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ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
SCHOOL OF INFORMATION SCIENCE

Perception and challenges of graduate students
on blended learning in Ethiopian Civil Service University

By:

Yared Dinku

July 2018



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on blended learning in Ethiopian Civil Service University**

By: Yared Dinku

Advisor: Dr. Rahel Bekele

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Masters of Science in Information Science.



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Yared Dinku

Signature of the Board of examiners for Approval

Chair Person

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Examiner

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Declaration

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

Yared Dinku

July 2018

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

Dr. Rahel Bekele

July 2018



Dedication

This thesis is dedicated to my family.



Acknowledgement

First and for most I would like to thank GOD for his unending blessings.

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List of Acronyms

BL	Blended Learning
CSV	Comma Separated Values
E-CLASSES	Electronic Classes
E-CONTENT	Electronic Content
E- LEARNING.....	Electronic Learning
E-MAIL.....	Electronic mail
ECSU	Ethiopian Civil Service University
EPAGE.....	Ethiopian Public Administration and Governance
GIZ.....	Gesellschaft für Internationale Zusammenarbeit
ICT.....	Information Communication Technology
LMS.....	Learning Management System
NICTs.....	New Information Communication Technologies
SPSS.....	Statistical Package for the Social Science
TVTC.....	Technical and Vocational Training and consultancy



Abstract

The growth of Information communication technology has been positively affecting the social, political, economic and cultural trends of countries in the world. Education is one of the areas where technology is applied for effective delivery of contents to learners. One of the areas where education can be supported by technology is e-learning. e-learning serves this purpose in its various forms such as web-based learning, blended learning, mobile-based learning etc. The study focuses on examining students' perception on blended learning in Ethiopian Civil Service University. The research particularly focuses on students' perception towards the blended learning context, blended learning instruction, e-content features, e-content usefulness and blended learning challenges.

A survey study was conducted with 151 students who took the course in the first semester of 2017/18 academic year. In addition, a focus group discussion was also administered with seven voluntary students. Observation and document analysis were also used to further validate survey and focus group results. As indicated in the discussion section most students have agreed to positive insights of the blended learning concepts which include flexibility, convenience, easy revision etc. Despite the majority of disagreement on the negative effects of Blended learning few students agreed to the undesirable aspects of it which include Blended Learning can lead students to cheating and other unethical practices and feeling socially isolated when using blended –learning. 33.1% of the students think blended course have a heavy workload which was also shown by students' disagreement related to the time reduction in the face-to-face session.

Most students agreed on the quality, relevancy and organization of learning materials and activities. 71.5% - 84.5%. of students agreed blended e-contents helped in making course revision effective, creating understanding of each lecture before attending them, creating understanding on course concepts, gaining computer skills that are useful in actual or chosen profession and to catch-up on material before an exam. In contrary students also state, they sometimes miss class mini lectures knowing they can access the video lectures online which accounts to 25.9% of the response and more than half of the students were not sure about the benefit of the online forum on their course activities.

From the analysis, half of the students did not find BL to be difficult. 58.3% students agreed slow internet problem is a challenge in blended learning whereas around 40% of students find lack of ICT infrastructure affect their course commitment. Most of the students also revealed it is not easy to get online assistance on course related issues from instructors and IT technicians. Analyzing the data obtained the researcher provides few recommendations for the effective implementation of Blended learning in the future.

CHAPTER ONE

INTRODUCTION

1.1 Background to the research

The history of education is largely a story of gradual evolution, but education has also had its revolutions. The first use of writing as a tool in teaching transformed education many centuries ago when it freed teachers from the constraints of oral tradition. The invention of printing in the 15th century made books widely available and had a similarly dramatic effect on the history of education. Now, in the 20th century, the invention of the computer may have an equally profound impact on education. (Kulik, 1986)

One of the means where education can be supported by technology is through e-Learning. According to Kaewkiriya (2013), e-Learning widely covers the distance learning by using electronic media as the medium. As Eremias and Subash (2013), state e-Learning serves its purpose in its various forms such as web-based learning, computer-based learning, mobile-based learning, virtual classrooms, and digital collaboration.

