revealed that women distance students in the Dutch Open University generally reported greater problem in lacking the necessary study skills and study habit for successfully pursuing their education in the various distance programs.
- Lower academic motivation:- (Bertels, 1983: 59; Chacon Dugue, 1987: 103; and Holmberg, 1989: 68), confirmed student motivation to be one of the most decisive factors in determining academic performance in distance education program. Further more, (Oudshroun, 1986: 101; Kirkup 1988: 19) suggested in their research report that women distance students lower academic motivation indicates the existence of wide gap between the daily life of most married women and the mental requirement of academic study as important reason for women's lower academic motivation in distance courses.

- Problem due to learning style:- according to a study revealed by Bertels (1983), the character of most students who fail in distance education programs are students who suffer from learning in isolation. Similarly, students' autonomy particularly student's ability to work independently are reported to be crucial for success in distance education. With this background, Kirkup (1984) argued that the fact that women are said to learn better through group interpersonal exploration, their success rate is lower in distance institution which lack group-based intervention.
- Institutional variables:- There are various institutional variables within a distance teaching institution which influence the academic performance of its students. These are:-

2.5.2. The Program and Course Objectives

Several researchers asserted that the relevance and appropriateness of the distance education program and course objectives for either the personal development or career advancement or both of the distant students is an essential factor for motivating learners for greater participation and performance (Holmberg, 1989: 101; Keegan, 1990: 76).

Accordingly, various researchers reported both the difficulty level of the distance education program and course objectives and their attainability possesses major academic predicament for students unless they are set based on a preliminary study of the needs, experiences and problems of the target students as well as the general circumstances which the study is designed to take place.

The distance education objectives must involve more concrete and meaningful for the life of most learners (women) such as promoting their professional competence as well as their level of qualification enhancing their employment prospects and opening up their employment opportunities in the labor market if the program is meant to attract large number of trainees for better academic

result. In his research findings (Oudshroun's, 1986: 51) revealed that the capacity of the program & course objectives to boost women's self esteem and underdeveloped social is an important factor that influence the performance of women in distance education courses.

2.5.3. Instructional Materials

The quality of the instructional materials that are used by the distance teaching institution is found to affect the students achievement and persistence. In relation to this, Sewart (1983: 23) reported how the British Open University successfully improved the completion rate of students by increasing the quality of teaching materials. Added to this, McNabb (1994) and Millbank (1994) expressed that self-instructional materials and interactive communication technologies in the instructional design and process are crucial factors for promoting student learning through increased interactivity. Yet, another researcher Willis (d1992) asserted that the effectiveness in the design of the instructional materials in incorporating a system of successive feedback and reinforcement as the learner progressively responds to each learning tasks and self-assessment exercise is a very important valuable for motivating distance students for better learning. There should also be a match between production capacities of course materials and the demand.

The organization of lessons in successive self-contained units (modules) promoted students satisfaction with the course largely for it allows them to study each unit according to their self adjusted and best suited flexible time. Another equally important factor which affects the performance of distance education learners according to is the difficulty with the language the material (modules) is prepared which have causes major learning problem for most learners, whose mother tongue is different from the language of the institution. Further more, the attempts that have been made to make the difficulty level of the contents appropriate to the world of work is worth while

2.5.4. The Student Support System

Successful distance education program requires effective student support system. A number of research evidences by confirmed that the quality of the learner's support in the sub-system in distance education program is a critical factor that determines students' success in the program. Moreover, another researcher (Willis 1992) noted three major elements of student- support that have direct influence on determining retention and achievement of distance students namely:-

- Giving adequate advice to enquire and applicants before they embark on a course which helps students to ensure not to start a course which is less appropriate and relevant to their needs and expectations.
- The provision of rapid, appropriate and effective advice and help to students increases their performances.
- The distance education learner's support sub-system that creates an atmosphere that is supportive and encourages continuing, membership of the learning group has found to reduce student's failure.

Yet, other scholars underlined that the adequate provision of the learning materials, the timeliness of the feedback for examination and assignments and projects, the efficiency of postal and telephone services, the effective use of technological media mainly computers for instructional purpose and students' access to the learning resources such as the center, library and computers are the major factors (variables) that affect student's learning performance (Sewart, 1993, Egan, etal 1994; Threlkeld and Brozoska, 1994). Meanwhile, Keegan and Rumble (1982:235) identified the capacity of the student-support sub-system to provide shared experience and/or "socialization" as essential intervention to improve student's retention and academic performance. The authors argue that lack of "shared-experience"; "inter-subjectivity" in the teaching learning process of distance education is one major limitation of this form of education which all distance teaching institution must introduce a mechanism of compensation such missing elements in their student-support.

2.5.5. Situational Variables

Holmberg (1989), Keegan (1990), confirmed the fact that the majority of distant students in most countries are working adults. Hence, scholars in this field have tried to improve the success and retention rate of distant students through developing a program that reasonably responds to the various situations that commonly affect the academic performance of distant students who are working adults. Accordingly, these authors listed the following three sources of situational working barriers for distant students who are working adults.

- a) The family of the adult distant students:- in relation to this (Holmberg, 1989: 87) found that the family responsibilities and other family-related problems of the distant students were some of the most common reasons for lower academic performance and eventual dropout of several distant students.

Regarding this, Manjulinka and Reddy (1996) especially noted that in several distance education institutions found in India the complaints of women students about their family responsibilities are reported to be serious. In relation to this, Jenkins (1989) added that in most developing countries, the problem of women distance students due to their family responsibilities is largely coupled with their lack of encouragement and negative attitude from spouse to their education and social commitments.

- b) The working life of the adult students:- According to Phythian and Clements (1982: 72), adult students often complain that their studies are disrupted by their work. They further noted that student' work related issues sometimes become major casual factors for poor academic performance in many distance education program. According to them involvement in work duties in out of work time and being physically and mentally exhausted to study due to excessive work load are the two common work related situations.

- c) Personal situations that put adults in serious life difficulties:- financial constraints and health reasons were common personal situations that have been observed to affect the adult distant students.

However, some researchers went further in examining the impact of the incidents that happen to occur in the course of interaction between the distant students and their distance teaching institution up on the performance of the students. These researchers underlined situations which include discouragement due to excessive study load and lower performance in assignment; disagreement with tutors when the distance instruction fails to meet the students' previously held expectations. Regarding this, Manjulinka and Reddy (1996), especially noted that in several distance education institutions found in India, the complaints of women student about their family responsibilities are reported to be serious. In relation to this, (Jenkins, 1989) added that in most developing countries, the problem of women distance student due to their family responsibilities is largely coupled with their lack of encouragement and negative attitude from spouse to their education and social commitments.

2.6. Management of Distance Education

Management is a distinct process consisting of planning, organizing, staffing, leading, controlling and evaluating. "To manage is to forecast and plan, to organize, to command, to coordinate and to control." (Henry Fayol). Management deals with the achievement of something specific, expressed as an objective or goal. The principles and techniques of management are universal in character, that is, they are equally applicable in the fields of business, government, military and education. However, the main responsibility of management for distance learning institutions is designing and delivering courses for distance learner. Rumble (1992) stated that planning, organizing and controlling of the development, production, distribution and use of various

forms of media is a significant part of the task facing administrators in distance learning. Thus, successful projects and program such as distance learning require appropriate management procedures and technically qualified manpower. Regarding this (Rondinelli, 1993:76) writes, that administrative arrangements, implementing agencies, potential leadership, resource i.e. commitment and grass root management, an implementation plan that outlined responsibilities for actions, monitoring and evaluation techniques and logistic support are very essential to have successful project implementation.

(Day: 1994) stressed that managing project is the responsibility of ensuring that all activities on all parts are accomplished or got done in proper sequence and on time whereas any delay encountered in the path will lengthen the entire project and most likely increase costs.

Still other authorities emphasized the importance of availability of competent staff for project management. Regarding this issue, Shermerhorn states that staffing the jobs with people who have the responsibilities needed to perform at the highest possible levels of achievement is an inescapable responsibility of all managers. In line with this, committed to employ training and establishing communication are also essential in order to cope up with rapid environmental and technological changes. Hence, management of any project /institution/ will be easier if:

- The project objectives are clearly set out and get the minister's full support.
- It is consistent with national education policy
- It is financially supported by the national budget
- The project is simple and well suited to the management capacities of national staff and if its aspects have been prepared in detail. (Magenen 1991:110).

Magenen further noted three common problems such as execution delays. Shortage of budget allocation and inefficient project managements and

challenges frequently faced by most projects which need competent and experienced managers to alleviate the problems encountered. A manager is not there to do everything for others. He/She is the first indicator, a coacher, a developer, a director, an organizer, decision maker/taker/, a team builder, a consultant and a leader. Managers are there, so that activities are performed and responsibilities discharged.

Thus, distance education managers should work hard to address the learners need to survive. They must be well equipped with basic managerial skills. This is to mean managers require leadership quality, which will enable them to arouse people's enthusiasm to work hard and direct their efforts to fulfill plans and accomplish objectives (Shemerhorn, 1996:5).

On the other hand UNESCO (1992:35) stated that management varies according to situation, nature and objectives it is aiming to attain. This implies that management has slightly adopted roles in different social groups and institutions, and serves specific ends or purpose in education, business and other sectors. Thus, the management of distance education require, further adaptation from the very nature of characteristics of its program, target groups, objectives etc.

In general, effective management is central to all good education practice: however, it is vital for distance education because the activities involved in developing and teaching distance education programs differ in key respects from conventional education (Rumble, J-in World Bank, 1992:27).

2.6.1. Planning of Distance Education

Planning is an intellectual activity. According to James Lundy "Planning means the determination of what is to be done, how and where it is so be done, who is to do it and how results are to be evaluated."

Planning is the process of thinking before doing. It is the process of determination of a course of action to achieve the desired results. It leads to the determination of objectives and laying down the sequence of actions to accomplish the objectives. Planning is important because if things are planned in advance, decisions are not taken haphazardly on hit or miss basis resulting into wastage of human and material resources. An organization without planning operates aimlessly and this is why it has been rightly said that planning today avoids crisis tomorrow.

According to (Shemerhom, 1996:11), Planning is an inescapable managerial function (responsibility) which involves looking ahead, making plans and then helping people to accomplish the actions needed.

Regarding planning in education writes:

“Planning in education involves defining objectives, selecting appropriate methods, identifying the most appropriate materials, facilities and equipment necessary to implement the plan, identifying appropriate roles that individuals and institution play in execution of the plan, and finally ways of evaluation the outcomes against original objectives.”

Planning is a systematic process for achieving the goals of the organization. It is to prepare the organization for the future. i.e. to decide what is to take place in the future. On the other hand, (Agrawal and Kundian, (1993) states that planning is a conscious effort to direct human energy for the purpose of securing a rationally desirable end which envisages what is to happen and how that is to happen.

One of the key issues in planning distance education is how to design and develop courses so that they reach a large and varied number of students, allow for the experience and knowledge held by students, utilize most effectively the various instructional media, provide flexibility to help meet the needs and interest of learners, and provide a high-quality learning experience, (Wosenu and Befekadu, 1999:26) Furthermore, without exception, effective distance

education programs begin with careful planning and a focused understanding of course requirements and student needs. Effective distance education programs further rely on the consistent and integrated efforts of students, faculty, facilitators, support staff and administrators.

According to (Magnen, 1991:20), project approach to educational planning is claimed to have several advantages which includes:- offering governments a way of implementing policies that is simultaneously, rational, flexible and adaptable to changing situations. However, shortage of qualified planners and managers in the area is a major problem facing many developing countries. On this issue (Agrawal: 1993; Little and Mirrlees, 1996:83), asserted that project planning or any other type of planning requires qualification of goals and resources for the fulfillment of targets; and capable administrative personnel. Other authorities noted that good planning should be flexible, responsive and learning that allows adjustment in the course of project progress.

However, several authorities, (Bishop, 1989:170 and Magnen, 1991:17), indicated that plans fail due to various reasons such as lack of realism in setting objectives, lack of link between national policy and measures aimed at bringing about the desired changes and lack of administrative capacities. Although, good planning is essential, it does not guarantee success, rather it facilitates success.

According to Encyclopedia of Education (1994:1559) there are three essential educational functions in distance education. These are:

- Developing and producing programs and course i.e. designing.
Developing, production and distribution of programs and courses.
- Advising and guiding students i.e. admission of students, allocation of students to courses and counseling, the assessment of students and certification and
- Resources (information, finance, staff and equipment).

2.6.1.1. Course Design and Development

In relation to this, (Rumble: 1992), states course development as the process by which individuals or teams of specialists decode academic ideas into a simple course, ready for handover to the production. On his part points out that the process of course development requires careful planning of the course designers and that the designed course should be approved by the concerned authorities before it is sent to the production unit. Furthermore, noted that course development teams should include subject matters experts, audio and video production staff, curriculum developers, instructors, instructional designers, a course manager, tutors, writers and editors.

Bates (2000:68) supported this notion by saying “when courses are developed in the team approach with the right intervention of the administration, resources are used efficiently and individual teams contribute appropriate skills and knowledge to the project.” On the other hand, stressed the benefits of developing courses in the team approach by saying there would be chances of learning from one’s Colleges and the chance for acquisition of insights into ones skills, approaches and philosophies in respect to teaching and learning. However, according to Sparks (in Rumble, 1992), developing courses for distance education is a relatively time consuming Sahilemariam: 2004:36), suggested that teaching learners how to learn should be an important consideration for course designers. Course development for DE implies the preparation of print and non print materials plus the production of a total learning experience for the distance student that will parallel all the facilities that are characteristic of on campus education including additional homework, laboratory practices, and library research period, and all the activities of face to face study. Course development is a highly skilled area of expertise and should be treated as such to ensure quality control of the program (Verduin and Clark: 1999:177). Added to this, Naidu further suggested that the course materials must be designed in such a way that they can provide a substitute of the dialogue for all the things used in class.

2.6.1.2. Material Production and Distribution

(Rumble, 1992), States that course production is the sum total of the technical expertise of people who are skilled in print, broadcast audio-visual, and computer assisted learning. Hence, actual projection and distribution of course materials are the most important one once the materials have been developed. In the production of course materials, the managers of distance education need to check balance (match) between the capacity to produce and demand. Added to this, they need to ensure that academics meet the production schedule and make effort in scheduling production.

Hence, the development of learning materials and media is particularly critical in distance education and could be approached by a team with a good degree of sophistication. Material distribution includes the dispatch of print materials, audio and video cassette and other supplementary materials. Print still being the most important component of the system. Regarding this further explains that the effectiveness of distance education mostly depends on the effectiveness of material distribution. The distribution of materials should take in to account cost effectiveness and convenient methods. This authority further states that the materials should be sent either directly to student's residence or indirectly to their tutorial centre from where they can collect.

Another equally important thing that distance education systems should approach the choice of media with decisions to be made on the quantity of education to be achieved, the quality of student learning to be achieved, the status of the system and costs. The type of median to be chosen depends on the information to be delivered that media is to be chosen to carry the content of course and media chosen to present the course to the student, asserts that print is usually chosen for content and other media such as telephone, electronic mail, computer or video conferencing for delivery. (Mitku, 2004:34).

2.6.2. Organizing and Delivery Structure of Distance

Education

Several authorities (Dodds and Endirngha, 2000: 89) and others agree that organization is the process of defining tasks, allocation resources and arranging coordinated work activities to implement plans. Organizing is arranging the necessary resource to carry out the plan. In this we try to create a structure and establish the relation ship of allocating resources. A sound management is based on proper organizational structure which is concerned with determining responsibility and assigning of authority to different superiors and establishing proper inter relationship among them for achieving the desired objective. It is form this point of view that it has been rightly pointed out that an organization is not an end by itself; it is a means towards end that is the accomplishment of instructions goals.

The organization of DE requires careful design since it is characterized by the separation of teachers and learner (s). Organizing in DE involves the necessary preparations of implementing distance education plan the leader of the program must decode the job to be performed and then determine who reports to whom in the organization with jobs divided, it is important for some individuals to be in charge of coordination the efforts of the members of the organization, and those people must be identified and the relation among them clearly defined (Chandon 1999; 297-320). Accordingly to organize the program, it should be structured free of bureaucratic hurdles. Normal monitoring of the operation from within and without should be provided at least once during the program life time. Program review should be conducted either to continue or to terminate (<http://www.compag.com/training/988.html>).

Successful distance education programs require effective organization and administration. The organizational plans must be set followed by an administrative structure to carry out the day to day activities. Further more,

effective communication through out the designed process is the major determinate to achieve successful distance education. According to (Manjulinka, 1996; 49) the success of distance education heavily depends on the way it is organized.

Thus, Organization includes the identification of tasks to be accomplished, the agencies and the persons involved in the accomplishment of the tasks and the communications channel that should exist and who does what aspect of the system. Rumble (1992: 15) in any organization /institution/ there are human beings and tasks to be performed. Hence, bringing this into coordination is organizing. Thus, the task of any manger in leading any institution includes.

- Analyzing tasks - in this case he/she divides the job in to work assignment that can be completed by one person.
- Dividing tasks in to common groups which consists of workers who can effectively accomplish the work i.e. creation of departments.
- Selecting and appointing leaders of each group -Since leadership plays an important role, the manager of any institution should have appropriate people to head the departments.

To review organizational objectives and assign priority to each objectives. Objectives set for an institution are not equally important and hence, there should be priority.

In relation to this Ayalew (1991:2) defined organization as relative permanent social entity characterized by goal oriented behavior, specialization and structure. Organizational structure is of great importance not only in specifying the relationship or work activities but also in defining authority relations hips.

If organizations are to meet student needs; they have to fit the objective reality of the given environment for example, as organization grows, how ever, and the

number of staff and the volume of work increases, it becomes impossible for every one to be involved in all activities. Job get done more quickly and more effectively if the work is clearly divided between groups of staff members whose functions and skills are closely related to each other. i.e. the growth of departments. The pattern of departments should, nearly as possible, follow the pattern of functions the institution has to carry. This is why Ayalew (1991: 1) noted the need to have effective managements in organization if educational intuitions are to meet student needs, parent and employee expectations. Thus, maintaining flexibility in implementing DE program needs high management skill, knowledge, effort and application of management by objectives (MBO).

The organizational pattern of a distance education program should be based on the philosophical position of the institution or agency delivering it. This position determines who will be receiving the education, how it will be presented, how much will be presented, and the purpose of such an educational effort. Rumble suggests that there are three potential models for organizing distance education.

- **Institution centered**:- This is sometimes called the industrial model or organized to deliver basic instruction in a straight forward manner to large numbers of adults with little if any input by learners. In this model personal communication is almost nonexistent, and limited guidance is available to many students.
- **Student centered**:- This model, allows for more individualization of learning experiences or it allows adult learners greater input, control, and feedback opportunities in the process (Rumble, 1986:30).
- **Society centered**:- It is actually a form of community education where by the distance educator goes in to the field to help people with adult needs and bringing solutions to problems confronting adults in their every day living.

It may also be transaction centered, offering a balance between the institution instructor's and the adult student's definition and control of the learning experiences. Or it may be a combination of the above.

2.6.2.2 Delivery of Distance Education

A variety of modes and systems can be used to deliver distance education. Nettleton (1999) summarizes that the following are used for delivering distance education; print, radio broad cast, television, non-broad cast. Audio – visuals face to- face tutorials and student support services and advanced technology including computers and telecommunication.

2.6.2.2.1. Print

Print remains to be the basics of a large majority of distance programs. Courses ware leaflets, text books, written assignments and tests provide the foundation for learning in almost all cases, while the new technologies such as radio, audio cassettes, and scattered instances, television are usually applied as an addition in varying mixtures along with face to face tutoring and group learning sessions. In 1984, Perry, made a survey of different institutions and asserted that 100% in Africa, 93% in Asia, and 72% in Latin America employed correspondence and print materials in their programs however, shortage of knowledgeable specialists in writing different subjects is the short coming. Print is currently affected by new technologies.

2.6.2.2.2. Radio Broadcasting

Due to its low cost and wide availability, radio took the second important place next to print in the delivery of distance education. As Parry's 1984 survey shows the heaviest reliance on radio in Africa where 75% in Asia 36% and in Latin America 24% of the institutions surveyed used radio. Radios advantage include easy access, relatively low cost, immediate availability, and the possibility of changing content quickly if necessary (Perraton, 1982). Parraton

also pointed and draw backs of radio such as difficulty of concentration in listening, pronunciation problems and the like.

2.6.2.2.3. Television

Television is a video medium with great potential in distance delivery mode. It is used both in distance and conventional education. Regarding this the survey made by Perry (1984) shows that in Africa 17% of the institution replied that they used television, and 17% used video, in Asia 19% used television and 14% used video, where as in Australia none of the institution surveyed used television, but 42% used radio.

2.6.2.2.4. Non-Broadcast AV Aids

Nettleton (1991) refers to Bates (1992) to note that the use of broadcast media for distance education appears to be decreasing while the use of non-broadcast audio – visual media seems to be on the increasing. Perris survey (1984) found that 42% of Latin America institutions ones employs distribution of audio cassettes.

2.6.2.2.5. Face-to-Face Tutorials and Student Support

African authors Obanya, Shabani and Okebukola (1999) indicate that tutorials and support services are important in answering the many needs students may have in distance education. In this case they refer to such needs as searching their intuitions, lectures and counseling, courses and subject selection, instructional guidance and co-operation with other students for peer-group tutoring or for tutorial through technology such as conferencing or video conferencing.

2.6.2.2.6. Computers

Computers, particularly, the Internet is much useful for exchange of information between the learner and the teacher for counseling, tutoring, providing of up-dated references as well as for controlling and evaluating the

work of learners in distance education. However, most observers consider computers as being more realistically applied to problems of internal administration for distance learning in developing countries, rather than to the learning process.

2.6.2.2.7. Telephone

Although the telephone has been available since 1876, its use for distance education is relatively recent (Vedun and Clark, 1991: 61). Just as correspondence study is a delivery method that may carry modes of communication such as audio cassette, or printed written and visual materials, distance education via telephone wire or channel may involve signals enabling one-way communication visually by electronic black board or by audio through single or multi telephone conversations and by computer. Perry (1984) surveyed 304 institutions offering 468 programs at a distance in over eighty nations and found the telephone was used at all educational levels but was employed more in developed regions such as Europe and North America with 29% and 43% rate respectively whereas only 5% of Asian programs and no African programs used it. Accordingly, Rumble and Harry (1982) found that six of the nine DTUS they surveyed used telephone tuition. The three universities that do not use the telephone are located in three developing nations-Venezuela, Pakistan and the Peoples Republic of China.

2.7. Administration of Distance Education

A major concern for effective distance education is who manages controls or administers the program and in what kind of institution the program is located. The administration sub-system has several key personnel concerns for effective operation. As in any conventional education unit, the distance education unit must contain a clearly defined faculty or faculties, counselors and tutors etc.

Effective administration of distance teaching programs also involves record keeping. Equipment acquisition and maintenance, support personnel, and printing, storing and mailing of materials. If regional or local centers or both are part of the distance education concept their coordination with the central activities is critical, Counseling services, discussion groups, additional learning resources, information services and supportive services and direct tutorial assistance when required must be available to the participating students. All these services and activities must be consonant with and supportive of the central institutional philosophy and goals and must be closely coordinated with the total mission of distance education program (Verdvin and Clark, 1991:177).

In most cases, adult's desire some direct contact and interaction assistance and feedback from not only faculty but also other students. Local or regional centers can provide these important human interactions.

Counseling learners at a distance is another important administrative concern, especially if local or regional centers are not available. Regarding counseling, adult learners at a distance research is fairly sparse. The use of media to advice distance students is quite extensive, but that the counseling rarely goes beyond advising. Moreover, (Rowntree, 2000: 83) asserts that distance learners badly need support in these areas because they are denied of the choices of picking up cues from other learners or from the advantage of frequent face-to-face contact with the teacher. According to (Woolfe, 1987), written correspondence both one-way and two-way is a highly traditional form of counseling that is, nevertheless, non traditional. The telephone has been used for academic counseling at the OUUK (Thornton and Mitchell, 1978), and is used as a great deal at other distance education institutions as well, because it makes possible fast and effective communication. Paulet notes that many counselors lack effective tutoring and counseling by telephone which necessitates highly developed communication skills. Other authorities (Woolfe, 1987) suggest the use of audio cassettes, again one-way and two-way which can provide a kind of

cross between telephone and written communication. They may be mailed back and forth, serving the same purpose as writing in, but providing more cues to the counselor, or they may be reached by telephone or by learner wishing to obtain information without personal contact. Finally, other authorities suggested computer based contact for counseling services. In support to this, Holmberg (1955) states that computer can serve the purpose of provident counseling services. Counseling by the administrator, teacher, tutor or a counselor is necessary and should encourage one-to-one relationship with the students. Thus, administering and coordinating an effective distance education program is not an easy task and requires considerable planning, support, and interaction. The distance education program should not be relegated to a second-class position in the participating institution. It must have authority, autonomy, and cooperation with other units. It must have adequate personal, faculty and other staff and it must have a sound founding base to carry on its mission (Verdun and Clark, 1991: 176-179).

2.7.1. Communication

Communication is another important consideration in the organization and administration of distance education. Garrison (1989), states, education is a collaborative experience that depends on communication. Communication is also important in conveying other information in addition to instructional information to external students and between the administration, faculty, and staff of the distance education program. It is by definition, the giving and receiving of meaning, and at the concrete level it is actually the mutual exchange of idea, needs, perceptions, options, facts, and other items of interest. To be effective, communication should flow multidirectional (to all people concerned) and should be two-way in nature. In distance education most messages are transmitted verbally in written or spoken form, but nonverbal message can come in to play also.

2.7.2. Staff Development

Staffing involves the determination of man-power requirements of the institution and providing it with adequate competent people at all levels. Thus, man power planning, procurement (i.e. selection and placement, training and development, appraisal and remuneration of workers) are included in staffing. Hence, it is the duty of every manager to perform this function. Staff development in distance education is a continual process of addressing faculty concerns. Distance education requires teams of people performing different tasks working at different levels to accomplish educational goals in common. In order to meet its goal, distance education, requires personnel who are specialists in the area. Hence, training of staff, tutors course writers' media program & distance education unit and administrators who are working in distance teaching institution is unquestionable (EMA, 2002). Moreover, staff training becomes most successful when it is reinforced by refresher courses, seminars, workshops and experience sharing with other local or global distance education institution. In support to this (EMA, 2001) noted that activities that are done without training may result in wastage of limited resources, and the outcome would also be inefficient. Even though staff development notion is based on the assumption that the more the institution has better technical skill staff, the more their performance (Job accomplishment) would be, however, technical skill development alone will not make an institution successful. Individuals should be helped to improve not only their technical skills but also their ability to work cooperatively and productively with each other for the good of the organization (World Bank: 1992). In other words this is to mean that training by itself may not only be enough for the success of the program but the trained man power need to be managed wisely and effectively. Thus, policy makers should be aware of that distance education requires strong management which is capable to influence, guide and direct the program to satisfy the needs and interests of its clients (learner).

According to the report of world Bank, in EMA: 2002 the management of distance education and policy makers are expected to seek means of minimizing shortage of staff by avoiding turn-over of experienced staff, reviewing procedures to fill vacant posts, providing staff development programs including on job training.

2.7.3. Keeping Student Records

(Friedman, 1981: 152-175) states that distance education system must maintain student records, Of course, distance education systems start keeping record of their student from the first day of their registration Student records involve details of registered students, fees collected, student grades (marks), course texts, tutorial centers and classes, attendance of face-to-face sessions and assignment done and returned by students with mark obtained. Student records are very important in distance learning because they provide us with all information about the student which can help the distance education managers provide mailing material to the correct address, asking for fee payments, informing student about local tutorial arrangement etc. Hence, according to (World Bank 1992:29) well-maintained and easily accessible records are vital source of information for managing programs effectively and analyzing institutional effectiveness by student cohorts, drop out rates, and examination results. In developed countries records are kept properly in use of computers, however, the experience of six-African countries of which one is our country Ethiopia, revealed that records are not systematically kept and done manually because net-work is not well developed (World Bank report in EMA:2002).

2.8. Leadership in Distance Education

Leadership exists in any type of organization. Whenever and in whatever situation if someone tries to influence the behavior of another individual or group, there is a leadership. Hence, leadership is the process of influencing others to accomplish certain given objectives or activities by giving direction or

motivation. Success or failure of an organization is dependent upon the ability of its leadership. According to the Encyclopedia of social sciences, "Leadership refers to the relation between an individual and a group around some common interest and behaving in a manner directed or determined by him (the leader)."

The personal conduct and behavior of a leader can direct others to achieve organizational goals. The main responsibility of a leader is to get work done effectively by the followers. The followers can not work hard and effectively without leadership.

Day (1994: 7), proposed that empowering people with certain authority to enable them to make job related decisions is important. Hence, a leader in general , and a leader in distance education in particular have to take all initiatives to lead the institutions' activities and he/she should not expect others to induce him/her to take initiatives, since he/she is a representative of an organization who represents the purpose of the organization to workers and outsiders.

One of the essential components of leadership is a belief in people. In this case, recognizing the unique qualities of others help to value the people's talent and capacity and allow them to contribute their best in an important issue. However, the majority accepts that a good leadership quality requires defining and establishing a sense of mission, accepting of leadership as responsibility rather than ranks, setting goals, priorities and standards keeping them all clear, visible and maintaining them.

According to a book entitled "Principles of Management" pp 302-313, the leader is the captain of a team who can not succeed without team work. Thus, encouragement is necessary to build up team work. Furthermore, there is a standard for some set of work. Some workers perform their work within a standard time and properly. The leader can give rewards to those who have

completed the work as per the standard and can punish the worker who does not complete the work as per requirements of the job. Moreover, communication is necessary to every organization and nothing will succeed without effective communication. An effective communication system conveys the authority and responsibility to each individual so that he/she may come to know what is to do and what not. Hence, the leader should arrange for an effective communication system in an organization. Therefore, in distance education leadership refers to motivating people who are taking part in basic functions of distance education such as course development, production and distribution and student support services too effectively and efficiently achieve the objectives.

2.9. Controlling and Evaluation in Distance Education

Controlling is a basic managerial function which implies measurement and correction of performance of subordinates to ensure that the predetermined objectives are accomplished. The main object of control is to bring to light variations between the standards set and the performance and then to take necessary steps to prevent the occurrence of variations in future. George R. Terry, defined controlling as “determining what is being accomplished that is, evaluating the performance and, if necessary applying corrective measures so that the performance takes place according to plans.: According to Henry Fayol, “control consists in verifying whether everything occurs in conformity with the plans adopted, the instructions issued and the principles established. Furthermore, Shermerhorn (1996:6) defines it as “controlling is the process of measuring work performance, comparing result with objectives and taking corrective actions as needed.” (Cicco and Janse, 1985:4) suggested that control is the function of a manager to guide work behaviors towards the proper direction in the light of organizational goals. According to (Shermerhorn, 1996:116), there are four steps in control process. These are:

- Establishing standards
- Measuring actual performance

- Appraising performance (comparing actual performance with standards and
- Taking corrective actions.

Thus, control is the last function of management. Controlling in educational context explained as a systematic process by which managers assure the educational or training program is reaching its objectives and carrying out the associated plans in an effective and efficient manner (Higgins, 1991:568). To this end, any program can be controlled on the basis of four ways: feedback (out put) control, feed forward (input) control, process (throughput) control and behavior control (Jackson et al. 1986:300).

Distance education as an institution that involves various people and functions in its system, requires effective controlling effective controlling is more complex in distance education than conventional educational system. Thus, according to Shermerhorn (1996: 106) the common management failure is unwillingness of or inability to specifically measure the performance accomplishments of people at work. Therefore, without appropriate coordination and control, organizations become fragmented, fractionated and ineffective. Organizations and people need each other: organizations need the idea, energy, and talent that people provide, while people need the careers, salaries and work opportunities that organizations provide.

Controlling is an on going activity which is universal to every organization. Its emphasis is always on how to use people, resources and technology to the maximum of its advantage. According to Day (1994:8) controlling should clearly identify who the people are, what their responsibilities are, what the program is, the budget and any other pertinent details. He further noted that control needs to be flexible, rather not adhering to plan which has failed.

Furthermore, Magnen (1991: 102) noted that monitoring must be an integral part of controlling. Monitoring is a system of continuous information gathering

for the use of project manager. Although monitoring is key concept under controlling, however, project monitoring has not always been effective due to its complexity, lack of manager's motivation and other related problems.

Evaluation is a process of judgment or applying values in a given situation. It is the means used by educators in judging the worth or values of something or the lack of it. Evaluation takes on additional meaning in distance education. Distance education tends to assume that distance education reduces certain barriers to learning, provides for more learner centered instruction, is more convenient and meets the needs of adults more effectively than conventional education. However, how do educators know if these assumptions are valid or if certain goals are being met without assessment? Thorpe (1988: 64) suggests several important reasons for evaluation in distance education. With little face-to-face instruction, it is difficult for education to gather information about learners, their needs, and their wishes and desires as in conventional educational program. Educators should be responsive to learners needs and they can not know these needs with out some formal assessment. Thorpe also suggest that evaluation is needed because distance education is still at an embryonic, innovative stage, with considerable development activities taking place. Hence consistent evidence through regular evaluation can provide for a more structured process and prevent random activity.

Good evaluation will assist the managers of distance educators in thinking about what they are trying to do and achieve as they implement programs and activities. Continued development in distance education is essential, and evaluation can reveal what is effective and what is not. Just as business and industry evaluate their products, distance education must do the same to see if their 'customers' are satisfied and what more can be done. Evaluation leads not only to development of courses, programs and materials but also to the development of professional staff (Verdium & Clark, 1994:184).

Thorpe also says that evaluation can provide information needed by external bodies such as legislative bodies, funding agencies, business, colleges and other clients who want to know if distance education accomplishes what it sets out to do. Evidence of the effectiveness of distance education can further enhance a distance education program that is being implemented. Program evaluation, therefore, is a critical aspect of the administration of distance education. If this alternative form of education is to continue to grow and meet the needs of adult learners, educators must have evidence as to its effectiveness. Program evaluation can move distance education from a trial-and-error effort to one with more sophistication.

In the distance education process, feedback is essential by educators to determine if students are progressing toward educational goals. Feedback enhances and encourages the dialogue/support concept so vital in distance education, (Garrison 1989). Although opportunities for feedback by the receiver are important in assuring effectiveness in the communication process, often feedback does not occur unless it is specifically requested. Thus, to realize these potential advantages, promoting marking and reply is expected from the side of the teacher (Rumble, 1992). On his part (Rowntree, 2000: 81) underlined that the most challenges feedback on the regular assignments the learners send them and if not this would lead to student drop-outs.

Administration of tutors and counselors is another most important area since it has an influencing role in the success or failure of the system. In distance educational institutions it is possible to have both full time or part-time tutors and counselors. It is easier to manage full time workers than part-time tutors where as it is difficult to manage and control part-timers work. However, it is difficult to get individuals who are volunteer to work on permanent basis since tutoring and counseling is a tiring job (Rumble, 1992).

Rumble further continued in his argument and asserted that the location of tutors and counselors could be either in campus or else where based on the size of the system. This means it is appropriate and possible to recruit and appoint local tutors and counselors with all its managerial problems with large systems. Still (Rumble, 1992) note that the selection of tutors may largely be based on the subject matter expertise as teacher or instructors of various capacities where as the selection of counselor is based mainly on the human relation skill. However, in both cases it needs to assess whether or not they have interest in distance education.

2.10. Cost Effectiveness of Distance Education

The research study conducted by (Taylor, 1983; Neilson et al: 1991; Peratton, 1993) broadly show that the cost of training teachers by distance education can be lower, ranging from about one third to two thirds of the costs of conventional programs. Even larger cost savings have been claimed, particularly if costs borne by students are taken into account. In relation to this, Bishop (1989:168) noted that DE in many cases costs less than traditional method of instruction when it is a case of a country waiting to distribute its best teaching over a wide area to many millions or people, and then distance teaching can save money. However, in making comparisons between conventional, and distance education programs it needs to be remembered that the comparative cost advantage of distance education is, in part, reflection of the relatively high cost of conventional approach to teacher education (Perraton, 1993: 388). For instance, in Japan, as (Keegan, 1991:168) indicated secondary schooling by corresponding and broadcasts can be offered at lower (half) cost than regular school instruction with fewer teachers but as effective as traditional education.

However, not all distance education programs cost less than their conventional equivalents. The potential cost savings in teacher education through distance education are often not realized for three reasons: the small scale of the

programs (Guthrie, 1985; Perraton, 1993); it's used for one cycle projects (for example, the MITEP course in Uganda, a pilog project for 900 primary teachers, cost slightly more per graduate than the college equivalent (Robinson, et al 1995) and the design features of the programme: cost also need to be linked to effectiveness. According to (World Bank 1990), in many developing countries, there are few ways to reallocate resource for greater cost effectiveness. The use of DE for training teachers is one of them. If well designed and properly managed, some projects have demonstrated that more teachers can be trained to acceptable standards at lower cost by this means. However, further research is needed in order to identify which kind of distance education programs are cost effective for which kind of training and target groups. (MOE, 1999: 193-1995) Furthermore, supervised study centers in Malawi, Zambia and Zimbabwe asserted that the system can work and be less costly per student enrolled than the conventional alternative (Perraton, 1992).

2.10.1. Budgeting in Distance Education

According to (Rumble 1997:7) a budget is statements of the money planned to have desired objectives. A budget is a qualitative expression for a specific period of a proposal plan of an organization. It can be expressed in terms of money or quantity or both. Most commonly budgets are expressed in monetary terms. It has time coverage. It is one of the most popular devices used for planning and controlling institutions. Planning implies, deciding what should be done and how it should be done, which control implies assuring that the desired results are obtained. Thus, budget as a planning device provides a detailed plan of action for attainment of the educational institutions, objectives and goals. The budget is a powerful in the planning process.

As noted by Rumble in (1992:80) budgets have several purposes:- they may serve as realistic estimates of as to what the organization may achieve in fiscal period; they may serve as yardstick against which performance will be measured, they may serve as targets towards the achievement of which

organizational efforts will be directed. Hence, distance education institutions, like other educational or business institutions, need to budget and exercise financial control.

Moreover, as mentioned in Forojalla (1993), a budget is truly operational characteristics, both physical and financial of any given program. The budget constitutes the principal instrument with which authorities of an education system at all levels express their priorities in terms of plan objectives and overall policies. It controls the implementation of the plan through the programming of its costs and ensuring the annual appropriation of funds needed. Thus, as asserted in (Knight 1993:128), a budget is a management tool for planning, implementing and evaluating, which is a plan for allocating expenditure of resources to achieve objectives of education where as (Nebiyu, 2000:156) noted that budget control is a systematized effort to keep management informed whether the plan has been achieved or not.

2.11. The Training of Teachers through Distance Education

Teaching as any profession requires professionals in order to provide quality education. Hence, teachers need to possess three types of knowledge:- General, Special and professional and it is this last type of knowledge that makes any person professional (Nigussie, 2002). (Alemagehu, 1998: and Azeb, 1986) also indicated that knowledge of subject matter and mastery of professional knowledge are determinant for effective teaching. Generally, all these research findings imply the importance of professional knowledge for teacher to be effective. Teacher education is an important area where distance education has been used to provide pre-service teacher preparation, upgrading of academic qualification and in-service professional developments in countries such as Chile, Mongolia, China, India, South Africa, Burkina Faso, Nigeria etc. In light of this, (Robinson et. Al, 2001:28-29) noted that the use of open and distance learning for teacher education is a crucial strategy when expansion or quality

improvement is needed in the public education system. UNESCO also further asserted that distance education. Plays and important role in this decade in addressing the growing of shortage of teachers, educational administrators and professionals.

2.11.1. Lessons Drawn From Experience

At present, almost all universities teaching at a distance in different countries have teacher, education as a major component of their program. For instance, in Beirut, the UNRWA Institution of Education used correspondence courses for in-service teacher training. In the USA, the University of Wisconsin designed a correspondence course in Mathematics to help teachers to adopt the new method of teaching Mathematics in 1961. In Sweden, the University of Lund, in India the University of Delhi, and in Australia the University of England started training teachers by correspondence teaching in the 1960s and 1970s (Wossenu and Befekadu, 1999:29). Similarly after 1963, the Kenyan MOE was forced to employ not only under qualified teachers but also unqualified teachers to respond to shortage of teachers at primary and secondary level. However, during 1969-1973 with the help of USAID, over 19000 teachers had completed their upgrading courses through radio, correspondence and residential study and were awarded certificates (Wossenu and Befekadu, 1999: 22-23).

According to (UNESCO, 2001: 23) report, distance education plays a paramount role in teacher education in South Africa, where more than a third of its primary and secondary school teachers were involved in distance education in 1995. In this case, the program began as in service ones but later diversified to include a pre-service target group, too in response to government policy. Moreover, Indonesia can also be cited as another example in making use of distance education for training teachers.

Thus, distance education became successful in developing countries such as India, Indonesia, Tanzania, Zimbabwe etc. For instance, (World Bank, 1980;

Wort and Mechalel, 1998: 44; Dodds and Ediringha, 2000: 94-95), asserted that distance education in Tanzania was designed in response to the critical shortage of teachers with low costs than traditional response program where as Zimbabwe doubled its gross enrolment rates by making effective use of distance education and enabled to make its country one to the top two countries of the world which were above the median rates of enrolment in the whole region.

According to Robinson (1998:4), Distance education has been used successfully for training of teachers in over hundred countries in both industrialized and less developed countries. Thousands of teachers have gained qualifications, new knowledge and skills through distance education. Most of these teachers would have remained unqualified with out the distance education option.

In Francophone Africa, over three quarters of all distance education courses are for teachers. In Anglophone Africa, about half are. In Latin America, two-thirds of all post secondary distance education institutions have provided courses for teachers. China provided courses for teachers on a massive scale through a combination of television and regional colleges.

Distance education can meet variety of teacher development needs.

- a. Initial teacher training for new entrants to teaching (in Tanzania and the UK).
- b. Initial teacher training for experienced but unqualified teachers (in Uganda, Brazil and Nepal).
- c. Upgrading teacher's general level of qualification to meet new standards (in Nigeria and Hong Kong).
- d. Upgrading teachers in particular subject areas (for example, in science teaching in Guyana) or re-training teachers for new subjects (for example, converting teachers of other science subjects to become physics teachers in the UK) or in English language teaching (China).

- e. Providing higher qualification for individual career development (in Kenya, Colombia, Pakistan and Australia).
- f. Emergency programs to train teachers rapidly for the introduction of Universal primary education (as in Tanzania and Zimbabwe)
- g. Disseminating information about a new curriculum and new teaching approaches (in Mongolia and Pakistan).