In order to achieve what e-Learning serves through the different mode of deliveries, having the right content or information to be presented for learners is also crucial. These online contents can be delivered in different electronic formats. One of such ways is through the use of e-contents. According to Amutha (2016), e-content is developed with the integration of multimedia components such as text, audio, video, animation and image which will give multi- sensory experience to the learners.

There are different ways to integrate online electronic contents to course delivery. One of such course delivery process is through blended/hybrid format. This delivery method combines face-to-face and online session to offer a course. As Alaidarous and Madini (2016) state the uniqueness of blended learning lies in the fact that it maintains the value of both offline face-to-face learning and online learning.

Literatures suggest the uses of blended learning will help in providing a flexible learning environment to students. According to Mohammed (2015), blended learning meets the educational needs of students such as satisfaction of learning, enhancing convenience and flexibility, improving language learning skills as well as to develop critical thinking skills. As Koohang and Behling (2008) state advantages of blended learning includes: convenience, increased interaction, flexibility, increased learning, higher retention, and reduced seat time.

One of the areas where educational process takes place is in Higher educational institutions which includes universities and colleges. One of such ways these higher educational institutions implement to facilitate the educational process is through the application of Blended learning. According to Graham and Burke (2014), blended learning is becoming a readily available teaching modality in all levels of education, particularly in higher education. Given the advances in available technologies as well as internet access in and out of the classroom, we can only assume that the figures have increased significantly.

Currently universities in Ethiopia are being involved in e-Learning development for an effective and efficient delivery of course and training. As Tadesse (2015) states Ethiopian higher educational institutions are organizing the ICT manpower, investing on ICT infrastructure and attempting to use ICT for education mainly in the area of course management system. One of the higher educational institutions in Ethiopia is Ethiopian Civil Service University. The university is involved in building the capacities of the public servant through education, training, research and consultancy since its establishment in 1986. One of the means of facilitating the learning and teaching process in the university is through the implementation of e-learning particularly blended learning which is managed by the e-learning team in the university.(www.ecsu.edu.et)

The university currently provides a common course Ethiopian public administration governance and ethics in blended format starting from the academic year 2015. Since then more than 1800 students have taken the course.(www.ecsu.edu.et). As El Mansour and Mupinga (2007) state, it becomes important to establish the students' experiences in the delivery formats to keep the positive components or make adjustments to the undesirable aspects. Hence, this study focuses on Assessment of students' perception on blended learning for public administration, governance and ethics course offered in Ethiopian Civil Service University.

1.2 Establishment of Ethiopian Civil Service University

Ethiopian Civil Service University is one of the higher educational institutes in Ethiopia. The university started operation in 1995 but was formally established in February 1996 as an autonomous institution with legal status by the Council of Ministers Regulation No. 3/1996. Since its establishment, the University has contributed immensely in developing the capacity of Ethiopian Civil Service within the context of the country's development policies and strategies so that it becomes a system that is effective, transparent, accountable, learning and changing. More

specifically, the University aims at building the capacity of the civil service at both federal and regional levels through specialized professional orientation, education, training, research and consultancy programmes and services. (www.ecsu.edu.et)

ECSU is accountable to the Ministry of Civil Service. It is mandated to design and offer specialized under graduate and post graduate educational programmes, conducts short term training, undertake research and publication activities, organize conferences and seminars and render consultancy services. The University is expected to give special attention to the capacity building needs of previously disadvantaged regions and to women in relation to admission and support mechanisms policy. (www.ecsu.edu.et)

The need for the establishment of the University arose from the acute need for the country's civil service system with the new form of government structure, namely, the Federal Government System introduced in 1991. In this historical and political shift from a highly centralized unitary government system to a decentralized federal system, and given the country's existing higher institutions' intake capacity, the shortage of trained manpower in the country in general and in the emerging regions in particular, was acute.

As a result, the duties and responsibilities of self-administration by the regional state government and their various agencies were very difficult to handle. To satisfy this urgent need, the University began operations with only two fields of studies: Law and Economics. (www.ecsu.edu.et)

The University has been able to make tremendous contribution in capacity building through the provision of short-term courses and specialized programs for rendering research and consultancy services and facilitating conferences, seminars and workshops. Currently the university has three colleges in CMC and Kotebe campuses. The colleges are college of Urban Development and Engineering, college of Finance, Management and Development and College of Leadership and Governance. The university has eighteen departments in these three colleges, which provides forty-three different programs in undergraduate, graduate and PhD levels. The University employs delivery modalities ranging from resident training and educational programs to the on-the-job, regular, evening and distance education. In addition to the educational services the university provides different research and consultancy services in a short and long term duration. (www.ecsu.edu.et).