Limited research so far made on teacher distance education shows that.

- ❖ It can be as effective as conventional teacher education in providing a means of producing qualified teachers,
- ❖ There appear to be few differences between teachers trained at a distance and those trained in conventional colleges after a few years of teaching in schools;
- ❖ Distance education can be a more cost effective way of training teachers if appropriately designed.
- ❖ Some parts of the teacher training projects are more difficult to manage at a distance and need local agents or access to sophisticated two-way communication technologies (World Bank, 1998; 4-8).

As a whole, experience so far shows that distance education program can provide relevant courses on a large scale than conventional programs and over wide geographical areas. In countries with very different infrastructures, DE can be an effective mode of learning for rural and urban teachers alike it has been most effective for up-grading teachers in academic subjects and for disseminating information about new curricula including showing new practices in action through media such as video, Success is also related to the academic entry level of teachers. There is some evidence that it is more successful with secondary school completers of the program may be a factor in this, but in general, the lower the academic level of distance education students, the more face to face support they need (Robinson; 1998; 15).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data that is presented as follows.

- 3.1 Characteristics of the population.
- 3.2 Trainees Recruitment Criteria
- 3.3 Evaluation of Course Materials
- 3.4 Factors Affecting Distance Rate of Performance.
- 3.5 Planning of Distance Education in Private Colleges.
- 3.6 Staffing in Private Distance Education Colleges and
- 3.7 Problems which Affect the Proper Execution of Teacher Training at a Distance.

3.1. Characteristics of the Population

All trainees registered to train for teaching at degree level in Oromia regional state in two private distance education colleges, Alpha and St Mary's university colleges were the population of the study. As earlier mentioned in chapter one questionnaire, interview and documentary analysis were the major data collecting instruments used in this study. The questionnaire was distributed to 320 distance trainees, 11 sample tutorial center coordinators and 4 tutorial center coordinators at the head office, 2 college deans, 1 official and 2 senior experts from OEB. Moreover, semi structured interview was conducted with two senior experts from Higher Education Relevance Quality Agency (HERQA). Out of this distribution, 300 (93.7 percent) from the trainees, 100 percent from MOE, 100 percent from the coordinators, 100 percent from the tutors, the college deans, officials and experts from OEB were fully filled and returned. About 60 percent (192) questionnaires were distributed to distance trainees, 100 percent to centre coordinators at the head office; all the questionnaires by college deans, officials and experts from OEB as well as the semi-structured

interview with experts from HERQA were administered by the researcher while the rest were administered through tutorial centre coordinators.

Semi-Structured interview and document analysis were conducted to make the data gathered more reliable. Particularly the documents were analyzed to cross check the information for the management of DE in private colleges in the region under discussion. However, since the number of respondents of college deans and officials from OEB was very small no percentages were calculated and presented in a table- Instead they are presented in statement form.

Personal Characteristics of Respondents

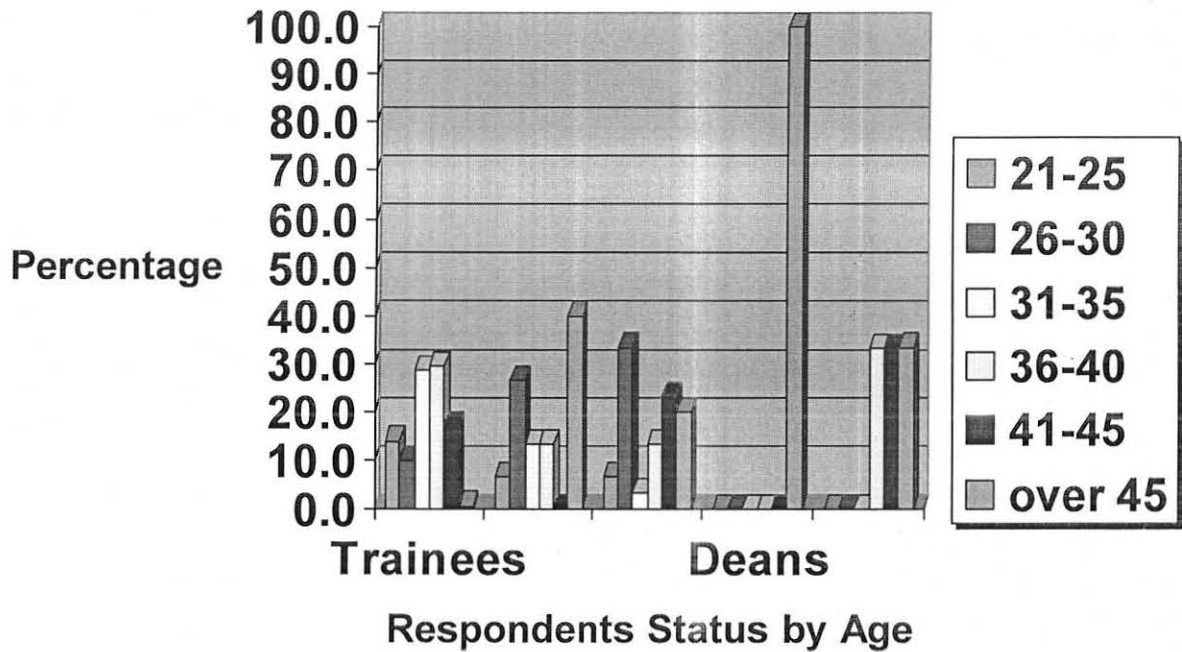
Table 1: Frequency and Percentage Distribution of Respondents with Regards to Background Characteristics

No.	Categories	Respondents	Trainees		Coordinators		Tutors		Deans	Officials and Experts	Remark		
			f	%	f	%	f	%	f	f			
1	Sex	Male	219	73	15	100	29	97	2	3			
		Female	81	27	0	0	1	3	0	0			
		Total	300	100	15	100	30	100	2	3			
2	Age	16-20	0	0	0	0	0	0	0	1			
		21-25	42	14	1	7	2	7	0	0			
		26-30	30	10	4	27	8	27	0	0			
		31-35	86	29	2	13	4	13	0	0			
		36-40	89	30	2	13	4	13	0	1			
		41-45	51	17	0	0	7	23	0	1			
		Over 45	2	1	6	40	5	17	2	1			
		Total	300	100	15	100	30	100	2	4			
		3	Service Years	1_5	45	15	2	13	9	30	0	0	
				6_10	21	7	5	33	2	7	0	0	
11_15	45			15	2	13	2	7	0	0			
16_20	72			24	0	0	3	10	0	0			
21_25	66			22	6	40	12	40	0	1			
Over 25	51			17	0	0	2	7	2	2			
Total	300			100	15	100	30	100	2	3			
4	Educational Background	TTI	45	15	0	0	0	0	0	0			
		Diploma	141	47	0	0	4	13	0	0			
		Diploma in Teaching	114	38	6	40	0	0	0	0			
		B.A./B.SC.	0	0	5	33	17	57	0	2			
		M.A./M.SC.	0	0	4	27	9	30	2	1			
		PhD	0	0	0	0	0	0	0	0			
		Total	300	100	15	100	30	100	2	3			
5	Employment Status	Male	Employed	211	96								
			Unemployed	8	4								
			Total	219	100								
		Female	Employed	69	95								
			Unemployed	4	5								
			Total	73	100								

3.1.1. Respondents by Sex

As indicated in table 1 regarding sex, the overwhelming majority of all students 219 (73 percent) of the trainees, 15 (100 percent) of the tutorial centre co-coordinators, 29 (96.7 percent) of the tutors 2 (100percent) of the private college deans and 3 (100% percent) of the officials from OEB were males while small portions of the trainees, 81 (27percent), and very insignificant number 1(3.3%) of the tutors and none of the college deans and officials were female. Even though the current government policy encourages female students learning through designing Affirmative Action to empower them women this figure shows that there is gender imbalance. In addition to this as indicted in the literature, part of it asserts that in most developing countries the women; distance students had faced serious problems due to their family responsibilities, lack of encouragement and negative attitude from spouse to their education and social commitments.

Figure 1: Title Age Distribution



3.1.2. Respondents by Age

As to age of distance students the great majority of them that is 28.9 percent, 29.6 percent and 17 percent respectively all together 75.3 percent were concentrated in the group between 31-45. The findings of this study corresponds with what Holmberg (1998-187) conducted, that is older, mature and better qualified enrollees have better chance of succeeding in distance education.

Regarding age of other respondents 6 (40%) of the tutorial center coordinators and 100 percent of the college deans, 33.3% of the officials and experts were about 45 years. This implies that mature individuals were posted to places which need more responsibilities and decision making issues. On the other hand, 10(33.4percent) of the tutors were between 26-30 years where as small number of the respondents 7(23.3 percent) were between 41-45 years old. The above figure, 1 indicates this.

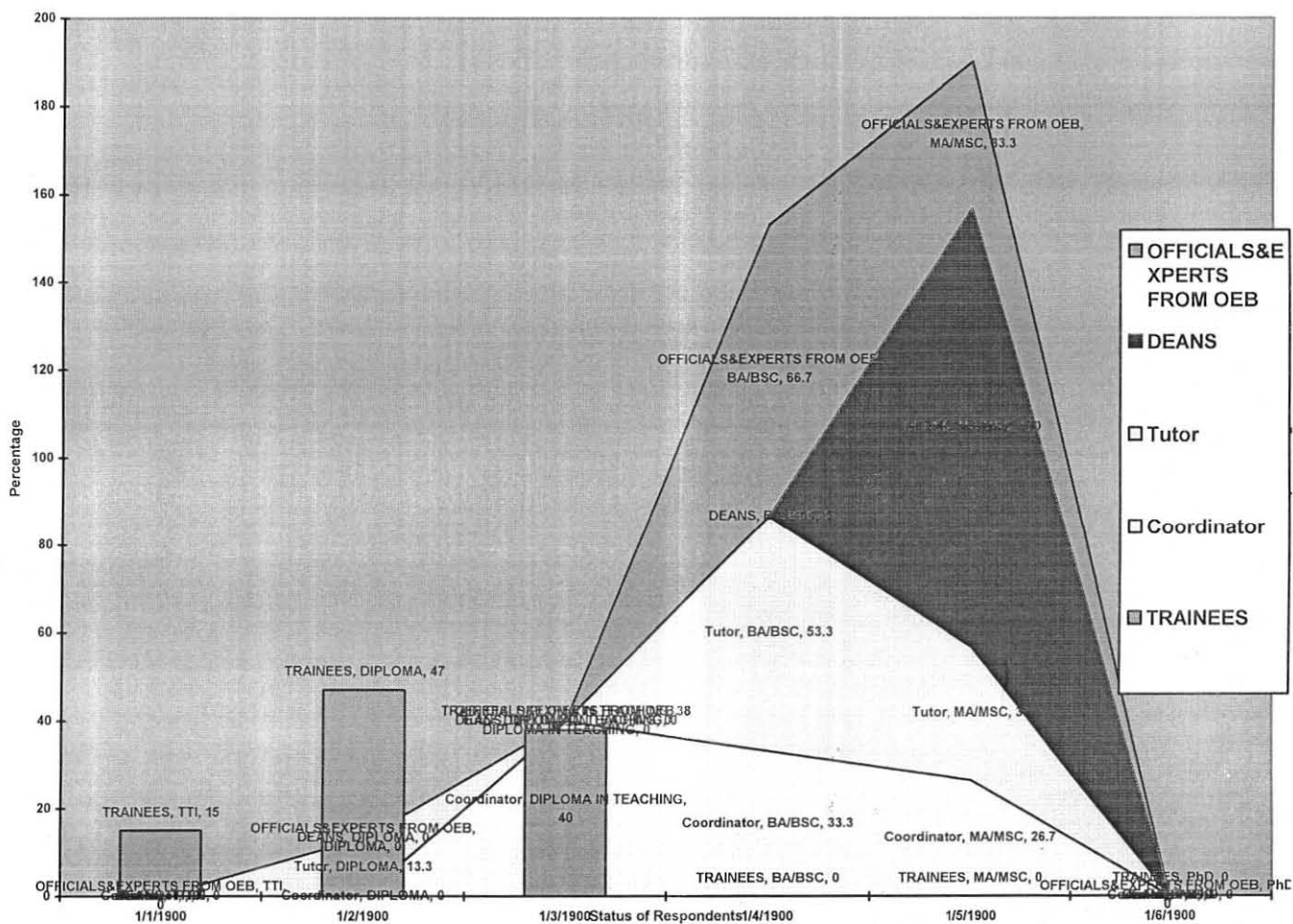
3.1.3. Work Experience of Respondents

Any type of work needs experienced personnel in order to achieve its goals. Particularly teaching profession, which plays a significant role in molding human mind highly, needs experienced individuals. This is why it is rightly said, "Experience is the Best Teacher". The availability of experienced and qualified trainers and trainees is one amongst the many factors, which contribute to the effectiveness of trained and qualified manpower. It is from this point of view that respondents were asked to indicate their experience and educational background. Thus, Table 2* below indicates the overall picture of respondents.

Concerning work experience of distance trainees about 138 respondents (46percent) had been working for 16-25 Years. This shows that service years should have been given due attention for selection of the trainees. Similarly

about 40 percent of the tutorial centre coordinators and tutors had 21-25 years service. This may also imply that considerable emphasis has been given to service for the recruitment of tutorial centre coordinators and tutors. Also officials from OEB and college deans had long working experience which extended from 16-25 years.

Finger 2: Educational back ground of Respondents



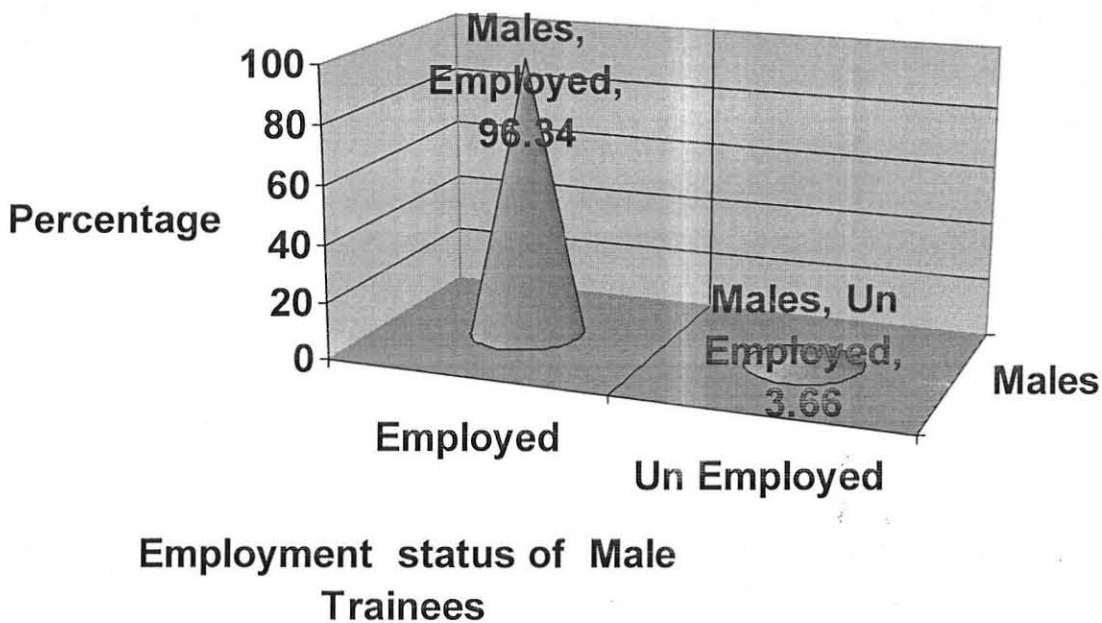
3.1.4. Educational Background of Respondents

Regarding the educational level of distance trainees 141 (47percent) and 114 (38percent) of them were qualified in diploma and in diploma in teaching respectively before they had joined the current degree level teacher training where as 15% were qualified at certificate level. This reveals also that qualification in diploma was given due attention alongside with service year in order to join degree

level training. The Interview made with HERQA experts also corresponds with this finding because qualification in diploma is one of the criteria helped to join degree level DE training.

Figure 2 also indicates that 4 percent of the tutorial centers coordinators were diploma holders while 33.3% and 26.7% were B.A and MA/MSc holders, respectively. Coordinating Distance education is a difficult task since trainees are dispersed over wider geographical area and hence need individuals who have the required academic competence to do the job of organizing the tutorial centers and coordination that takes place in the centers. Moreover, it is contrary to the 1994 education and training policy which requires a minimum of master's degree to train at degree level. However, the existence of individuals with diploma qualification as tutorial center coordinators implies shortage of qualified personnel in different centers of the region. On the other hand, 53.3% and 26.7 percent of the tutors were with BA/BSc and master's degree respectively where as 13.3 percent with Diploma. This figure shows also inconsistency with the standard of OEB, which requires more of MA degree to teach at degree level.

Fig 3: Employment Status of Male Trainees



teaching, national examination results as well as previous college results were also considered in the selection of trainees. However, even though the documentary analysis entails that the MOE has set criteria to join private distance education, which is identical with the regular program, to cross check whether or not the private DE colleges were properly implementing the criteria, respondents were asked the following questions and their answers are tabulated as follows.

Table 2: Frequency and Percentage Distribution of Availability of Recruitment Criteria for Trainees

Criteria		Trainees	
		f	%
3.2.1	Criterion for recruitment to join the Institution		
	- Criteria was available	288	96
	- Criteria was not available	12	4
	Total	300	100
3.2.2	Recruitment criterion open to every potential body		
	- Open to all	273	91
	- Not open to all	27	9
	Total	300	100
3.2.3	Criterion used for the recruitment of new entrants		
	- Previous teaching experience	60	20
	- ESLCE/ EGSECE RESULT	108	36
	- Recommendation letter	27	9
	- High school transcript	18	6
	- Result of college transcript	84	28
	- Entrance examination	3	1
	Total		

As can be seen from table 2, 288(96 percent) and 273 (91percent) of the trainees respectively asserted that there was a recruitment criteria which include every potential body to get training in the private distance education colleges where as insignificant number of the trainees responded that ESLCE/ EGSECE results and results of college transcript were used for the recruitment of new entrants to the colleges. Still 20% of the respondents asserted that pervious teaching experience was also taken into consideration. This implies that the criteria were in favor of upgrading teachers who were previously

trained at diploma level and to train those who wanted to join the teaching profession. This finding was reinforced by the responses given by college deans, officials from MOE, experts from Higher Education Relevance Quality Agency (HERQA) and documentary analysis made at the two distance colleges. Thus, private distance education colleges follow an established standard or principle to recruit its trainees which is similar to the regular or face to face program. The presence of criteria would help to recruit right candidate to right places. Hence, any effective teacher education system has to recognize and analyze the characteristics and motivations that trainees bring to the profession when they enter a training program.

3.2.1. Factors Which Attracted Distance Students towards Teaching Profession

There are several factors, which attract trainees to join teaching profession. Some of these include interest in teaching itself; desire to serve the nation, the opportunity it provides for further education, and others. Furthermore, the growing demand of the society towards education resulted in steady increase in the number of teachers from time to time.

According to UNESCO, by 1990, one out of every 71 adults in the world aged from 15 to 64 was a teacher in formal education. This number was one out of 80 in developing countries. Between 1970 and 1988, the total number of teachers employed in formal education increased from 25.5 to 44.1 million, nearly 1 percent of the world's total population (UNESCO, 1991; 35-37). This shows that teachers form a larger occupational group as compared to other professionals due to increasing demand for education from the society. Thus, it is from this point of view that the trainees are requested to give their perceptions regarding factors, which attracted them to join the teaching profession. Accordingly their responses were organized and presented in Table 3 below.

Table 3: Rank Order Distribution of Respondents With Regard to Factors Which Attracted Distance Trainees to Join Teaching profession

Factors		Trainees		Rank
		f	%	
1	Interest in teaching	105	35	1
2	Ease in getting job	72	24	2
3	Teaching is simple when compared to other jobs	0	0	8
4	It prepares a way for further education	60	20	3
5	Desire to serve a nation	6	2	6
6	Using teaching as a stepping stone to other professions	21	7	5
7	The pay is attractive than other professions	0	0	8
8	Training in distance is simple when compared to regular training	3	1	7
9	To lead better life	33	11	4
Total		300	100	

As can be seen from the Table 3 above interest in teaching, ease in getting job and teachings prepared a way for further education and were ranked first, second and third, respectively. As to the first statement many of the respondents witnessed that they wanted to be teachers. On the other hand, a significant number of trainees indicated that they joined the profession because there was no other option available to get job. However, shockingly, none of the respondents indicated that they were attracted by the pay when compared to other professions. This implies that teachers are under paid when compared to other professions. Among many factors the pay is one, which creates lower job satisfaction. This in turn will result in low quality of education. The overall product (result) would be unable to train and produce qualified and ethically enriched teachers with professional commitment. As a whole, the implication could be related to realities of love of teaching and difficulties in getting job if they studied other courses.

3.3. Evaluation of Course Materials

One of the major important factors to implement training effectively is to ensure that the training centers have easy access to adequate supply of course materials. However, the availability of teaching materials alone does not bring the expected outcome and does not have significant impact on students learning unless the content and the language which are used in preparing the course materials fit to the standards of the target groups. Hence, the teaching materials are expected to match to the needs of the trainees.

In view of this, three items were prepared in such to determine the perception of respondents about the course materials.

Table 4: Frequencies and Percentage Distribution of Respondents with Regard to Difficulty Level of Course Materials

	Difficulty Level of Course Materials	Trainees	
		f	%
1	Difficulty level of the contents of the course materials		
	- Difficult	45	15
	- Reasonably difficult	144	48
	- Not difficult	99	33
	- Not response	12	4
2	Difficulty level of the language in which the material is prepared		
	- Difficult	33	11
	- Reasonably difficult	87	29
	- Not difficult	180	60
3.	Receiving the necessary self-instructional materials		
	- Before starting the course	66	22
	- Immediately after starting the course.	87	29
	- In the middle of the course	27	9
	- When the situation is convenient to the DE colleges /Universities/	21	7
	- Closer to the end of the semester	12	4
	- No fixed time	60	20
- Some times the materials are not available	27	9	

3.3.1 Evaluating the Difficulty Level of Course Materials

In Table 4, item 1 was evaluated as reasonably difficult by 48 percent of the respondents and not difficult by 33 percent of the respondents respectively whereas 60 percent and 29 percent of the respondents of item "2" evaluated that the language in which the course materials were prepared was not difficult and reasonably difficult respectively. From this it is convenient to conclude that the course materials were prepared by experts in the field and hence fit to the standards (levels) of the trainees. This is in agreement to what Prasad (1992) and Kohl (1993) asserted that the difficulty with the language in which the materials are prepared caused major learning problem for most learners whose mother tongue is different from the language of the instruction. Regarding item "3", 29 percent and 22 percent of the respondents asserted that they received the course materials immediately after they started the course and before they started the course, respectively while 20 percent of the respondents witnessed that there was no fixed time for receiving the materials. This reveals that more or less trainees got materials on time.

3.3.2. Proper Treatment from Supportive Staff to Study Centers

Successful distance education program requires effective student support system such as the provision of rapid, appropriate and effective advice and help to increase their performance.

Table 5: Frequencies and Percentage Distribution of Respondents with Regard to Proper Treatment from the Supportive Staff to Study Centers

No	Proper treatment to study centers	Respondents	
		f	%
1	Support from study centre		
	Always	108	36
	Sometimes	156	52
	Never	36	12
	Total	300	100
2	Time of getting grade report		
	In time	129	43
	Not in time	168	56
	No response	3	1
	Total	300	100

Table 5, item “1” shows that 36 percent of the respondents were always properly treated by the supportive staff while the majority of the respondents 52, percent, witnessed that they only get proper treatment sometimes. This implies shortage of manpower to provide service always. Regarding getting grade report on time, 43 percent of the respondents asserted that they get grade report on time while 56 percent assured that they did not get their grade reports on time.

This implies poor academic and administrative performance, which affects effective learning.

Although supportive staffs at study centre were supposed to be always ready to give service timely, the response in both cases implies that they could not provide adequate treatment. This could be either due to lack of human, material and financial resources or due to lack of commitment from the supportive staff Manjulinka and Reddy (1996) and others confirmed that the quality of the learner’s support in the sub-system in DE program is critical factor. The study above implies the existence of weak and inadequate support system in private distance education colleges in the region under study.

3.3.3. Management of Face to face Contact Session in Private Distance Education

Face – to – face tutorials were one of the major student supports services arranged by DE institutions/Universities to mitigate the academic problems the students face due to learning in isolation or because of complete separation from the tutors. It is due to this that respondents were made to give their perceptions on the face-to-face tutorial program conducted in their DE colleges. The table below reveals this.

Table 6: Perception of Respondents towards face-to face program

	Face to Face Sessions	Respondents	
		f	%
1	Participation in the face tutorial program		
	- Always	96	32
	- Sometimes	120	40
	- Never	84	28
	Total	300	100
2	Reasons for not participating		
	- The time is not convenient to my work condition	40	47.6
	- For distance of the tutorial centre from the tutorial centre from the locality	41	48.8
	- Failure to cover cost of transportation	2	2.4
	- Absence of fixed schedule for tutorial session	0	0
	- The program is not attractive and time wasting	1	1.2
3	Time allotted to tutorial session		
	- Sufficient	132	44
	- Not sufficient	165	55
	- Sufficient to some extent	3	1
4	Distance of the tutorial centre from residence		
	- Less than 1km	72	24
	- 1-5 Kms	48	16
	- 6-10Kms	15	5
	- 11-15 Kms	12	4
	- 16-20 Kms	9	3
	- Over 20Kms	144	48
5	Convenience of Distance to tutorial center		
	- Convenience	107	35.3
	- Not convenience	193	64.7
6	Decision of tutorial centre		
	- The learners	6	2
	- Distance college (Universities)	222	74
	- Distance learners & administrators	51	17
	- I don't know	21	7
7	Availability of tutorial rooms to accommodate the face trainees		
	- Always available	180	60
	- Some times available	90	30
	- Never available	27	9
	- No response	3	1
8	Flexibility of the program to students Learning Pace		
	- Flexible	240	80
	- Not flexible	60	20
	Total	300	100
9	Suitability the program to students Learning Pace		
	- Always Suitable	138	46
	- Sometimes suitable	144	48
	- Never suitable	18	6

Table 6 of above indicates that the private distance colleges had arranged for face-to-face contact sessions. However, /32percent/ of the respondents

responded that they had participated in the face-to-face session always where as the /40percent/ and /28percent/ of the respondents witnessed that they had participated in the face-to-face tutorial program sometimes and never respectively. As is evident in the same table, items 2, /48.8 percent/ of the respondents and /47.6 percent/ judged that they were unable to participate in the program due to far distance of the tutorial centre from the locality and inconvenient time to their work conditions respectively. This implies that significant number of trainees was not benefited from the face-to-face program and has drawback on students' effective learning.

As to table 6, Item 3 the time allotted to tutorial session was not sufficient to meet their learning objectives. The data from college deans, officials from OEB, the tutorial centre coordinators and tutors reinforced the existence of this problem. Furthermore, /55percent/ of the respondents asserted that the time allotted for tutorial session was not enough to meet their learning objectives. Similarly the data from tutorial center coordinators were also in agreement with this and recommended that the face-to-face tutorial session should be conducted three times in a semester. Contrary to this (44 percent) of the trainees and one out of four of the tutorial centre coordinators at the head office witnessed that the time allotted was sufficient to meet the trainees learning objectives. Regarding this issue as information gathered from the trainees, tutors and some tutorial centre coordinators during the data collection time, almost all of them asserted that the face to face program was claimed not well organized and even some trainees claimed to take final examination without having (getting) any face to face contact.

As it is markedly shown in table 6, the tutorial centre was not convenient to /64.7 percent/ of the trainees because of its far distance. 48 percent of the trainees judged that the distance of the tutorial centre was over 20kms from their residence where as 24 percent witnessed that the distance was 1-5 kms. Moreover, an overwhelming majority /74 percent/ and 17 percent of the

respondents asserted that the tutorial centre was decided (selected) by the Distance colleges universities and Distance learners and administrators respectively. However, 60 percent of the respondents asserted that there were enough tutorial rooms always to accommodate the face-to-face distance learners where as 30 percent of the respondents asserted that they were available sometimes. This implies shortage of classrooms were often observed to provide effective face-to-face program Still 9 percent the respondents judged that there were no available tutorial rooms to accommodate distance learners during the face-to-face tutorial sessions.

On the other hand, 80 percent and 46 percent of the respondents witnessed that the academic program was flexible to address their needs and problems and allowed them always to learn at their own pace respectively. However, 20 percent of the respondents asserted that the program was not flexible to address their needs where as 48 percent assured that the academic program sometimes allow them to learn at their own pace.

Tutorial face-to-face and support services are important in responding to many students needs such as searching their intuitions, lectures counseling courses and subject selecting instructional courses and instructional guidance. Learners usually get the chance to meet their tutors in a limited time. This strengthens their relations with the institutions; more over it has pedagogical advantage. This time, trainees discuss the problem they face while they were reading alone, to do practical laboratory works, and problems related to managing the system and finally seek demonstrations. Furthermore, the face-to-face tutorial program also helps to complete given course in time and to provide support especially for slow learners (Tesfaye in EMA (2002)). In this case tutors may play decisive role with their skills and knowledge to properly manage their learners. African author Obanya, Shabani and Okebukola (1999) also asserted that tutorial and supportive services are important in answering the many needs students may have in distance education. As a whole the

management of tutorial face-to-face sessions were found to be ineffective in the two private DE colleges due to lack of thorough plan for face-to-face sessions, which does not help effective learning. This implies that the educational experience would be inadequate without face-to-face session. Recently most literature recommended the growing importance of face-to face contact in distance education as to link the gap that has been created by separation of learners and teachers.

3.3.4. Computer Training

Purchasing and maintaining appropriate equipment, and training teachers (tutors) and facilitating to use it effectively with other factors are the necessary conditions for effective distance education program.

Computer assisted learning as paramount role in current distance education training. It also supported functions such as testing, prescribing, record keeping, scheduling, Monitoring and time resource management computer facilities self paced individualized learning (Majulinika 1996: 231).

Respondents were also enquired whether or not the course designed for training incorporates basic computer training and their responses were tabulated as shown in table 7 below

Table 7:- Availability of Computer and Problems associated to it

No	Provision of computers for trainees	Trainees	
		f	%
3.12	Existence of computer training		
	- Existing	228	76
	- Not Existing	66	22
	- No response	6	2
3.13	Availability of computers to offer the course		
	- Available	24	10.5
	- No available	200	87.7
	- No response	4	1.8
3.14	Methods (Ways) of getting computer training		
	- From private computer training Institutions	86	43
	- Learn only the theory part	104	52
	- Based on the module prepared for the course	6	3
	- Use personal computer	2	1
	- No response	2	1
3.15	Availability of qualified tutors		
	- Available	198	66
	- Not available	102	34
Total		300	100

Table7 above depicted that the overwhelming majority of the respondents, /76 commas/ & percent emphasized that there was basic computer training in the course, /20 percent/ said that there was no computer training in the course. This may reveal that the private distance colleges did not inform or distribute course offering lists and the trainees were unable to know what courses they should take or not throughout their stay in the colleges. However, both the interview made with HERQA experts as well as documentary analysis correlate with the majority of the respondents. Regarding the commas presence of computers to facilitate (run on) the training program, were a high majority, 200 (87.7 percent) of the respondents indicated that there were not enough computers used for training where as 24 (10.5) percent of respondents asserted the presence of computers. In relation to this, the respondents were asked to respond to how they could get computer training, and more than half 104 (52 percent) of them responded that they learned only the theory part, while 86 (43 percent) of the respondents noted that they got training from private institution. The interview with HERQA experts reinforced this truth. To conclude it is undeniable fact that even though basic computer training was designed,

adequate training had not yet been done in this field due to shortage of computer and to some extent even qualified manpower in this field. This implies that the private distance education colleges either did not realize the importance of computer training or undermined its effect. This implies negative impact on learning. It shows that colleges offering distance education were unable to establish an arrangement whereby learner would be able to access learning resource and experiences required to successfully complete the program. It also implies that the private distance education colleges plan what they are unable to implement.

3.3.5 Management of Tutor Related Issues

In order to get competent and experienced tutors for proper implementation of the program the recruitment should be done openly without basing itself on nepotism or friendship. If this is done appropriately the possibility to lose competent tutors will be minimum. Regarding this fact table 8 and 9 presents the perception of respondents, the way and the process in which the recruitment of tutors has been accomplished.

Table 8: One-sample T-test Result Showing Criteria for Tutor Selection

Items	Mean	Std. Dev.	n	t-value	P-value
1. The presence of clear cut criteria for selection of tutors	4.53	0.516	15	11.50	0.000*
2. Open criteria used to involve potential tutors	4.27	0.594	15	8.26	0.000*
3. selection of Tutors considered qualification	4.40	1.056	15	5.14	0.000*
5. Experience in teaching was taken into consideration	4.40	0.828	15	6.55	0.000*
6. Tutors selection based on low pay	2.64	1.277	15	1.05	0.315
8. Payment of tutors for every extra work they perform	4.13	0.7463	15	5.91	0.000*

* Significant at 0.05 level of significance

Level of agreement < 2:00 Low 2:00-3:00 Moderate above 3:00 High

As can be seen from the table 8, items 2, 3, 5 and 8, indicate high agreement of respondents with the mean value ranging between 4:00-5:00. All the items are significantly different from in fact significant mean the moderate test value 2:00-3:00. Therefore, the respondents highly agreed that there was clear cut, open recruitment criteria which considered qualification, and experience in teaching for the selection of tutors. Furthermore, the respondents witnessed that tutors were paid for every work they preformed. As to item 6, it was not significantly different from moderate test value score 2:00-3:00. This shows that the respondent moderately agree that tutors low pay was also considered for tutors' selection. This implies that the private distance education colleges have made sufficient efforts to use rational and justifiable criteria in the selection of tutors.

In connection to tutor related issues, two groups of respondents distance trainees and tutorial center coordinators were asked to give response to the following two questions.

Table 9: One way ANOVA Indicating Trainees and Tutors Average Rating Regarding Tutor's Performance

Activities		Mean	Std. Deviation	95% I for Mean		Anova Test Results					
				LB	UB	Source of Variation	SS	DF	MS	F-value	P-value
Tutors perform activities beyond their level of training	Trainees	3.32	1.437	3.16	3.48	Between Groups	6.606	1	6.606	3.224	.074
	Tutors	4.00	1.309	3.27	4.73	Within Groups	641.280	313	2.049		
	Total	3.35	1.436	3.19	3.51	Total	647.886	314			
Tutors perform tutorial activities in Irrelevant field of qualification	Trainees	3.78	1.303	3.63	3.93	Between Groups	.869	1	.869	.501	.480
	Tutors	3.53	1.598	2.65	4.42	Within Groups	543.213	313	1.736		
	Total	3.77	1.316	3.62	3.91	Total	544.083	314			

**Significant at 0.05 level of significance*

Level of agreement < 2:00 Low, - 2:00 -3:00 Moderate, 3:00-4:00 High

Regarding items 1 and 2 in table 9, the Trainees and Tutors were found to have similar average response in their ratings. This is seen in the p-value > 0.05 for both statements. In both items the mean values are above the moderate value 2:00-3:00 for both groups. The 95% CIs computed also show that both groups rate the items to a higher level. Thus, the study reveals that there were no tutors who performed tutorial activates beyond their levels of training and also there were no tutors who give tutor in irrelevant to their fields of qualification. Generally, face to face tutorials were the major student support service arranged to mitigate the problems they may face because of complete separation from the teacher and to facilitate the learning process.

3.4. Factors Affecting Distance Trainees Rate of Performance

Several factors affect Distance education trainees rate of performance. Among these, appropriateness of the program to the course objectives lack of student support from the tutors and family problem and workloads are to be mentioned. However, in this section trainees identified the degree of problems affecting their rate of performance and rank as low, moderate and High. The responses obtained are organized in table 10.

Table 10: Rank order of Factors Affecting Distance Trainees Rate of Performance

Factors	Mean	Std. Dev.	n	t-value	P-value	Rank
1 Low rate of educational attainment	2.00	0.634	300	0.00	1.000	5
2. Lack of proper study skills	1.88	0.683	300	3.04	0.003*	9
3. Delayed course materials and assignments	2.30	0.782	300	6.64	0.000*	3
4. Students learning in isolation	1.98	0.77	300	0.45	0.650	6
5. Lack of appropriateness of the program and course objectives	1.92	0.804	300	1.66	0.098	7
6. lack of support from tutors	2.40	0.75	300	9.24	0.000*	2
7. Poor quality of instructional materials	1.92	0.748	300	1.78	0.077	7
8. Ineffective student support system	2.03	0.747	300	0.70	0.487	4
9. Delayed Examination	1.51	0.627	300	13.61	0.000*	12
10. Inefficiency of postal service	1.60	0.722	300	9.59	0.000*	11
11. Lack of cooperation from distance Education officials	1.86	0.665	300	3.65	0.000*	10
12. Family problem and work load	2.66	0.597	300	19.36	0.000*	1

* Significant at 0.05 level of significance

Level of performance value <2:00 Low 2:00-3:00 Moderate above 3:00 High

As indicated in table 10, the one sample t-test result identifies lack of proper study skills, students learning in isolation, lack of appropriateness of the program and the course objectives, poor quality of instructional materials, delayed examination, inefficiency of postal service and lack of cooperation from distance education officials are factors with low level of rating value that is < 2 and act as lower affecting factors on distance trainees rate of performance. On the other hand, low rate of educational attainment, delayed course materials, lack of support from tutors, ineffective student support system, family problems work load are factors with moderate level of rating value that is 2:00 – 3:00 and moderately affect distance trainees rate of performance.

This corresponds to the literature as Faiths' 1988 noted in his research work done on distance students that most women students reported that family problems particularly home making and child rearing are additional problems that affect their study at a distance as compared to their men counter parts. Furthermore, as already discussed in the literature section (Moore, 1987, Halemberg 1989, and Keegan, 1990) found that the family responsibilities and other family related problems were some common problems that result in lower academic performance where as other researchers further supplemented that student work related reasons sometimes become major factor which causes poor academic performance.

3.4.1. Course Material Preparation and Distribution

Distance education methods are likely to be more effective if there is appropriate and effective material preparation and distribution. The quality of the instructional materials, the use of self-instructional materials and interactive communication technologies, the effectiveness of the instructional materials, the organization of lessons in successive self-contained units (modules) as well as the appropriations with language the material is prepared are the major things to be taken into consideration in the course of material preparation and distribution. However, to crosscheck whether or not these

activities were performed, the distance trainees were requested to rate the extent to which material preparation is performed in their colleges and the result is presented in the following table.

Table 11: One-Sample t-test Result of Trainees Rating in Material Preparation and Distribution

Question Item	Mean	Std. Dev.	n	t-value	P-value
1. The preparation of teaching materials by responsible department	4.04	1.054	300	17.03	0.000*
2. The appropriateness of the Teaching materials to the course level	3.79	1.278	300	10.66	0.000*
3. The preparation of course materials with enough self-assessment	3.97	0.782	300	21.49	0.000*
4. The preparation of course materials in simple language	4.48	0.581	300	44.13	0.000*
5. Instructiveness of teaching materials	3.81	0.846	300	16.58	0.000*
6. Well planned preparation of course materials	3.61	0.735	300	14.29	0.000*
7. The preparation of course materials by experts in the field	3.90	0.743	300	20.98	0.000*

* Significant at 0.05 level of significance

Level of performance < 2:00 Low 2:00 – 3:00 moderate the above 3:00 high

As can be clearly noted in the Table 11, the resulting p-values for the significance of the computed rating average are less than 0.05 level of significance. This tells that the average rating is significantly different from the moderate level. Also considering one-sided test for higher level of ratings above 3 taking the significance level at 0.025 levels can also be assured. As a whole, the trainees witnessed that the private Distance Education are performing

promising work in material production and distribution. As indicated in items 4, 5, 6 and 7 the respondent judged that simple (easy) language was used to prepare the course materials. Furthermore, the data gathered from officials and experts from OEB further reinforced that the private DE colleges subject matter experts, course writers and editors were involved in the course development.

3.4.2. Delivery System and Media Used

Unlike the formal system where lecture is the dominant method of instruction in DE the teacher is substituted by printed course materials specially designed to enable students to get involved in the content of learning that is independent study, self assessment and feedback. This system liberates the student from the constraints of space, time and age associated with conventional system permitting him/her a degree of flexibility as to the regularity, timing and location of his study activities. There is a minimal reliance on face-to-face teaching.

So far the most important mode of delivery in distance education has been the printed mode. This is supplemented with highly sophisticated multi media in developed countries. In other countries media such as Radio, TV, Audio and Video tapes are being used to supplement the print materials. The Indira Gandhi Open University IGNOU can be traced as good example in using other complementary media in addition to the printed material. Thus, regarding delivery system and the media used in the sample private distance education college's respondents were also requested to give their general opinion on delivery methods and media used. The response were organized and presented in Table 12.

Table 12: One Sample t-test Result for Trainees Rating in Delivery Method of Course Material and Media Used

Question Item	Mean	Std. Dev.	n	t-value	P-value
1. Print is the only media used in course distribution	4.21	0.622	300	33.68	0.000*
2. Print, Radio, television and video cassettes are jointly used for course distribution	1.33	0.47	300	61.70	0.000*
3. Radio is the only media used in broad casting the course strongly disagree	1.29	0.453	300	65.52	0.000*

* Significant at 0.05 level of significance
 (< 2:00 low, 2:00 – 3:00 moderate, above 3:00 high)

As can be seen in table 12, the p-values indicate significance difference of the average rating values from the moderate value of 3.00. The mean value for item 1 that is print is the only media used in course distribution is found to be significantly above 3:00 hence, high level of rating is given for item.

Regarding item 2 of the same table, that is Print, Radio, Television and Video cassettes are jointly used for course distribution, the mean value is found to be below 2 and low level rating is given. Similarly the average rating for item 3 that is radio is the only media used in broadcasting the course is below 2 and the test result implies a low level of rating.

The over all picture of the above table indicates that print material is the only media used for DE delivery method. However, a significant number of the respondents believed that the print material was not well edited and had moderately negative effect on learners performance. On the other hand, the respondents believed that there were no other alternative forms such as radio, television or video cassettes to facilitate the program. Regarding this issue very few of the coordinators, 2 out of 15, and HERQA officials believed that Video cassettes were used in some centers particularly to supplement teaching of English language.