1.3 E-learning in ECSU

Currently there are different higher educational institutions in Ethiopia which are engaged in development of e-learning contents for a successful delivery of courses and improvement on learner's competence. In his studies Melkamu (2015) states in Ethiopia, the rapid increasing demand of higher education makes e-learning one of the emerging important technologies. One of the higher educational institutions is Ethiopian Civil Service University (ECSU). One of the means of facilitating the educational process in the university is through the development and implementation of e-Learning contents.

The university was previously giving short term e-learning supported courses to the public servant on courses like-Human resource management, Supply Management and Resource management. Other short-term trainings were also delivered for regional public service organizations. The university in collaboration with GIZ has been giving trainings in 8 Ethiopian cities: Debremarkos, Nekemte, Asosa, Gambella, Afar, Yirgalem, Jigjiga and Adwa on courses like capital investment plan and Revenue Enhancement Plan. Most of those trainings were supported by woreda net video conferencing and face-to-face interactions. More than 180 Participants have been certified after completing the online phase / training. (www.ecsu.edu.et)

Later the University started to provide the e-Learning service synonymously with technology-based learning programs to students with the help of an e-learning advisor since the academic year 2014 G.C. The process was started with the two technology-based common modules delivered in the mode of blended learning (combination of face-to-face and e- learning.) The two modules were Public Service Delivery, Ethics and Change Management developed by the Institute of Public Management and Development Studies and the Ethiopian Public Administration and Governance developed by the Institute of Leadership and Good Governance. Later the two courses were merged together and a new course Ethiopian Public Administration, Governance and ethics was developed and is being delivered in a blended format. (www.ecsu.edu.et)

Related to students' involvement on E-learning, a Training has been given for Masters students of the university since 2015 G.C. The training focuses on providing an access to teaching and learning materials like power points, readers, reading materials etc. for masters courses of the university. In addition, a Training on the blended course will be given for students to make them familiar with the lecture videos, quizzes, forum and online reading pages in the beginning of each semester. (www.ecsu.edu.et)

1.4 The blended Course

Ethiopian Civil Service University provides a hybrid course “Ethiopian public administration governance and ethics” in a Blended format. Previously the course was given in a face-to-face format in two separate courses which are Public Service Delivery, Ethics and Change Management and Public Administration and Governance. Later starting from the academic year 2015 these two courses were merged together and are being offered in a blended common course format.

This blended course is offered for masters’ students of the university every year in two different semesters. Since the year 2015 more than 1800 students have taken the course in a blended format. Despite the delivery of the courses in a blended format students’ perception was not assessed for improvement on the delivery procedure.

The blended course has six major chapters which is delivered to students in 16 weeks. Each chapter has a lecture video that provides students with the core information about the chapter contents. Students are supposed to watch all of the lecture videos at least one time. They can also download the videos and watch it on any of their devices.

In addition to the videos, each chapter has at least one quiz. Quizzes are for students’ own self-evaluation. The students can track their quiz marks from the result page and can evaluate their progress. Students have to achieve at least 70% in each quiz to progress to the next content of the course. If students fail a given quiz they can try, again after they make sure they have reviewed the contents of the chapter.

In addition, students can communicate with their instructors and classmates with the help of the forum. Forum Discussions will help students to reflect on presented ideas and topics. It will also help students to practice their expression in written language, which is utmost important for students at master level. Later students will receive feedback from their tutors, instructors and students. The researcher presents the online components of the blended course in the appendices section of the research.

1.5 Statement of the problem

Literatures emphasize how blended course delivery mode help in providing a flexible and enjoyable learning environment for students. As Koohang and Behling (2008) state the advantages which include flexibility and increased interaction for students, and higher retention and decreased costs for educational institutions. In addition, some literatures suggest how blended learning can

facilitate the communication between stakeholders involved. In their research Graham and Burke (2014), state good practice encourages contact between students and faculty, develops reciprocity and cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, and respects diverse talents and ways of learning.