However, the use of video cassette was not effectively implemented. This shows that the private distance education colleges have problems to implement what they had planned or there was a communication gap among the trainees, the tutorial center coordinators and HERQA officials. On the whole, it is impossible to say that there are other alternative forms of delivery method except the printed material (modules). Thus, the above finding shows that distance learners were not supplied with necessary instructional materials. The print, face-to-face and the media components were not effectively integrated and utilized so as to satisfy the needs of distance trainees. The potentials of each instructional media is not fully exploited in the sample private DE colleges under this research study. Regarding the use of media, certain research findings show that a combination of media is likely to be more effective than any single medium. But the media should be carefully blended and bring the required effect (UNESCO, 2002: 38). In relation to this, Quoting Sparkes (1984,) Rumble (1992:27), asserts that the use of several media to transmit the same material is essential in “driving new concepts and thought processes through the learners mind several times and in different contexts” and there by helps with effectively learning.

As a whole, the over all findings of the above show that print was the only media used for delivery method of DE in the sample private colleges However, this is not in agreement with what (Holemborg 1994:50-154) noted that print is usually chosen for content and other media such as telephone, electronic mail, computer or video conferencing for delivery. This generally implies that the private Distance Education Colleges under research study lack basic mode of delivery method, which adversely negatively affects the quality of learning to be achieved.

3.4.3. Distribution of Course Materials

Preparation and production of course materials is not only enough to implement distance education plan unless the produced materials effectively

and timely reach the distance trainees. Implementation of distance education is resource intensive. Sufficient money and time must be allocated to deliver whatever course material was promised. It is from this point of view that the respondents were asked the following questions that are pertinent to the distribution of course materials from their sources to their users. The responses are presented in the following table.

Table 13: Material Distribution and Problems Associated to it

No	Course Material Distribution	Respondents					
		Always		Some time		Never	
		f	%	f	%	f	%
1	Educational material (media) used in course distribution						
	- Print modules	300	100	-	-	-	-
	- Video cassettes	-	-	-	-	300	100
	- Radio	-	-	-	-	300	100
	- Radio and Television	-	-	-	-	300	100
	- Television	-	-	-	-	300	100
2	Ways in which the materials reach the learner						
	- Collected from work place	-	-	-	-	300	100
	- Collected from Distance collage /Universities/	36	12	243	81	21	7
	- Mailed through private box	-	-	-	-	300	100
	- Collected from tutorial centre	242	80.7	58	19.3	-	-
3	Other problems in connection to module distribution	12	4	29	9.7	259	86.3
	- Scarcity of modules in general	9	3	101	33.7	190	63.3
	- Deficiency of modules on some courses	104	34.7	148	49.3	48	16
	- No problem so far	20	20.7	79	26.3	201	67
4	Timely distribution of proper teaching materials	141	47	159	53	-	-

As is evident in table 13, item 1, all respondents, 100% asserted that print modules were used for course distribution. On the contrary to this none of the respondents were on the positive about the use of video cassettes, radio and television for course distribution. Regarding ways in which the materials reach

the learner, all of the respondents 100 percent noted that they had never collected the course materials from work places where as the majority of the respondents 81 percent and 100 percent asserted respectively that they had never received through private box. However, the majority of the respondents 80.7 percent judged that they had collected course materials always from the tutorial center.

As can be seen from Table 13, respondents were asked to respond the problems in connection to module distribution and 86.3 percent and 63.3 percent of them responded that there were no problems of transportation and scarcity or shortage of modules in general respectively. This implies the attempt made by private distance education colleges to promote and facilitate student learning at a faster rate

Regarding item 3, 49.3 percent responded that there were deficiencies of modules sometimes on some courses where as 67 percent of the respondents asserted that there were no problems encountered regarding module distribution. However, 34.7 percent and 20.7 percent of the respondents respectively replied that there were always deficiency of modules on some courses and no problem is encountered on this issue so far respectively. This negatively affect trainees learning as well as their chance of success that sometimes proper teaching materials were not being distributed where as 47 percent of the respondents responded that always proper teaching materials were being distributed on time.

In general, the findings indicated that even though, proper teaching materials were distributed to the distance learners on time there were problems sometimes in distributing proper teaching materials and hence deficiency of modules were observed sometimes. The data collected from HERQA experts and college deans were also in consistent with that of the trainees. In line to this, there are conditions that the literature suggests to avoid deficiency of course materials (modules) that is the managers of distance education need to check

balance between the capacity to produce and demand. However, the managers of private distance education under study fail to check this balance and deficiency of materials as observed. This implies ineffective distance education that happened as a result of inefficient or incapable management. In general, respondents perceived that the preparation, production and distribution of course materials in the two sample private Distance Colleges proved to be improperly managed and hence negatively affecting the quality and for improving efficiency of training.

3.5. Planning of Distance Education in Private Colleges

Planning is the process of thinking before doing. As clearly indicated in the literature it is the process of determination of a course of action to achieve the desired result. Successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff and administrators. Basing itself on this fact, four groups of respondents were requested to give their perceptions on the following questions. Accordingly, the respondents were asked to rate the items based on rating by five point Likert scale: -1. Very High 2. High 3. Moderate 4. Low 5. Very Low.

Table 14: One way ANOVA comparing Deans and Tutors average rating regarding Planning of Distance Education in private Colleges

Planning in private Distance Education		Mean	Std. Deviation	95% I for Mean		ANOVA Test Results					
				LB	UB	Source of Variation	SS	DF	MS	F-value	P-value
1. Clear definition of the role of individuals and objectives of DE in private colleges	Deans	4.00	.000	4.00	4.00	Between Groups	.300	1	.300	1.250	.272
	Tutors	3.60	.498	3.41	3.79	Within Groups	7.200	30	.240		
	Total	3.63	.492	3.45	3.80	Total	7.500	31			
2. Identification of the role of individuals in the colleges to execute the plan	Deans	5.00	.000	5.00	5.00	Between Groups	3.333	1	3.333	9.375	.005*
	Tutors	3.67	.606	3.44	3.89	Within Groups	10.667	30	.356		
	Total	3.75	.672	3.51	3.99	Total	14.000	31			
3. Clear statement of the authority of each department	Deans	5.00	.000	5.00	5.00	Between Groups	2.976	1	2.976	4.329	.044*
	Tutors	3.75	.840	3.48	4.02	Within Groups	27.500	40	.688		
	Total	3.81	.862	3.54	4.08	Total	30.476	41			
4. Effectiveness of the media selected	Deans	4.50	.707	0.00	5.00	Between Groups	2.269	1	2.269	4.968	.033*
	Tutors	3.40	.675	3.15	3.65	Within Groups	13.700	30	.457		
	Total	3.47	.718	3.21	3.73	Total	15.969	31			
5. Performing preplanned activities	Deans	5.00	.000	5.00	5.00	Between Groups	.133	1	.133	.405	.529
	Tutors	4.73	.583	4.52	4.95	Within Groups	9.867	30	.329		
	Total	4.75	.568	4.55	4.95	Total	10.000	31			

**Significant at 0.05 level of significance (<2;50 disapproved 2:50-3:50 modest above 3:50 highly approved)*

As can be seen from table 14, items 1,2,3,5, the objectives of distance education is defined, the role of individuals to execute the plan was identified, the authority of each department was clearly stated, and that the colleges pre-planned in their activities were highly approved by both groups of respondents, the deans and tutors with the mean values greater than 3.50. The result of ANOVA test indicates the deans and tutors average rating mean in the above four items is significantly different. In other words, the tutors perception regarding these four items are significantly different from deans perception.

As to item 4 of the same table, the college deans highly approved the effectiveness of media selected for delivering distance education with the mean value 4.50 where as the tutors rate it as modest with the mean value 3.40. There is a significance difference in the average rating of the two groups of respondents due to relatively higher level of rating by the deans compared to the tutors response. In the response to these items, mostly the deans tend to rate it very high where as there is good number of variations in the response of the tutors.

Further more, as one can see from the table regarding items 2 that is identification of the role of individuals in the college to execute the plan, there is a great variation in the level of the mean rating between the deans and the tutors. This shows the existence of problems to some extent in this area . Data collected from OEB officials also confirms the existence of problem in the private DE colleges to execute the plan. Similarly, as to the effectiveness of the media used earlier, the findings asserted that the print module is the only used. However, interview with HERQA officials and the documents analyzed indicated that the colleges had planned the use of video cassettes and other technologies. This may imply that the private distance education colleges did not implement what they planned and hence difficult to provide quality learning to meet the needs and interests of the learners. As indicated in the literature plans fail due to various reasons one amongst which is lack of administrative capacity which is reality in the sample private distance Education colleges.

3.6. Staffing in Private Distance Education Colleges

Staffing involves selection and placement of manpower, training, appraisal and remuneration of workers. Staffing in distance education is a continuous process which requires teams of people performing different tasks to achieve common institutional goals. Hence training of staff, tutors, course writers, media men and administrators should be an questionable tasks of every manager. In connection to these two groups of respondents the tutorial centre coordinators and tutors were asked and the responses obtained are organized in Table= 15

Table 15: One way ANOVA Comparing Coordinators and Tutors Average Rating Regarding Staff Development

Staff Development		Mean	Std. Deviation	95% I for Mean		Anova Test Results					
				LB	UB	Source of Variation	SS	DF	MS	F-value	P-value
1. Staffed with adequate personnel	Coordinators	2.87	1.302	2.15	3.59	Between Groups	1.344	1	1.344	.860	.359
	Tutors	2.50	1.225	2.04	2.96	Within Groups	67.233	43	1.564		
	Total	2.62	1.248	2.25	3.00	Total	68.578	44			
2. Effectiveness of people in managerial position	Coordinators	1.80	.775	1.37	2.23	Between Groups	.011	1	.011	.024	.877
	Tutors	1.77	.626	1.53	2.00	Within Groups	19.767	43	.460		
	Total	1.78	.670	1.58	1.98	Total	19.778	44			
3. Readiness of the managers to give appropriate decisions	Coordinators	2.60	1.242	1.91	3.29	Between Groups	8.711	1	8.711	6.134	.017*
	Tutors	3.53	1.167	3.10	3.97	Within Groups	61.067	43	1.420		
	Total	3.22	1.259	2.84	3.60	Total	69.778	44			
4. Clearly identified tasks accomplished for the execution of the program	Coordinators	2.60	1.242	1.91	3.29	Between Groups	1.111	1	1.111	.586	.448
	Tutors	2.93	1.437	2.40	3.47	Within Groups	81.467	43	1.895		
	Total	2.82	1.370	2.41	3.23	Total	82.578	44			
5. The existence of clear communication channel in the DE private colleges in the region	Coordinators	1.67	.488	1.40	1.94	Between Groups	.011	1	.011	.031	.862
	Tutors	1.70	.651	1.46	1.94	Within Groups	15.633	43	.364		
	Total	1.69	.596	1.51	1.87	Total	15.644	44			
6. The existence of appropriate administrative producers to manage the intuitions in an orderly manner	Coordinators	1.80	.414	1.57	2.03	Between Groups	36.100	1	36.100	40.111	.000*
	Tutors	3.70	1.119	3.28	4.12	Within Groups	38.700	43	.900		
	Total	3.07	1.304	2.67	3.46	Total	74.800	44			
7. The presence of clear regulations to manage the institutions	Coordinators	2.33	1.113	1.72	2.95	Between Groups	2.178	1	2.178	1.335	.254
	Tutors	2.80	1.349	2.30	3.30	Within Groups	70.133	43	1.631		
	Total	2.64	1.282	2.26	3.03	Total	72.311	44			
8. Having necessary training and skills of coordinators and administrative staff to fulfill their tasks.	Coordinators	2.47	1.187	1.81	3.12	Between Groups	14.400	1	14.400	12.793	.001*
	Tutors	3.67	.994	3.30	4.04	Within Groups	48.400	43	1.126		
	Total	3.27	1.195	2.91	3.63	Total	62.800	44			
9. The commitment of coordinators and administrative staff to implement institution program	Coordinators	1.80	.414	1.57	2.03	Between Groups	.178	1	.178	1.220	.276
	Tutors	1.93	.365	1.80	2.07	Within Groups	6.267	43	.146		
	Total	1.89	.383	1.77	2.00	Total	6.444	44			
10. The existence of good relationship between the DE private colleges and responsible bodies.	Coordinators	2.47	.915	1.96	2.97	Between Groups	30.044	1	30.044	45.277	.000*
	Tutors	4.20	.761	3.92	4.48	Within Groups	28.533	43	.664		
	Total	3.62	1.154	3.28	3.97	Total	58.578	44			

*Significant at 0.05 level of significance
Agreement level ;- (< 2:00 Not agreed 2;00-3:00 moderately agreed ; abve 3:00 highly agreed.*

Regarding item 1, Coordinators and tutors do not have significant difference in their average rating. This shows that people in managerial position are not effective to run the college. In item 2, they also do not have significant difference and both give low level of rating as the 95% CI as the mean completely lies below the moderate value. This shows that people in managerial position are not effective to run the college. In item 3, the two groups significantly differ in their mean rating where the coordinators show a moderate level while tutors give a high level of response to the statement. Both witnessed that people in managerial position are ready to give appropriate decision. The Interview with HERQA experts is in agreement to this. In items 4 and 5, Coordinators and tutors do have similar level of rating to the statements. The mean value in item 4 results to a moderate level of response by both groups; while the average rating for item 5 is to the lower level that is below 2. This implies the non- existence of clear communication channel in the private distance education colleges. Considering item 6, Coordinators average rating (1.80) is significantly lower while Tutors average rating (3.70) is significantly higher. These two groups do have completely different rating regarding item 6. Coordinators and tutors do also significantly differ in their average ratings in items 8 and 10. In both cases, the average rating of Tutors is significantly higher than that of the coordinators. Coordinators do have moderate level to item 8 and low level to item 10; where Tutors have high level of response for the statements in item 8 and item 10. Coordinators and Tutors are found to have similar level of response for items 7 and 9 where both of the groups are found to give low average rating.

3.7. Problems Which Affect the Proper Execution of Teacher Training at a Distance

Thousands of teachers have gained qualifications, new knowledge and skills through distance education. In many cases, it has raised teachers levels of qualification to be equivalent to those of college trained teachers. Where distance education has failed to be of good enough quality to gain credibility, several problems at work can affect the proper execution of Teacher Training at a distant.

In connection to this, sample trainees, tutorial centre coordinators, tutors, college deans and officials and experts from OEB were requested to give their perceptions. The reactions are tabulated in Table 16.

Table 16: One Way ANNOVA Average Rating Regarding With Factors which Affect the Proper Execution of Teacher Training at a Distance

	Factors	Mean	Std. Deviation	95% CI for Mean	ANOVA Test Results					
					Source of Variation	SS	DF	MS	F-value	P-value
1	Trainees	2.04	0.779	1.96 - 2.13	B/n Groups	7.85	4	1.963	3.356	0.010*
	Coordinators	1.49	0.517	1.20 - 1.78						
	Tutors	1.71	0.531	1.51 - 1.91	Within Groups	201.763	345	0.583		
	Deans	1.33	0.667	0.00 - 5.00	Total	209.613	349			
	Officials	2	1.732	0.00 - 5.00						
	Total	1.99	.774	1.91 - 2.07						
2	Trainees	2.96	0.987	2.85 - 3.07	B/n Groups	46.206	4	11.551	12.803	0.010*
	Coordinators	1.65	0.622	1.31 - 1.99						
	Tutors	2.17	0.674	1.92 - 2.42	Within Groups	311.274	345	0.902		
	Deans	1.63	0.685	0.00 - 5.00	Total	357.479	349			
	Officials	1.67	0.577	.23 - 3.10						
	Total	2.82	1.012	2.71 - 2.92						
3	Trainees	3.55	1.061	3.43 - 3.67	Between Groups	11.503	4	2.876	2.603	.036*
	Coordinators	3.56	0.914	3.05 - 4.07						
	Tutors	2.91	1.03	2.53 - 3.30	Within Groups	381.16	345	1.105		
	Deans	3.2	0.849	0.00 - 5.00	Total	392.663	349			
	Officials	3.2	0.917	.92 - 5.00						
	Total	3.49	1.061	3.38 - 3.60						
4	Trainees	2.53	1.134	2.41 - 2.66	Between Groups	22.913	4	5.728	4.95	.001*
	Coordinators	1.92	0.606	1.58 - 2.25						
	Tutors	1.83	0.497	1.65 - 2.02	Within Groups	399.212	345	1.157		
	Deans	1.5	0.707	0.00 - 5.00	Total	422.125	349			
	Officials	3.5	0.935	1.18 - 5.00						
	Total	2.45	1.1	2.33 - 2.57						
5	Trainees	3.69	1.583	3.51 - 3.87	Between Groups	10.588	4	2.647	1.088	0.362
	Coordinators	3.01	1.378	2.25 - 3.78						
	Tutors	3.76	1.418	3.23 - 4.29	Within Groups	839.531	345	2.433		
	Deans	2.3	1.105	0.00 - 5.00	Total	850.12	349			
	Officials	3.87	1.474	.20 - 5.00						
	Total	3.66	1.561	3.49 - 3.82						
6	Trainees	4.89	0.32	4.85 - 4.92	Between Groups	115.892	4	28.973	186.269	.000*
	Coordinators	2.67	0.873	2.18 - 3.15						
	Tutors	3.71	0.648	3.47 - 3.95	Within Groups	53.663	345	0.156		
	Deans	2.17	0.527	0.00 - 5.00	Total	169.554	349			
	Officials	4	0	4.00 - 4.00						
	Total	4.67	0.697	4.60 - 4.74						
7	Trainees	3.48	1.204	3.34 - 3.61	Between Groups	9.907	4	2.477	1.736	0.142
	Coordinators	3.06	1.096	2.45 - 3.66						
	Tutors	3.32	1.106	2.91 - 3.73	Within Groups	492.22	345	1.427		
	Deans	1.79	0.789	0.00 - 5.00	Total	502.127	349			
	Officials	2.76	1.728	0.00 - 5.00						
	Total	3.43	1.199	3.30 - 3.56						

Level problem <2.00 = not serious problem, 2.00 - 3.00 Moderate problem Above 3.00 Series problem

* Significant at 0.05 level of significance

As to the first category of items, problems related to registration and recruitment the coordinators, Tutors and deans judged that there was no serious problem which affected the proper execution of teacher training at a distance, with average mean value far less than 2. However, the trainees and officials asserted the existence of this problem moderately with average mean value 2:00 -3:00. The mean rating of this group do vary significantly as the p-values computed are found to be less than 0.05. This shows that all the respondent groups do agree in rating the item to the lower scale. However, the significance difference exists due to the degree of law less in the response.

Regarding item 2, that is problems related to course design, the trainees and the tutors witnessed the existence of moderate problems rating with the average mean value 2:00-3:00 where as the coordinators, deans and officials asserted that there was no serious problem which affects the proper execution of the program with average mean value far less than the moderate value 2:00. In this case since the number of sample trainees and tutors are extremely high when compared to the other respondents there is significance difference in the average rating. The test result that computes $P=0.010<.005$ asserts the significance difference in the average ratings among the five groups. This implies private distance education collages have problems in course design and preparation.

As to item 3, problems related to trainees in the college such as limited interest in the subject, minimum academic achievement, problems of copying assignment and frequent absence from face-to face program, the four groups of respondents the trainees, coordinators deans and officials from OEB rated the existence of serious problem with average mean value above 3.00 where as the tutors rated as a moderate existing problem. This implies that there is a serious problem related to trainees which is obstacle to the proper execution of teacher training at a distance. With regard to item 4, problems related to coordinators and tutors such as inefficiency and experience lacking of coordinators, incompetence of the tutors in the subject and lack of prior experience in teaching, the trainees confirmed the existence of moderate problems where as the officials witnessed that there was

problem affecting the proper execution of the training with average mean value 3.50. On the contrary, the coordinators, tutors and deans asserted that there was no serious problem which affects the execution of proper Training with average mean value below the moderate value 2:00. These respondent groups do have lower level of rating to the item. The test result that computes $p=0.10 < .005$ witnessed significance difference is the average ratings of the five groups. With regard to item "5" problems related to lack of reading materials, standard library, well equipped laboratories, Mis-match between printed examination papers and number of student and unfurnished classroom for tutorial and exam purposes, all respondent groups the trainees, coordinators, tutors and officials rated as a serious problem affecting the training program rating with the mean value above 3, where as the deans rated as moderate problem with average mean value of 2.30.

The over all picture of the respondents confirmed the existence of serious problems related to training facilities and infrastructures interview with HERQA experts also reinforced this truth.

As to problems related to student support service that is absence of student advisory and counseling service, choice of field of study, study techniques and examination techniques, trainees, and tutors and officials rated the existence of serious problem with the mean values above 3.00 On the other hand, coordinators and deans rated as problems which moderately affect the proper execution of teacher training at a distance. The result of the p-value indicates significance difference. However in general, the finding prevails the existence of problems on student support service which plays a decisive role in the execution of teacher training program at a distance.

Regarding problems related to evaluation mechanisms, the trainees, tutors and coordinators asserted that there were serious problems which affect the proper execution of teacher training with average mean rating value above 3.00 where as officials asserted the existence of the problem moderately with average mean rating of 2.76. However, the college deans perceived that there were no serious problems

which affect the proper execution of the program with average mean value of 1.79. It would be therefore, concluded that majority of the respondents of the five groups asserted that there are serious problems related to the trainees themselves, facilities and infrastructures, problems related to student support services and problems related to evaluation in the two sample colleges which affect the proper execution of teacher training at a distance .

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main purpose of this study was to assess the management of Distance education in Oromia Regional state in private colleges at Degree level with particular focus on Teacher Training stream and to pin point the existing problems of the program and hence forth suggest alternative solutions.

In order to achieve this purpose the study was guided by the following three basic research questions.

1. How is Distance Education in private colleges in Oromia regional state planned implemented and managed?
2. Do private Distance Education offering Colleges/Universities staffed with sufficient and competent human resources that are committed to run the management of the program successfully?
3. What are the major organizational problems in planning and management of Distance Education in private college in the region?

The data were collected from sample centers using questionnaires, interviews and documentary analyses.

Descriptive survey method was employed and related literature was reviewed. A total of 300 trainees, 15 centre coordinators, 30 tutors, 2 college Deans and 1 official and 2 senior experts from OEB and 2 senior HERQA experts were used as data sources.

The instruments were first pilot -tested on few selected trainees, tutors, coordinators and experts so that they cloud be reliable and valid.

The data collected from various sources were critically analyzed, interpreted using appropriate tools (frequency count, percentage mean and one - way

ANOVA. As a result of the data analysis the following major findings were obtained.

4.1. Summary of the Findings

The majority of the trainees are in the age group between 31-45 years and the study indicated that matured students are enrolled in distance education.

- a. As to respondents work experience about 40 percent of the tutorial centre coordinators, tutors and college deans in general have long work experiences ranging from 16-25 years. This shows that experienced people were given high tasks to run the management of Distance Education.
- b. With regard to their qualifications 13.3 Percent of the sample tutor respondents had college diploma where as the majority of them 53.3 percent had BA/BSC degree. This is below the standard set by MOE to train at degree level. Almost all tutors were employed on part-time bases and were not given proper training regarding their roles and responsibilities. Most of them were subject specialists.

In relation to preparation and distribution of course materials, local experts were engaged in preparation of course materials. The materials were prepared by people with adequate knowledge and fit into the academic level of the trainees. However, frequent delay in distribution was often observed.

As to the proper treatment of trainees by supportive staff, proper treatment was not provided to trainees by the supportive staff. 56 percent of trainees claimed that they did not even get their grade report on time. Furthermore, the provision of guidance and counseling service was not adequate. All the

respondents of the two private DE colleges except the college deans responded that there was no guidance and counseling service provided to students.

There was face-to-face tutorial session arranged by the two distance education colleges. However, the finding prevailed that the face-to-face tutorials were not effective due to inconvenience of the tutorial time to trainees work time, far distance of the tutorial centre from the trainees locality and short time of tutorials that is only 4 hours within a semester. As a result, the distance students did not benefit from the face-to-face program. Furthermore, some trainees claimed that under the pretext of lesser number of students taking the course, tutorial classes were not arranged (scheduled) for some courses. Although, HERQA officials noted that they were in agreement with the private DE colleges to provide face-to-face program for every course, whatever may be the number of students taking the course although this was not yet implemented by the DE offering colleges and still remained a problem.

Regarding the media designed to deliver the course, according to the majority of student respondents 97.3 percent witnessed that the media designed to deliver the course in the two sample colleges distance Education colleges was dominantly print modules in supplement with video cassettes and tape recorders for offering courses such as English listening skills. The trainees confirmed that the print material was appropriate but sometimes delay was observed to distribute them on time.

As to identification of individuals role in the institution majority of the respondents confirmed that each tasks and activities to be accomplished by individuals in the institution were clearly defined and identified, whereas, various facilities such as standard library, laboratory equipment, enough tutorial room to accommodate the face-to-face program were not sufficiently provided.

Concerning the evaluation of students through assignments and examinations tutors failed to read student papers critically and no timely corrections and comments were given. This disappointed trainees and discouraged students for work further.

On the other hand the finding indicates that there were problems of copying assignments and examinations from one another and students lack self-confidence in doing assignments and examinations independently.

Moreover, the finding reveals that the finding from HERQA and OEB reveals that there were no efforts or attempts were made to create cooperation and share experience between the numerous distance education colleges in the country as a whole and in Oromia Regional State in particular.

As to control mechanisms the finding indicates that no proper mechanisms were designed to control and evaluate the progress of the DE colleges towards achieving the desired goals whereas with regards to shortage of budget, 80% of the coordinators, 50% of the tutors, 2 out of 2 of the deans and 2 out of 3 of the experts and officials from OEB witnessed that problems relating to shortage of budget was low. Even though 50% of the trainees judged high shortage of budget, the fact that 100% of the college deans and 80% of the centre coordinators asserted that there is no shortage of budget which affects the proper execution of the program, this seems to be more convincing since they are individuals who are in the top management ladder of the colleges.

4.2. Conclusions

Based on the preceding findings, the following conclusions are drawn.

- The finding indicates is delay in material distribution for some courses. From this it can be concluded that due attention was not given to timely distribution of course materials.
- The finding prevails that the two sample private distance education colleges are well planned but, there is implementation problem due to lack of administrative capacity. Furthermore, the face-to-face program has suffered a lot of management problems, and significant numbers of trainees were unable to benefit some this program. This implies lack of adequate organizing and control.
- Shortage of printed materials and complete absence of them for some courses were the major impediments encountered in the proper implementation of teacher training program in the region. This shows insufficient preparation of the institutions a head of time.
- The finding shows that people in the managerial positions particularly the coordinators and the administrative staffs were not committed to implement the institutions program. This implies the existence of wider gap between what is planned and implemented.
- Policy on trainees selection is generally well articulated and evidence based. Predominantly trainees are selected as a result of meeting academic requirement set by the MOE. But, some trainees joined the private distance education colleges after a number of years beyond school learning and hence, found to be academically weak. Thus, even though, the two private distance education colleges have made unreserved efforts to alleviate the growing demand of education, in the country, based on the findings, it is possible to say the management of distance education in Oromia regional stated is found to be inefficient.

4.3. Recommendations

Management of distance education is not an easy task. It is continuous process which needs to be strengthened through research, innovative ideas and committed management and leadership. Thus, in support of the findings of the study the following are promenedaded.

A. Distribution of Course Materials

The findings of the study have revealed that there was delay in material distribution. Thus, the private distance education colleges are expected to assign efficient persons who should give particular emphasis to timely distribution of course materials because delay in course materials negatively affects learning quality.

- The private distance education colleges should be able to ensure that the print materials are well edited, proportionate to the number of the trainees, with no modules in a series are missing and supplemented with additional self assessment exercises.

B. Training of Personnel

As to problems related to the training of coordinators and administrative staff the private distance education colleges need to provide them on job training and refresher courses so as to enable them to fulfill their tasks effectively. With regard to tutors, shortage of qualified tutors can not be alleviated overnight since it requires ample resources. However, in order to meet tutors educational qualification as to the required standard of the MOE, the private distance education colleges need to collaborate with higher institutions such as AAU and give them adequate and continuous training on correspondence and face-to-face tuition and up-0grade tutors with first degree to second degree and gradually replaced diploma holders with MA degree holders. Moreover, tutors need to be provided with adequate financial and other incentives so that they can be motivated to training.

C. Face to Face Program

To strengthen the face to face program, avoid trainees complaint and frequent absenteeism, the private distance education should:-

- Arrange convenient time.
- Discuss with the trainees and make necessary arrangement regarding selection of tutorial centers.
- Set rules and regulation to minimize absenteeism
- Make improvement in contact time from four hours in a semester which seems very short.
- Arrange face to face contact sessions for each course so as to avoid trainees complaint on this issue.

D. Learning Facilities

The private distance education colleges need to fulfill learning facilities such as libraries, laboratories, reading materials, computers and other necessary materials which are inadequate but necessary to provide quality education.

E. Implementation of Planned Activities

One of the Major problems seen in private distance Education College is implementing activities according to the plan. The two sample private colleges have good plans. However, it should be supported with individuals who have administrative capabilities to run activities as planned.

F. Ensuring Accountability and Transparent Management System

To be efficient in managing higher education institution needs professional leaders. To understand trainees and tutors problems and give timely decision needs accountable personals. Further more, all the activities of the college should be transparent to the beneficiaries as well as to the college workers as a whole.

G. Ensuring Staff Development

Experienced and effective personnel's should design different methods to staff development and promotional opportunities, which would attract, motivate and retain suitable instructors in the private distance education colleges.

H. Use of Alternative Media

The private Distance education colleges need to have to develop experience from similar distance education offering colleges who have a long and well developed experience such as the IGNOU Indira Ghandi National Open University of India, the USA,UK and other countries in the use of Interactive Technologies such as computer based communication including electrons mail (E-Mail), bulleting board systems (BBC), Internet, telephone based audio conferencing and Video conferencing with 1 or 2 way Video conferencing and e-learning as to their resources capacities .

I. Provision of Technical Assistance

As promised in its strategy of 1994, the Government needs to give due attention to private distance education colleges to provide them with-necessary technical assistance such as providing man power training workshop, counseling, services organizing seminars and at the same time evaluate and contribute to the development of quality education system in the country.

BIBLIOGRAPHY

- Anderson, P.S. (1982). *The Fires of Distance Education in Latin America*. in Daniel.
- Ayalew Shebeshi (1991). *Approach to Educational Organization and Management (Part I)*. Addis Ababa University Printing Press.
- Bates, A.W. (2000). *Managing Technological Change*. Son Francisco, CA: Jossey. Bass.
- Bates, A.W. (ed), *The Role of Technology in Distance Education*. London, Crom Helm.
- Bishop, G. (1989). *Alternative Strategies for Education*. London. Macmillan Publishers.
- Bradley (ed). *Basic Education at Distance*, London: Rutledge, Vol.2.
- Brophy, M. and Dalgety, F. (1980). *Training Science Teachers in Guyana*. Tackling at a Distance. 17. pp. 45-511.
- _____ (1983). "Training Teachers in the Third World, Teaching at a Distance, 23, pp. 40-45.
- Chacon Dangué, F.J. (1987). *Multivariate Model for Evaluation Distance Higher Education College*. Park Pennsylvania State University Press.
- Chandan, J-C. (1999). *Management Concepts and Strategies*. New York, Vikas Publishing House.
- Chapman, D.W. and Mehalk L.O. (2004). *Adapting Technology for School Improvement*. A Global Perspective: UNESCO Publishing.
- Cicco J.D. (1989). What is Effective School Management? Paper Presented at Annual Meeting of National Association of Secondary School Principals 69th New Orlean January, 25-29/85.
- Day, W.J. David (1994). Project Management and Control. London: the Macmillan Press Ltd.
- Dodd'stend P. Ediringha (2000). Organization and Delivery Structures in Yates, C. and Jo.

- Faith, K. (ed) (1988). *Toward New Horizons for Women in Distance Education. Equity and Education; Equity and Equality* Berkley; McButcheon.
- Forojalla, S. B. (1993). *Educational Planning for Development*. London; The Macmillan Press.
- Friedman, Z. (1981). "Systems for Student Administration" In A. Kaye and G. Rumble, eds *Distance Teaching for Higher and Adult Education* London Crom Helm.
- Garrison, D. R. (1993). ***Quality and Access in Distance Education. Theoretical Principals of Distance Education Page (10-21)***, London; Routedledge.
- _____ (1989). ***Understanding Distance Education: a Frame Work for the Future***. Boston: Routedledge and Kegan Paul.
- Gash, R. and M. Zachariah (1987). ***Education and the Press of Change***. New Delhi Publications, 1987.
- Good, Carter V. (1973). ***Dictionary of Education***. New York: McGraw Hill Book Company.
- Greville, R. (1992). ***The Management of Distance Learning Systems***. Paris UNESCO.
- Guthrie, G. (1985). ***Current Research in Developing Countries: Teacher Credentialing and Distance Education: Teaching and Teacher Education***, 1 (1), pp. 81-90.
- Higgins, JM (1991). ***The Management Challenge***. New York. Macmillan Publishing Company.
- Holmberg. (1986). ***The Growth and Structure of Distance Education***. London: Croon Helm.
- _____ (1989). ***Theory and Practice of Distance Education***. Boston: Rortledge Keegan Paul.
- _____ (1989). ***Growth and Structure of Distance Education***. London; New York; Rutledge.

- Jenkins (1989). Some Trends in Distance Education in Africa. An Examination of the Past and Future Role of Distance Education as Tool for National Development.
- Keegan D. (1986). ***The Foundations of Distance Education***: London. Crom Helm.
- _____ (1990). ***Foundation of Distance Education***. New York. Rutledge.
- _____ (1990). ***Open Learning and Open Management: Leadership and Integrity in Distance Education***, Cogan Page, and London.
- Keegan, D. J. and Rumble, G. (1996). ***The Foundations of Distance Education, 3rd ed.*** New York: Rutledge.
- Knight, (1993). ***Management for School the Thinking Managers Guide***, London, Athenalum Press Ltd.
- Knapper, et al. (1991). ***Life Long Learning and Higher Education, 2nd ed.*** London, Kogan Page Limited.
- Kuhanaga, Nicholas, A. (1981). ***The Concept of Adult Education at a Distance and its Application in Developing Countries***. In Neil M.W. (ed) *Education Adutbs at a Distance*, Kogan Page, pp. 11-12.
- Little, D.M. and J.A. Mirrless (1976). ***Project Appraisal and Planning for Developed Countries***, London Richard Clay LTD.
- Mandie- Files, A. (1988). "Women is Papua New Guinea; Distance Education as Mean for Educational Achievement" *International Perspectives*, London. Routledge.
- Magnen, Andre (1991). ***Educational Projects; Elaboration. Financing and Management***. Paris; UNESCO. IIEP Paris.
- Mahlck, Lo. (2004). ***Adapting Technology for school Improvement***. A Global Perspective Page 124 Paris UNESCO Publishing.
- Manjulika, (1996). ***Distance Education in India: A Model for Developing Countries***. New Delhi: Vikas Publishing House PVT. LTD.

- Manjulika S. and Venugopal Reddy. (1996). ***Distance Education in India: a Model for Developing Countries***. New Delhi; Vikas Publishing House PVD. LTD.
- _____ (1999). ***Distance Education in India: a Model for Developing Countries***. New Delhi Vikas Publishing House PVT. LTD.
- Marew Zewdie. (2000). "Curriculum Implementation and Evaluation Education. 676: A 200-HR Course Department of Curriculum and Instruction, Faculty of Education." Addis Ababa University.
- Mcaleese, R. (1985). Quality of Instruction. In Hussen T. (1988). ***The International Encyclopedia of Education, Research Studies***. Oxford: Ferguson Press.
- MOE. (1999). ***Education Sector Development Program (ESDP1), Action Plan***. Addis Ababa: Central Printing Press.
- _____ (2003). A National Guide for Distance Education and summer Upgrading Programs. Addis Ababa: (Unpublished Material).
- Mitiku Bekele. (2004). ***An Assessment of Managerial Problems of Foreign Assisted Distance Education Project in Southern Nations Nationalities and Peoples Region (SNNPR)***: Masters Thesis, College of Education, Addis Ababa University.
- Murphy, P. and Zhiri, A. (1992). Distance Education in Anglophone Africa. Development Policy Case Series, No. 9. Washington, The World Bank.
- Nekatibeb and Tilson. T. (2004). Distance Education in Ethiopia. Chapman, D.W. and Nyerere, J.M. Education for Liberation in Africa: Project 5 (1), 1975 (Unpublished).
- Oudsdhroom, N. (1986). Towards a More Women Centered Approach for Distance Education Curriculum; London Routeledge.
- Paul. R.H. (1990). ***Open Learning and Open Management. Leadership and Integrity in Distance Education***. London: Kogan Page.

- Perraton, H. (1992). A Review of Distance Education in P. Murphy and Azguru. Distance Education in Anglophone Africa ED: Development Policy Case Series, No. 9. Washington, DC: The World Bank.
- _____ (1993). ***Distance Education for Teacher Training***. London, Routledge.
- _____ (1993). ***Training Teachers at a Distance***. London. Common Wealth Secretariat.
- Philips, M.H. (1976). ***Education Cooperation Between developed and Developing Countries***. USA: Praeger Publishers. Inc.
- Rohfeld, Roe Wahl, (1990). ***Expanding Access to Knowledge; Continuing Higher Education***. National University Continuing Education Assistance NUCEA. 1995-1990. Washington, DC.
- Rondinell, A. Dennis, (1993). ***Development Projects as Policy Experiments; an Adaptive Approaches to Development Administration (2nd ed)***. London: Routledge.
- Rowntree, D. (2000). Exploring Open and Distance Learning. London: Kogan Pages Limited.
- Rumble (1993). ***Vocational Education at a Distance, International Perspective***. New Development in Vocation Education, London Kogan Page, International Labor Organization.
- _____ (1986). ***The Planning and Management of Distance Education***. New York St. Martins Press.
- _____ (1992). ***The Management of Distance Learning System***. Paris UNESCO.
- _____ (1992). ***Vocational Education at a Distance. International Perspective***. New Development in Vocation Education. London Kogan Page. International Labor Organization.
- _____ (1997). ***The Costs and Economics of Distance Learning***. London Kogan Pages Limited.
- Rumble, G. and Harry, K. (1982). ***Distance Teaching Universities, Groom Helm***; London.

- Sahile Mariam Abebe (2004). An Assessment of the Management of Distance Education for Upper Primary School Teachers in Ethiopia, Master's Thesis College of Education, A.A.U.
- Sewart, D. et al. (1983). ***Distance Education***. New York. Rutledge.
- Shermerhorn, R.J. (1996). ***Management and Organization Behavior***, USA John Wiley and Sons Inc.
- Smith, B.J. and Delahye, B.L. (1987). ***How to be an Effective Trainer. Skills for Managers and Trainers***, New York, John Wiley.
- Stoops, E.M. Rafferty, R.E. Johnson (1981). Hand Book of Educational Administrative a Guide for Practionars. Boston Allyn and Baco UNESCO /2002/.
- Thorpe, M. (1988). ***Evaluating Open and distance Learning***. London Long Mans, p. 64.
- Tylor, D.C. (1983). The Cost Effectiveness of Teacher Upgrading by Distance Teaching in Southern Africa: ***International Journal of Education Development***. 3 (1), pp. 19-31.
- UNESCO (1992). ***Back on Training Method in Educational Management***; Paris. Imparities Emperies Lavsanne.
- _____ (1992). ***Integrating Women's Issues into Population Education***; Bangkok. UNESCO.
- _____ (2002). ***Teacher Education guidelines Using Open and Distance Learning Technology Curriculum Cost and Evaluation, Higher Education Division***. Teacher Education Section 7, Paris, p. 18.
- UNIDO (1970). ***United Nations Industrial development Organization: Technological Services for Small Scale Industries***: New York: United National Publication.
- Verduin, J.R. Thomas J. and Clark. (1991). ***Distance Education; the Foundations of Effective Practice***. San Francisco and Oxford Jossey Bass.
- Verteechi, B. (1993). ***Structural Analysis of Distance Education***. In Keegan.

- _____ D. (1993). *Theoretical Principals of Distance Education*. London: Routledge.
- Wills, B. (1993). *Distance Education, A Practical Guide Englewood's*. Cliffs NJ: Educational Technology Publication.
- Wolfe, L. (1994). *The Digital Co-op; Trends in the Virtual Paper Presented at the Writers Retreat on Interaction Technology and Equipment*. Vancouver, BC; the University of British Columbia Continuing Studies.
- World Bank. (1988). *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization and Expansion*. Washington DC.
- _____ (1992). *Distance Education in Anglophone Africa*. Washington DC.
- Wort, AA. Michael (1998). *Distance Education and a Training of Primary School Teachers in Tanzania*, Sweden Gotab: Uppsala University Library.
- Yared Getachew, (2000). *Women's Performance in Distance Education in the Ethiopian Management Development Project*, Master's Thesis.

ARTICLES

- Bartles. (1985). Student Learning Differences and the Role of Regional Support Services. *Institutional research Review*. 13 (1)8-100.
- Bernt, F. L. and Bugbee, A.C. (1993). *Study Practices and Attitudes Related to Academic Success in Distance Learning Program*. Distance Education. 14 (1), 93, 37. (97-112).
- Burge, E.L. (1983). "Professional Networking: an ICDE Example "ICDE Bulletin, 3, 15-18.
- Garrison, D.R. and Shale, D. (1987). *Mapping boundaries of Distance Education: Problems in Defining the Field*. The American Journal of Distance Education, 1 (1), 7-13.
- McNabb, J. (1994). *Tele Course Effectiveness: Findings in the Current Literature Tech*. Trends 39-40.
- Millbank, G. (1994). *Writing Multimedia Training with Integrated Simulation Paper Presented at the Writers Retreat on Interactive Technology and Equipment Vancouver*. Bc- The University of British Columbia Continuing Studies.
- Schlosser, GA, and Anderson, M.L. (1994). *Distance Education: Review of Literature*. Ames. IA: Iowa Distance Education Alliance, Iowa State University, (ED, 382, 59).
- Wiesner, Peter (1983). *Some Observations of tele-Course Research and Practice*. Adult Education quarterly, 3(4) Summer: 215-221.
- Wossenu Yiman and Befekadu Zeleke (1999). "Distance Education: an Alternative approach to Alleviate the Shortage of Qualified Primary School Teacher in Ethiopia." IER Flambeau. Vol 6, No. 2. p. 16-26.