One of the Higher educational institutions in Ethiopia is Ethiopian Civil Service University. One of the means of supporting the educational process in the university is through the implementation of e-learning in general and blended learning in particular. The university currently provide a common course Ethiopian public administration governance and ethics in blended format. Despite the delivery of the course in hybrid format there is a lack of assessment on students' perception towards the blended delivery mode, which can help, in further improving the course delivery procedures. As Ying and Irene (2016) states, it is essential to obtain learners' feedback on their learning experience from the aspect of resources, content and design of the blended learning activities to identify areas for future improvements.

Since the concept of e-learning in general and development of course with a blended format in particular is a new trend in our universities there is a scarcity of studies on this area resulting in a need to conduct a study. In addition, since the university is currently working on advancing the number of blended courses given for improved course delivery process in the university, it is important to investigate students' perceptions toward the blended learning environment for improvement on the delivery process for existing and new blended courses to be developed. Hence, this study focuses on Assessment of students' perception on blended learning for public administration, governance and ethics course in Ethiopian Civil Service University. The study will be guided by the following research questions.

1. What is students' perception towards blended learning and e-content integrated in the course?
2. What challenges do students experience in relation to blended learning?
3. What can be recommended for future improvement on blended course delivery?

1.6 Objective of the study

The general objective of the study is to assess students' perception on blended learning for public administration, governance and ethics course offered in Ethiopian Civil Service University.

The specific objectives of the study include:

- To examine students' awareness on the concept of blended learning.
- To assess students view on the process of blended learning instruction.
- To assess students' level of understanding on the usefulness of the electronic course contents.
- To find out students' opinion on features of the electronic contents integrated in the course.
- To identify the problems/challenges students have during a blended course delivery.
- To come up with possible recommendations for improvement based on challenges identified.

1.7 Significance of the study

The study focuses on examining students' perception on blended learning for public administration, governance and ethics course in Ethiopian Civil Service University. The study will help in understanding the student's perception and experience on blended course delivery process in the university in general. The study will provide a way in which improvement can be made on existing and new blended course delivery process for effective blended teaching and learning in the university by suggesting recommendations based on the analysis from the research.

In addition, the study can be used as an input related to development of a design or theory for implementation of e-learning in general and blending learning in particular in our higher educational institutes by making a consideration on the recommendations provided in this study. Other researchers and educational institutes who work on blended course delivery can also use the research as reference for improving the implementation process of blended learning.

1.8 Scope and limitation of the study

The research mainly focuses on examining the perception of students on blended course delivery in Higher Educational Institutions. By examining, the students' perception on blended course delivery process in the university the researcher provided recommendations, which can improve the procedure for effective achievement of the benefits obtained from the blended course delivery. Since the course is offered only for graduate students, the study is conducted on Masters students of the university who took the blended course in the first academic semester.

1.9 Organization of the document

The study is organized into five different chapters with specific contents as presented below. Chapter One: presents the basic aspects of the study which include introduction, statement of problem, objective, significance, scope and limitation of the study. Chapter Two: focuses on reviewing previous similar studies focusing on the methods applied and conclusions made by the scholars. Chapter Three: mainly focus on identifying the methodology and instruments applied for this research reviewing the approaches applied on previous literature works. In Chapter four the data collected for the study is analyzed and interpreted to answer the research questions proposed for the study. In Chapter Five: the researcher presents the conclusions and recommendation related to the research questions by analyzing the results obtained.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher reviews previous studies focusing on blended learning and learner's perception in general. The section is divided into four basic topics in order to further investigate the research questions proposed for the study. The first section is related to describing basic terms and topics related to blended learning. The second section involves reviewing different literatures related to learner's perception on blended learning and the electronic contents integrated in the course. The third section involves reviewing challenges learners faced in blended learning by analyzing previous literatures. The last section involves reviewing the preference of learners in relation to blended and face-to-face learning.