WEBSITES

- Dist Ed Net (1999). Available at [http://www.global distance learning.](http://www.globaldistancelearning.com)
- Rubmle, G. (1999). Why should Distance Education be Developed as a System?
[http://www.globaldistancelearningretringeatjunary 11,2007.](http://www.globaldistancelearningretringeatjunary11,2007)
Available at:[http://www. global distance learning. com/management/ governance/system.](http://www.globaldistancelearning.com/management/governance/system) Him.
- Moore, G. (1987) "On Distance Education Concept on its Running in the World and History of Open Education Faculty and its Running".
Available at: [http//hohe and dolu.edu.tr/vdeniray/20///:chr him.](http://hoheanddolu.edu.tr/vdeniray/20///:chrhim)
- Threlkeld, R. and Brzoska, K. (1994). Research in distance education. In B. Willis (ed.), Distance Education: Strategies and Tools. Englewood Cliffs, NJ. Educational Technology Publications. Inc. 6/3/99 12: 40 PM.

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

Questionnaire to be filled by Distance Trainees

The main objective of this questionnaire is to collect primary data for the study on the Management of Distance Education in Private Colleges in Oromia Regional State.

The questionnaire is designed to collect information about the management of Distance Education in private colleges in Oromia Regional state for Teacher Training at Degree level. The success of this study entirely depends upon your earnest, genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. The study is purely academic and hence, all the information will be kept confidential.

Thank you in advance.

General Directions

- For question items with alternative answers, please put “ ✓ ” mark in the box given.
- If you cannot get any satisfying choice among the given alternatives, you can write your answer, on the space provided for option “if other, please specify.”
- No need of writing your name
- Give short answers in the space provided.
- Please, reply all the questions.
- Your urgent response will be wondered.

Part one:- Personal Data

1. Address

Zone _____

Woreda _____

2. Sex

1. Male 2. Female

3. Your academic background before you joined the current Degree level DE

1. TTI 2. Diploma 3. Diploma in Teaching

4. If other, please specify _____

4. Name of your previous (former) institution _____

5. Name of your Distance Teaching Training College/University/ _____

6. Name of Tutorial center _____

7. Service years _____

Current field of Training

8. Major _____ Minor _____

9. Are you employed? 1. Yes 2. No

10. Date filled _____

Part Two

2:1 Was there a criterion for recruitment when you joined the institution?

1. Yes 2. No

2:2 If your response to Q 2:1 is "Yes" was the recruitment criterion open to every potential body?

1. Yes 2. No

2:3 Which of the following criteria were used for recruitment of new entrants? (Response can be more than one)

1. Previous teaching experience

2. ESLCE/ EGSECE result.

3. Recommendation letter

4. High School transcript result.

5. Results of college transcript

6. Entrance examination

If any other, please specify _____

2:4. Below are the list of some factors which attracted students to join teacher training institutions. Indicate the circumstance that attracted you the most to join teacher training. Please, rank them by giving number, 1 up to 9, for the reasons you assumed to be the major cause.

Interest in teaching

Easy to get job after training

Teaching is simple when compared to other jobs

Prepares a way for further education

Desire to serve a nation

Using teaching as a stepping-stone to other professions

The pay is attractive than other professions

Training in distance is simple when compared to regular training.

To lead better life

If other factors, please specify _____

2:5. Is the present training program useful for your personal development?

1. Very useful 2. Some what useful 3. Not useful

2:6. How do you evaluate the dif-fi-culty level of the contents of the course materials?

1. Dif-fi-cult 2. Reasonably dif-fi-cult 3. Not dif-fi-cult

2:7. How do you evaluate the dif-fi-culty level of language in which the material is prepared?

1. Dif-fi-cult 2. Reasonably dif-fi-cult 3. Not dif-fi-cult

2:8. At what time do you receive the necessary self instructional materials?

- 1. Before you start the course
- 2. Immediately after you start the course
- 3. In the middle of the course.
- 4. When the situations become convenient for the distance college
- 5. Closer to the end of the semester
- 6. No fixed time at all.
- 7. Sometimes the materials are not available at all.

If other, please specify _____

2:9. Do you get proper treatment from the supportive staff at your study center?

- 1. Always
- 2. Sometimes
- 3. Never

2:10. Do you get grade report on time or when ever you need?

- 1. Yes
- 2. No

3. Have you ever participated in the face-to-face-tutorial program?

- 1. Always
- 2. Sometimes
- 3. Never

3:1. If your response to item 3 is "Never" what were the reasons for not participating? (more than one response is possible).

- 1. The time is not convenient with my work condition
- 2. Far distance of the tutorial centre from the locality
- 3. Failure to cover cost of transportation
- 4. Absence of fixed schedule for tutorial session
- 5. The programe is not attractive and time wasting

If other, specify please _____

3:2. If your answer is "Yes" for the same question is the time allotted to tutorial session sufficient to meet your learning objectives?

- 1. Yes
- 2. No

3:3. What is the distance of the tutorial centre from your residence?

- A. Less than 1km
- B. 1-5kms
- C. 6-10kms
- D. 11 - 15kms
- E. 16 - 20kms
- F. Over 20kms

3:4. Is the tutorial centre distance convenient to you?

1. Yes 2. No

3:5. Who decided /selected/ the tutorial center?

1. The learners 2. Distance college/Universities
 4. I don't know 3. Distance learners and administrators

If other, please specify _____

3:6. Do you have problem to study in isolation?

1. Always 2. Sometimes 3. Never

3:7. If Always, how do you overcome this problem?

1. By employing personal part timer tutors
 2. By cooperating with others who are training in similar fields.
 3. By asking the help of trained individuals in similar fields
 4. With the help of advices from Guidance and counselors.

If other specify _____

3:8. Do you clearly the content of each lesson of training?

1. Yes 2. No

3:9. Is the academic schedule flexible to address your needs and problems?

1. Yes 2. No

3:10. Does the academic program allow you to learn at your own learning pace?

1. Always 2. Sometimes 3. Never

3:11. Are there enough tutorial rooms to accommodate the face-to-face distance learners?

1. Always Sometimes 3. Never

3:12. Is there basic computer training in the course?

1. Yes 2. No

3:13. If your response to Q 3:12 is "Yes", are there enough computers to offer the courses?

1. Yes 2. No

3:14. If your answer is "No", then how do you get the training?

- A - From private computer training institutions
- B -learn only the theory part.
- C - Based on the module prepared for the course
- D - Use personal computer.
- E- If other, please specify _____

3:15. Are there qualified tutors in this field of training?

- 1. Yes 2. No

4. Please, indicate if your tutor has the following qualities by marking a tick (✓) mark against each of the statements given in the table. The number indicates 5-Strongly Agree 4- Agree 3- Undecided 2- Disagree 1. Strongly Disagree

	Statements	5	4	3	2	1
1	The tutor knows the subject matter very well.					
2	The tutor is more friendly in his teaching approach.					
3	The tutor tries to help slow learners.					
4	The tutor encourages more student participation.					
5	The tutor corrects assignments and gives comments on time.					
6	The tutor treats all learners equally.					
7	The tutor is supportive to student problems.					
8	The tutor marks learners exam fairly.					
9	The tutor performs his activities according to the rules of the college.					

Any other please, specify _____

Below are statements that have to do with your tutors. Give your opinion on each of the statements by checking in one of the option against them. The number indicates

1- Strongly disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

	Statements	1	2	3	4	5
1	The tutor gives tutorial services in unrelated field of qualifications					
2	The tutor seems to give tutorial activities beyond his level of qualification					
3	As a whole, the tutor does not fulfill the criteria for teaching.					

Any other please specify _____

5. To what extent are the following factors affecting your rate of performance? Please, indicate only in one of the three options given against each of the following statements.

	Statements	Degree of problem		
		Low	Moderate	High
1	Lower rate of previous educational attainment			
2	Lack of proper study skills			
3	Delayed course materials and assignments			
4	Students learning in isolation /lack of group based-study/			
5	Lack of appropriateness of the program and course objectives			
6	Lack of support from tutors			
7	Poor quality of instructional materials			
8	Ineffective student support system			
9	Delayed examination			
10	In - efficiency of postal service			
11	Lack of cooperation from DE officials.			
12	Family problem and work load			

Any other _____

In the following table there are statements that have to do with the course materials – Give your opinion on each by checking in one of the options against them. The number indicates.

1. Strongly disagree 2. Disagree 3. Undecided
 4. Agree 5. Strongly Agree

	Statements	5	4	3	2	1
1	Pedagogically the course material fit to the standards of the learners.					
2	The course materials are up to the academic level of the learners.					
3	Each of the course materials are prepared by experts in the subject area					
4	There are adequate assignments exercises at the end of each lesson.					
5	The course materials are helpful to distance learners to learn at their own pace.					
6	The course materials are integrated to other materials developed for the course					
7	The languages in which the materials are prepared is simple to understand					

Any other _____

The following statements refer to material and delivery. Please, indicate your opinion by putting a check mark (✓) in one of the five options given against the suggestions. The number indicates

1. Strongly disagree 2. Disagree 3. Undecided
 4. Agree 5. Strongly Agree

	Suggestions	5	4	3	2	1
1	Print /modules/ is the only media used in the course distribution					
2	Print, radio, television, & video cassettes are jointly used for course distribution.					
3	The course distribution is highly dominated by print					
4	Radio is the only media used in broadcasting of the course.					
5	The course is highly dominated by Radio broadcast					

Any other please specify _____

6. If your answer to statement "4" is Agree or strongly agree is print material well edited?

1. Yes 2. No

7. If your answer to Question 6 is "No" to what extent does it negatively affect learners performance?

1. High 2. Medium Low

8. If your response to statement 5 in the above table is "agree" or "strongly agree" was there external noise interference during the Radio program?

- Yes No

9. If your answer to Question "8" is yes, to what extent does it affect the learning activities?

1. Great Extent 2. Sometimes
 3. Not affect 4. Undecided

10. If your response to "Question 9" is "High" does the radio program need antenna?

1. Yes 2. No

11. How do you rate the time allotted for pre-or post broadcast activities?

1. adequately enough 2. enough 3. not enough

4. adequately not enough

12. Is there relationship between the radio lesson and the curriculum?

1. Yes 2. No

13. How do you evaluate the radio lesson to the standard of the learners?

1. Difficult 2. Moderate 3. To the standard

4. Below the standard

14. How do you rate the speed of the presenter?

1. Very fast 2. Fast 3. Average 4. Slow

15. Is there adequate repetition of new ideas?

1. Yes 2. No 3. I don't know

➤ **Please, put a tick mark in the box to indicate your opinion regarding your performance evaluation.**

1. How is your evaluation performance done?

A - Through continuous assessment

B - Through final exams only

C - Through mid- exams

D - Only through submission of home done exercises

E - Through all the methods mentioned above

F- Through submission of home done exercises and final exams.

If any other _____

2. If your response to Question "1" is "A" how do you rate the importance of continuous assessment?

1. Very High 2. High 3. Medium 4. LOW

5. Very low

3. How much do you think that the assignments are sufficient to perform evaluation?

1. Very high 2. High 3. Moderately high

4. Low 5. Very low

4. Are enough mid-exams given to evaluate learners performance?

1. Yes 2. No

5. What problems are encountered on students side in relation to assignments? (more than one answer is possible)

- 1. Late submission dates
- 2. Copying answers from each other
- 3. Getting assignment done by others
- 4. Incomplete answers.
- 5. Difficult in reading learners handwriting
- 6. All
- If other specify _____

6. Are the assignments given sufficient marks (credits)?

1. Yes 2. No

7. What problems are encountered on tutors side regarding assignments (examinations)? **(More than one response is possible)**

- 1. Unfaire grading
- 2. Corrections are not made on time
- 3. Late submission of learners grade
- 4. No sufficient comments are given
- 5. Grades are given with out performing critical reading to students work
- 6. If any other _____

8. Are distance learners pre informed about the schedule of the exam?

1. Yes 2. No

9. Are the colleges fixed to their exam schedules?

1. Yes 2. No

10. If your answer to Question "8" is "No" what possible problems were encountered so far?

- 1. Opportunity of missing exams
- 2. Shortage of class rooms to carry out the exams
- 3. Lack of permission from work place

4. Shortage of exam papers

5. If other specify _____

Below are given statements about final exams. Please indicate your opinion by checking only in one of the five options given against each of the statements

	Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	The exams are based on the course objectives					
2	The exams covers all portions of content					
3	The time given for each exam session is enough					
4	The exams are carefully corrected and submitted					
5	The exams are not well secured					
6	The invigilators are reluctant in managing the exam properly					
7	There were problems of cheating.					
8	The mis-behavioral act committed during the exam was not reported to the concerned body.					
9	No corrective measure was taken on mis-behavioral acts.					

10. Any other _____

Part III preparation, production and Distribution of Teaching Materials

3.1. material preparation

Following are statements that have to do with material preparation. Please give your opinion on each of the statements by rating the extent to which these functions are performed in your institution. The number indicates:-

1. Very poor, 2. Poor, 3. Fair, 4. Good, 5. Very, good.

No	Statements	1	2	3	4	5
1	The Teaching materials are prepared by responsible department in the institution					
2	The Teaching (course/materials are appropriate to the course level.					
3	The course materials are prepared is similar way as the regular program					
4	The course materials are prepared with enough self assessment exercises					
5	The course materials are prepared in simple language.					
6	There are sufficient assignments for submission at the end of each unit of the teaching materials.					
7	The teaching materials are instructive					
8	The preparation of course materials is well planned					
9	Editing work is performed before teaching material production					
10	The preparation of course materials takes in to account number of students.					
11	The preparation is performed by experts in the filed					

If other please, specify _____

2. Material Distribution

Below are questions pertaining to material distribution. Please, show your agreement or disagreement by putting (✓) in the space provided in the Always, sometimes or Never column

	Item	Always	Sometimes	Never
1	<p>Which of the following educational material (media) is used in course distribution?</p> <p>A- Print modules</p> <p>B- Video cassettes</p> <p>C- Radio</p> <p>D- Radio and television</p> <p>E- Television</p> <p>F- Other _____</p>			
2	<p>In what ways do the materials reach the learner? If you have selected 'always' for alternative 'A' of question '1'?</p> <p>A- collected from work place</p> <p>B- Collected from Distance college/University</p> <p>C- Mailed through private box</p> <p>D- Collected from the tutorial centers</p> <p>E- Specify please, if any different way other than these _____</p>			
3	<p>In case if you miss the modules what measure do you take?</p> <p>A- Report to the tutorial center coordinator</p> <p>B- Report to the head office immediately</p> <p>C- Share from friends nearby</p> <p>D- Report to Universities/Colleges</p> <p>E- Stay until I am supplied during face-to-face session.</p> <p>If Others _____</p>			

4	<p>What other problems you come across in connection to material (module/ distribution?)</p> <p>A- Problem of transportation</p> <p>B- Scarcity of modules in general</p> <p>C- Deficiency of modules on some courses</p> <p>D- No problem is countered on this issue so far.</p> <p>Others _____</p>			
5	<p>In the above question '1' if you have checked on 'always' for alternative C what problems could you observe?</p> <p>A- Shortage of time of broadcast</p> <p>B- Spent of most time focusing on unnecessary issues such as music</p> <p>C- Inconvenient broadcasting time</p> <p>D- Difficulty in language uses for broad cast.</p> <p>Others _____</p>			
6	<p>In your opinion have proper teaching materials been produced on time?</p>			

7. If your response for number 6 is 'never' what do you think are the reasons for delay of material production and distribution?(put in rank order from the major reason to the least reason (1-13)

- 7.1 Absence of accountable body in the institution
- 7.2. Shortage of budget
- 7.3. Problems of means of communication for distribution
- 7.4 Lack of commitment on the part of the officials
- 7.5. Shortage of man power involved in the field
- 7.6. Absence of scheduling in production distribution of course materials.
- 7.7. Delliance caused due to search for low cost.

- 7.8. Work over load of the responsible team/department/
- 7.9. Delliance caused due to in efficient printing instruments
- 7.10. Delliance caused due to power interruption
- 7.11. Problems of stationary materials
- 7.12. Deliberate bureaucratic delliance
- 7.13. In efficiency of individuals who engaged in this task.

If other _____

8. From your repeatedly observation and experience, which of the following factors do you think could seriously affect the production of distance teaching materials on appropriate time?

Rank them from the most serious factor to the least affecting factor from 1-6

- 8.1. Absence of proper planning
- 8.2. Lack of expertise in the area
- 8.3. Dispersion of trainees over wider geographical location (areas)
- 8.4. Reluctance of responsible personnel
- 8.5. Miss-match between the number of trainees and materials to be produced
- 8.6. Inefficient management

If other, please specify _____

Listed below are six statements related to which you are supposed to respond by putting a check mark '✓' in the column box against the alternative of your choice. The number indicates:- 5 strongly agree.

4. Agree 3. Disagree 2. Undecided 1. Strongly disagree

	Item	5	4	3	2	1
1	The media in use encourages distance learning					
2	The media in use is suitable to facilitate distance learning					
3	The media in use plays active role in alleviating learning problems.					
4	The media in use are relatively low cost.					
5	The media used is attractive and encourages distance students learning					
6	The media in use is to the standard of the learners.					

Listed below are some of the educational material production management please, rate the extent to which these functions are performed in your DE private colleges/Universities. The number indicates.

5. Very Good 4. Good 3. Fair 2. poor 1. Very poor

No	Material Production	5	4	3	2	1
1	Planning Production Material					
2	Involvement of Technical Expertise in production					
3	Checking the balance between demand and the capacity to produce.					
4	Checking match between material produced and academic schedule					
5	Effort in scheduling production					
6	Cost effectiveness in production					

If other, Specify _____

Below are statements regarding to material distribution please, indicate the extent to which these activities are preformed in your DE Colleges. The number indicates 5 =V.Good 4. Good 3. Fair 2. Poor 1. Very poor

No	Material Distribution	5	4	3	2	1
1	Use of appropriate Broadcast of Radio					
2	Distribution of enough copies of print materials (modules)					
3	Appropriate number of radios are distributed					
4	Fair distribution of materials to different tutorial centers					
5	Appropriate distribution of Radio					
6	Appropriate distribution of Video cassettes.					
7	Cost effectiveness in distribution					
8	Scheduling Distribution					

9. If your response to statement 2 is poor and very poor what do you think is the reason behind?

- A- Shortage of budget
- B- Lack of transport Facilities
- C- Negligence of persons in charge of the task
- D- Work over load
- E- Shortage of workers.
- F- All listed from A to E

Specify if other _____

Addis Ababa University
School of graduate studies
College of Education

Department of Educational planning and Management

1. Questionnaire to be filled by tutorial centre coordinators,

The main objective of this questionnaire is to collect primary data for the study on the management of Distance Education in private colleges in Oromia Regional state. The questionnaire is designed to survey the management of distance education for teacher training at degree level. The success or failure of the study depends largely on the response you give to the designed questionnaires. Hence, you are kindly requested to be honest and accurate with your answers to all items contained in the questionnaire. Thank you, in advance for taking your precious time to fill this questionnaire.

• **General directions**

- No need of writing your name
- For question items with alternative answers, please put "✓" in the box against the alternative you have chosen.
- Please, give short, clear and legible answers in space provided for question items that require your opinion.
- If you cannot get any satisfying choice among the given alternatives, write your answer, on the space provided for option 'if other, please specify'.
- Please do not hesitate to answer all the questions
- Your urgent response will be appreciated.

Part I Personal Data

1. Address

Zone _____

Woreda _____

2. Sex

1. Male 2. Female

3. Age

1. 16-20 years 2. 21-25 years 3. 26-30 years
 4. 31-35 years 5. 36-40 years 6. 41-45 years
 7. over 45 years

4. Distance university /college/ tutorial centre _____

5. Academic qualification:-

1. Certificate 2. Diploma 3. BA/BSC
 4. MA/MSC 5. PHD Other _____

6. Your field of specialization

1. Major _____

2. Minor _____

7. Service year

1. 1-5 years 2. 6-10 years 3. 11-15 years
 4. 16-20 years 5. Above 20 years

8. Current position

1. Tutorial center coordinator 2. Tutor 3. Administrator

9. Type of your employment

1. Full time 2. Part-timer 3. Contract

If other, please specify _____

10. Your monthly salary in Birr.

1. Less than 500 2. 500-750 3. 751-1000
 4. 1001-1250 5. 1251-1750 6. Above 1751

11. Date filled _____

Part II:- management of Tutor Related Issues.

Below are statements which need your response concerning the tutors Please, indicate your decision by putting '✓' in one of the given options

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1 There are clear criteria for the selection of tutors					
2 The criteria used were open, to involve potential tutors.					
3 Selection of tutors considered Qualification					
4 The minimum qualification level used for requirement of tutors was. A. B.A/BSC B. MA/MSC C. Diploma D. Twelve grade complete E. If other, please specify					
5 Experience in teaching was taken in to consideration in selection					
6 Tutors had no experience but given on job training					
7 There are tutors who perform tutorial tasks above the level of their qualification.					
8 If your response to statement 7 is agree or strongly agree the possible solution to alleviate this problem is: A. Select Tutors which fit to the level. B. Give the required training to up grade them if there is shortage of qualified man power to fill the gap. C. Give them training before hand. D. If other, please specify _____					

9	There are tutors who perform tutorial tasks in areas which is irrelevant to their fields of qualification.				
10	<p>If your response to statement 9 is agree or strongly agree the solution to this problem is:-</p> <p>A Replace them by people with relevant qualification</p> <p>B Give them training</p> <p>C Employ tutors on contract bases</p> <p>D Give them short term training since they have long experience</p> <p>E No matter because they are knowledgeable individuals.</p> <p>F Any other _____</p>				
11	The selection was based on low pay				
12	<p>Tutors were employed</p> <p>A. On full time (permanent) base</p> <p>B. On part time base</p> <p>C. On contract base</p> <p>D. I don't know</p> <p>E. If any, please specify _____</p>				
13	Tutors are obliged to perform additional work				
14	Tutors have necessary knowledge in counseling				
15	Tutors have necessary experience in counseling				
16	Tutors are paid for every extra work they perform.				

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

A- Unfair grading of student assignments

B- Delay in-giving feedback

C- Failure to record student grades

D- Not giving clear comments

E- Repeated absenteeism

F- Disciplinary problems

Others _____

Part III. Student support service

1. Does the distance Education Institution provide Guidance and counseling services?

1. Yes 2. No

2. If your response to Q "1" is "Yes" who gives the guidance and counseling service?

- A. the Administration B. tutor C. counselor

D. if other, please specify _____

3. If your response to Q "1" is "No" what do you think is the reason?

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
A Shortage of budget					
B Lack of professionals					
C It's significance is minor					
D it is not planned					

If other specify _____

4. What are the methods and media used to provide these service?

1. Yes 2. No - A. Telephone
 1. Yes 2. No B. Computer
 1. Yes 2. No C. Face-to- Face program
 1. Yes 2. No D. Correspondence.
 1. Yes 2. No E. Radio
 1. Yes 2. No F. TV

5. If your response to Question 4 is "C" how often are learners available to participate?

- A - Regularly B - Sometimes C - Rarely D - Not at all

6. If your answer to Question 5 is "C and D" what do you think would be their problems?

- A- Distance of tutorial center
 B - The schedule is not pre-informed

C - The face-to-face program is not properly managed

D - No permission from regular work time.

E - Absenteeism of the tutors most of the time.

If other, please specify _____

7. Do you think that the number of face-to-face tutorial session is enough? 1. Yes 2. No

8. If your response to Q "7" is "No" then how many times do you recommend for a semester?

A- Three B- Four C- Five D- More than Five

9. Are these services organized sufficiently?

1- Yes 2. No

10. Does your DE college/university provide Library service?

1. Yes 2. No

11. If your response to Q10 is "Yes" at what time does it give service?

A- During face-to-face session

B- On Saturdays and Sundays

C- during normal working days and hours

D- at the time arranged by a person in charge.

E- at any time

12. How do students get use of the library?

A- reading them in the centre itself

B- Allowed to borrow to take to their homes individually

C- Allowed to borrow them in groups

D- No clear and fixed regulation.

Any other _____

1:5 Give your response by making a tick mark (✓) in one of the five options indicated in the table. The number indicates

5- Strongly agree 4- Agree 3- Undecided 2- disagree 1-Strongly disagree

	Statements	1	2	3	4	5
1.	The DE private colleges/Universities are staffed with adequate required personnel.					
2	The personnel's in managerial position are effective in the management of DE.					
3	The managers are always ready to give appropriate response when ever decision making issues arise					
4.	All the tasks to be accomplished are clearly identified for the execution of the institutions program.					
5	There is clear communication channel showing who should report to whom in the DE private colleges/Universities in the region under study					
6	There is appropriate administrative procedures to manage the institution in orderly manner					
7	There are clear regulations to manage the institution					
8	The coordinators and the administrative staff of DE institutions have necessary training and skills which enable them to fulfill their tasks effectively.					
9	The administrative staff of DE institutions have necessary training and skills which enables them to fulfill their work assignments effectively.					
10	The coordinators and administrative staff are highly committed to implement the institution's program					
11	The DE private colleges have good relationship with the Oromia Education Breau.					
12	There is good relation ship between the DE private colleges and the Ministry of Education.					

Below are factors related to planning of Distance Education program
Please, rate the extent to which these functions are performed in your DE colleges/Universities/. Make a tick mark in one of the indicated options.

No	Functions Performed	V.Good	Good	Fair	Poor	V.Poor
1	The objectives of DE in private Colleges in the region are clearly defined.					
2	The roles of individuals in the colleges to execute the plan are identified.					
3	The authority of each department is clearly stated.					
4	The media selected is effective.					
5	Every activity to be performed by private DE College is pre-planned.					

If other, Please, specify _____

6. What problems are encountered to perform activities according to the plan? **(more than one response is possible.)**

- 1. Shortage of qualified managers.
- 2. Shortage of material resource
- 3. Absence of well defined rules
- 4. Inefficiency of decision makers.
- 5. Deliance in taking proper action on time.
- 6. Negligence of immediate responsible personnel's.
- 7. All
- If other, please, specify _____

7. In your opinion, how could these problems be resolved? **(More than one response is possible)**

- A- By training man power
- B- By allocating enough material resources.
- C- By designing well defined rules
- D- By appointing efficient managers

E- By joined effort of the DE academic committee.

If other, please, specify _____

8. Who should you think participate in the planning of DE program in the private colleges/ Universities? (More than one response is possible)

1. The Deans and concerned experts

2. The Administrative staff

3. The tutors and administrative staff

4. The tutors and tutorial centre coordinators.

5. Teams of Deans, experts, tutorial center coordinators and tutors.

6. All of the above

If other, specify please, _____

Part IV. Evaluation of DE colleges/Universities

Evaluation of student performance

1. Is there any mechanisms used to evaluate student's progress/

1. Yes

2. No

2. If your answer for the above question is Yes how is it done?

A- Through continuous assessment

B- Through monthly tests

C- Through weekly assignments

D- Through mid exams

E- Through Final exams

F- Through all the above mechanisms.

If any other, please specify _____

3. If your answer to item 2 is "E" please, indicate your opinion by marking a tick (✓) is one of the following options.

No	Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	Students are informed about exam schedules in advance					
2	Exams are prepared by experts					
3	Exams fit to the objectives of the course					
4	Exams cover the whole portions of the course					
5	Exams focus on selected topics					
6	The time allotted to each exam is fair					
7	Exams are corrected on time					
8	Feed back is given according to the planned schedule					
9	The marking of the exam is fair					
10	Shortage of exam paper is observed					
11	The capacities of exam rooms do not match with student number.					
12	Shortage of invigilators occur some times					
13	The exam sheets are well secured					
14	Lemency of invigilators is observed					

Any other _____

Part V. Organizing DE programe

Identify the extent to which you agree to the existence of the following in the private distance Education College/Universities Please, indicate one of the options given against each of the following statements. The Number indicates:-

1- Strongly disagree 2- Disagree 3- Undecided 4- Agree 5- Strongly Agree

No	Statements	1	2	3	4	5
1.	There is appropriate Administrative procedure to manage the DE Colleges/University					
2.	There are clear and appropriate regulations to manage the DE in an orderly manner.					
3.	There are clearly identified tasks to run on the management of the DE intuitions.					
4.	Delliance is often seen in some basic activites					
5.	Sometimes job specification is not observed.					
6.	Division of tasks and responsibilities overlap.					
7.	No clear communication channel					

If other specify _____

Rank order (1-8) the following problem areas of the private college distance education at degree level.

- a) High turn of experienced staffs
- b) Limited financial resources
- c) Inadequate number of staff members
- d) Lack of communication between the DE program and Oromia Education Bureau.
- e) Lack of appropriately training
- f) Inefficient of tutorial services
- g) Problem of planning and management
- h) Problem of facilities and materials

If other, please specify _____

➤ How do you evaluate the present allocation of man power to your intuition?

A- Adequately allocated

B- Show shortage

C- Not adequately allocated

D- Difficult to get man power

E- Difficult to give response

If other pleases, specify _____

➤ To what extent was the attempt made by DE Colleges to train their workers?

A- High

B- Low

C- Average

D- Insignificant

E- Difficult to know

If other specify _____

➤ How do you rate the extent to which DE supervisors we trained?

A- Above satisfactory

B- Satisfactory

C- Below satisfactory

D- Not trained at all

E- Difficult to respond

If other, please, specify _____

➤ How do you rate the extent to which DE coordinators are trained?

A- Above satisfactory

B- Satisfactory

C- Below satisfactory

D- Not trained at all

E- Difficult to respond

If other please, specify _____

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

Questionnaires to be answered by tutors

The main objective of this questionnaire is to collect primary data for the study of the Management of Distance Education in Private Colleges in Oromia Regional state.

The questionnaire is designed to collect information on the Management of Distance Education in Private Colleges in Oromia Regional state for Teacher Training at Degree level. The success of the study depends largely on the response you give to the questions. Therefore, kindly requested to be honest and genuine with your responses to all items contained here in.

Please, be assured that the response will be used in confidence. Hence, you are not required to write your name on the questionnaire.

Thank you

General directions

- For the question items with alternative answers, please check mark "✓" in the box against the alternative you have chosen.
- Please, try to be concise, brief, clear and legible with your responses to the open ended question items.
- Please, do not hesitate to attempt all the questions.
- Your urgent response will be appreciated.

- E) The opportunity for further education
- F) The futurity is bright for development
- G) The management encourages its workers
- H) If any other, please specify

7. If your response to Q "5" is "No" , why ?

- A- The payment is less
- B- The management is inefficient
- C- there is no job specification
- D- The rewards and incentives given is insignificant
- E- It doesn't facilitate chance for further study

If any other, please specify _____

Please indicate your choice by marking '✓' in the box and /or writing in the space provided on tasks you perform as a tutor.

	Tasks	Always	Sometimes	Never
1	Are you involved in the preparation of learning materials?			
2	If your answer is always are you paid for it?			
3	Do you arrange tutorials?			
4	Are you responsible for setting assignments and marking them?			
5	Do you keep student records?			
6	Are you involved in			
	I) Plan preparation?			
	II) Budget preparation?			
	III) Policy identification?			
	IV) Project design?			
7	Are you responsible to evaluate			
	I) The course?			
	II) The students?			
	III) The face-to-face program?			

Any other specify _____

8. How do you evaluate student performance?

- A- through continuous assessment
- B- through mid exams
- C- through final exams
- D- If other, please specify _____

9. How do you rate the number of assignments for submission?

- A- Excessive
 - B- Adequate
 - C- Scarce
 - D- Inadequate
 - E- Highly in adequate
- Other specify _____

10. How significant are the assignments in evaluating students performance?

- A- Very high
 - B- High
 - C- Average
 - D- Low
 - E- Very low
- Other, specify _____

11. In dealing with the assignment what are the problems you face from the students?

- A- Copying from each other
- B- Delliance in submission
- C- In completeness with their answers
- D- Shabby work
- E- Getting it done by others.

Other specify _____

12. Have you faced other problems than this in dealing with the assignment?

- 1. Yes
- 2. No

13. If "Yes" to Q-12 please, state two most important ones

- 1.
- 2.

14. In addition to your tutor task are you involved in additional tasks such as counseling?

1. Yes 2. No

15. If your answer to Q-'14' is 'No' please mention at least two major ways of handling student's problems in this area?

- 1.
- 2.

15. Have you reported these problem to the management of the DE Colleges?

16. If your answer is Yes, what measures were taken by the concerned officials to resolve these problems?

-
-
-

17. If your response "No" mention three core reasons?

-
-
-

Questionnaires to be filled by College Deans

Addis Ababa University

School of Graduate Studies

College of Education

**Department of Education Planning and
Management**

The main objective of this questionnaire is to collect primary data for the study of the Management of Distance Education in Private Colleges in Oromia Regional state.

The questionnaire is designed to collect information about the Management of Distance Education in Private Colleges in Oromia Regional state for Teacher Training at Degree level. The success of the study depends largely on the response you give to the questions you are, there fore, kindly requested to be honest and genuine with your answers to all items contained here in.

Please, be assured that the response will be used in gross and hence, you are not required to write your name on the questionnaire

Thank you in advance

General directions

- For the question items with alternative answers, please, put a check mark “✓” in the box against the alternative you have chosen.
- Please, try to be concise, brief, clear and legible with your answers to the open ended question items.
- Please, do not hesitate to attempt all the questions.
- Your urgent response will be appreciated.

From your experience judge the extent to which the following organizational factors facilitate the Planning of DE. The number indicates 5- strongly Agree 4- Agree 3- Undecided 2- Disagree 1- Strongly disagree

No	Statement	5	4	3	2	1
1	The ability to direct, employment and evaluate the tasks of the institution					
2	The objective goals and visions of the DE institutions					
3	The existence of clearly defined organizational line of authority					
4	The presence of sound leadership capacity.					
5	The presence of accountability, transparency and timely decision making management					
6	The existence of adequate financial recourse with its execution capacity.					
7	Attractiveness of working environment.					
8	The existence of clear and encouraging government policy.					
9	Fair and genuine use of the available resource					
10	Timely Distribution of Educational materials					
11	Relevance of materials produced/purchased to the program.					

Any other _____

Give your opinion on each of the following statements by checking in one of the following options against each statement in the column.

	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The management of DE institution control is implemented through formal and seasonal evaluation.					
2	There is continuous supervision mechanism for controlling and implanting DE progress.					
3	There is continuous information flow from tutorial centers to facilitate effective control.					
4	The mechanism designed to control the progress of DE colleges is effectively implemented.					

Evaluation of DE program

1. Does your DE College/University perform program Evaluation?

1. Yes 2. No 3. I don't know

2. If your response to the above question is "yes" who is responsible for this activity? (More than one response is possible).

1. The managers of DE College/Universities.
 2. The administrators of DE Colleges.
 3. The tutors
 4. Tutorial centre coordinators

- 5. Students
- 6. Administrative staff
- 7. By the combined effort of all listed above

If other, please specify _____

3. In your opinion what to evaluate in DE program?

- 1. The effectiveness of planning and organizing
- 2. Use of Technology in Distance learning
- 3. Class atmosphere
- 4. Course content related to planning
- 5. Teaching materials
- 6. Capacity of administrative and teaching staff
- 7. Capacity of Distance College/Universities to perform activities according to planning
- 8. All of the listed above

If other, please, specify _____

4. In your opinion, why is it important to evaluate DE program (more than one answer is possible)

- 1. To asses overall effectiveness of the program.
- 2. Can be a spring board in developing a revision plan.
- 3. Can be a base line of information for designing a new plan, program or course.
- 4. Facilitates course and content adaptation.
- 5. All of the above listed

If other, please specify _____

5. As a whole, what is the profile of participating students?

.....

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

.....

7. Do you think that the necessary human and material resources for the training are adequately available at the centers?

.....
.....

8. According to information gathered from different angles there are various problems related to the program. Have you ever tried to identify them? What measures did you take to approach these problems?

.....
.....
.....
.....

9. Do you think that there is right communication between you DE Colleges/Universities and the concerned bureaus such as OEB and MOE? If not/

a) what sort of problems did you face so far?

.....

b) what sort of alternative solutions do you suggest?

.....
.....

10. Please, would you give the comments you generally have about material distribution, problems encountered and measures taken to alleviate these problems?

.....
.....
.....
.....

If other, please, specify

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

Questionnaires to be filled by officials and experts from Oromia Education Bureau.

The main objective of this questionnaire is to collect primary data for the study of the Management of Distance Education in Private Colleges in Oromia Regional state.

The questionnaire is designed to collect information about the Management of Distance Education in Private Colleges in Oromia Regional state for Teacher Training at Degree level. The success of the study depends largely on the response you give to the questions. You are, therefore, kindly requested to be honest and genuine with your answers to all items contained here in.

Please, be assured that the response will be used in gross and hence, you are not required to write your name on the questionnaire

Thank you in advance

General directions

- For the question items with alternative answers, please, put a check mark "✓" in the box against the alternative you have chosen.
- Please, try to be concise, brief, clear and legible with your answers to the open ended question items.
- Please, do not hesitate to attempt all the questions.
- Your urgent response will be appreciated.

Part one:- personal Data

1. Address = Zone _____ Woreda _____

2. Education 1- Diploma 2- BA/BSC/Bed

3- MA/MSC/Med

4- PhD

Other _____

3. Age _____

6. DE University/College _____

4. Sex _____

7. Position _____

5. Service year _____

8. Date filled _____

1. Do you think that the private Distance education program in your region is properly planned?

1. Yes

2. No

3. I don't know

2. If your response is "Yes" who participate in the planning?

A- Top management bodies

B- Tutorial centre coordinators

C- Tutors

D- Administrative with top-managers.

E- Top managers jointly with centre coordinators.

F- If other please Specify _____

3. If "No" what do you think is the reason?

1. Lack of concerned body.

2. Shortage of planners

3. Unwilling to participate concerned government bodies

4. Unwilling to participate personnel at grass-root level

5. Shortage of resources

If other please, specify _____

4. Do you think that the planning included concerned government bodies at the federal or regional levels?

1. Yes

2. No

3. I don't know

5. If 'Yes' how do you evaluate the plan?

A- Very Good

B- Good

C- Satisfactory

D- Not well planned

If other, specify _____

6. If your response is 'D' what do you think could be the out come?

.....
.....
.....

The following are statements pertaining to course Development in DE private Colleges in Oromia Regional state. Please, give your opinion on each by checking "✓" mark in one of the options given against each statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1 The Distance Universities and Colleges participate in course Development					
2 The course is designed by part time specialist					
3 The course is designed and developed by team of specialists.					
4 After the course is designed it should get approval of the concerned authorities					
5 After the course is designed it is sent to the universities for final approval or correction					
6 Who involves in the course development?... (more than one answer is possible)					
6.1 Subject matter experts					
6.2 Audio and video production staff					
6.3 curriculum developers					
6.4 Tutors					
6.5 Course managers					
6.6 Writers and editors					
If other please specify					
.....					

Common questionnaires to be answered by all respondents

The following are some possible problems that exist in DE Colleges/Universities that affect the proper execution of Teacher Training at a Distant. According to your perception, to what extent do they exist in Oromia regional state private College/Universities/? Use the following scales to indicate the level of the existence of the problems.

5- Very high 4- High 3- Moderate 2- Low 1- Very Low

Common Questionnaire to be answered by all respondents.

Problems that exist in Private Distance Education colleges and Universities.		Level of Existence				Very Low
		V-high	High	Moderate	Low	
1	Problems Related to Registration and Recruitment					
	1:1. Absence of responsible person for registration					
	1:2. Absence of clear cut criteria for registration					
	1:3. Absence of open recruitment system Any other _____					
2	Problems Related to course design and preparation					
	2:1. Shortage of qualified personnel's in this field					
	2:2. Un-match to the needs and capabilities of trainees.					
	2:3. Lack of integration between the subject and professional studies					
	2:4. The course is not designed by highly expertise in the field. Any other _____					

3	Problems Related to Trainees in the college				
	3:1. Limited interest in the subject 3:2. Minimum academic achievement 3:3. Joined DE after a number of years beyond school learning 3:4. Problems of copying assignment answers from one another. 3:5. Frequent absence from face-to-face program Any other _____				
4	Problems related to coordinators and tutors 4:1. Inefficiency and lacking of experience of coordinators 4:2. Incompetence of tutors in the subject 4:3. Tutors not trained to train teachers 4:4. Lack of prior experience in teaching				
5	Problems related to training facilities and infrastructures 5:1. Lack of reading materials and reference books 5:2. No standard Library service 5:3. No well equipped laboratories 5:4. Mis match between printed exam questions and number of students 5:5. Unfurnished class rooms for tutorial and exam purposes. 5:6. If other please specify _____				
6	problems related to student support service				

	6:1. Absence of student advisory and counseling service 6:2. No advice was given on choice of field of study 6:3. No advice was given on study techniques 6:4. Absence of advice on examination techniques Any other _____					
7	Problems Related to Evaluation & Mechanisms					
7:1	Absence of proper mechanism designed to evaluate the progress of the program					
7:2	No periodic report is written to the concerned body					
7:3	Lack of direct supervision					
7:4	Absence of continuous monitoring					
7:5	No appropriate planning					
7:6	Lack of experienced personnel.					
7.7	Shortage of budget					

If any other please specify _____

ADDIS ABABA UNIVERSITY

School of Graduate Studies

College of Education

Department of Educational Planning and Management

The main objective of this interview is to collect primary data for the study of Management of Distance Education in Private Colleges in Oromia Regional state. The success or failure of the study depends on the response you give. Thank you, in advance for your honest and reliable answers.

Interview Guide for interviewing Head of DE Unit Ministry of Education

1. Please, would you tell me your official responsibility in the MOE?
2. For how many years did you serve in this post?
3. Could you please, tell me briefly the process your office use in giving praccreditation and accreditation for private distance education training colleges and Universities?
4. What problems and challenges did you face in this process?
5. Is there clear cut criterian for recruitment of Distance Students?
6. How effectively does your office conduct evaluation and monitoring in the pre and post accreditation process?
7. Do you think that the DE training colleges and University in the country as a whole and in Oromia in particular have the capacity to run on the training programe which is equivalent to the face-to-face (conventional programe)?
8. Do you think that they have the necessary human and material resources that could enable them to give effective training if not what measures do you take?
9. In your opinion what major constraints do you think are affecting the management of private DE in the region under discussion?
10. What problems or short comings do you observe on the side of the private distance education colleges after they get accreditation? And what measures were taken by your office to alleviate the short coming?
11. Does your office involve in planning with the private DE colleges? To what extent was the relation between DE private colleges/Universities and your office as the immediate responsible body?
12. Please, if you have any thing else to say?

Thank you again.

App VII

Name of Sample Centers Visited

1. Adama
2. Asebe Teferi
3. Assela
4. Bale Robe
5. Bedele
6. Dembi Dollo
7. Fiche
8. Galamiso
9. Gihmbi
10. Lekemete
11. Metu

DECLARATION

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

Name- Euir Diro

Signature-----*Euir Diro*-----

Date-----*20 July 2007*-----

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

Name - Dr. Manisaa Pandey

Title - Professor

Signature -----

Date 20 July 2007