2.2 Overview of Education and ICT

As Kulik (1986) states, the history of education is largely a story of gradual evolution, but education has also had its revolutions. The first use of writing as a tool in teaching transformed education many centuries ago when it freed teachers from the constraints of oral tradition. The invention of printing in the 15th century made books widely available and had a similarly dramatic effect on the history of education. Now, in the 20th century, the invention of the computer may have an equally profound impact on education. According to Shimura (2004) although computers have been used in education since the 1950s, vigorous development occurred in the late 1960s.

The growth of Information communication technology has been positively affecting the social, political, economic and cultural trends of countries in the world. Education is one of the areas where technology is applied for effective delivery of contents to learners. As Gupta (2002) states the declining cost of Personal Computers, easy and cheaper access to Internet and improved quality of multimedia software has made it attractive option for both teachers and students. Technology is very critical in providing a better education to students in the 21st century. In his research Shimura (2004) states for higher educational institutions, taking advantages of the state of arts educational technology are critical for many reasons; such as effectiveness on its education, its administration, and even on its marketing. According to Arora (2016) globally, educational systems are under great pressure to adopt innovative methodologies and to integrate New Information and Communication Technologies (NICTs) in the teaching and learning process, to prepare students with the knowledge and skills they need in the 21st century.

The use of technology in education has a positive impact on the teaching and learning process. On his meta-analysis study Kulick (1986) states, most programs of computer-based instruction have had positive effects on student learning. Future programs of implementation and development of computer-based instruction should therefore be encouraged. If such programs are as carefully designed as present ones are, they will most likely produce positive results. A study by Kozma (2005) suggests three significant concerns of consideration regarding ICTs impact on education. Firstly, student outcomes such as higher scores in school subjects or the learning of entirely new skills needed for a developing economy. Secondly, one should consider teacher and classroom outcomes such as development of teachers' technology skills and knowledge of new pedagogic approaches as well as improved attitudes toward teaching. Finally, one has to consider other outcomes such as increased innovativeness in school and access to community

Considering these benefits ICT can contribute in providing open access education to all developed and developing countries, the United Nations has identified Information Technology as one of the means in achieving the Millennium Development objective. According to Fisseha (2011) ICT is a dependable tool in facilitating the attainment of one of the Millennium Development Goals (MDGs), which is achievement of universal primary education by the year 2015.

2.3 e-Learning concept and features

In higher educational institutions, the issue of utilizing modern information and communication technologies for teaching and learning process is very critical. One of the means of facilitating the teaching and learning process with the help of technology is through e-Learning. There are different definitions given to the term e-Learning but a simple definition will be the use of electronic devices to access learning and teaching materials. There are various definitions given to the term e-learning by different scholars.

According to Sathya (2016) e-learning is a learning taking place as a result of experiences and interactions in an internet environment. The letter 'e' in e-learning stands for "Electronic" version of learning. On their study Jethro and Grace (2012) state e-learning is any technologically mediated learning using computers whether from a distance or in face to face classroom setting (computer assisted learning), it is a shift from traditional education or training to ICT-based personalized, flexible, individual, self-organized, collaborative learning based on a community.

E-learning is an important means of improving the way in which contents are made available to learners and provides solutions and improvements for key-concerns of education and educational organisations. Arkorful and Abaidoo (2014) state some of the advantages of adopting e-learning in education which include the following main features.

1. E-learning improves the **manageability** of any distributed process involving many stakeholders. This is one of the reasons why the presence of ICT in almost all types of organisations (including educational organisations) is a recognised way of improving the management and performance.
2. Improving the **quality of education** is one of the major concerns in any higher educational institutions context. The challenge of educating a rapidly growing number of students with a not as fast growing number of teachers is a threat for educational quality. The implementation of electronic media offers a number of tools for monitoring and evaluation of education and training programmes. Further, one of the key-aspects of quality in education is the ratio between teacher-time and students. Making use of new media is a recognised way to improve this particularly important ratio.
3. **Accessibility** of education is critical for the mentioned concerns of manageability. In itself, accessibility becomes a standard and value for education that is critical to fulfil the needs of a growing number of students. It also is the basis for **transparency**, which is in turn one of the keys for improving the quality of education.
4. **Flexibility**, based on accessibility, allows potential learners to fulfil their learning needs independent from their time and location, e.g. alongside with their jobs or personal duties and situations. This improves the livelihood for individuals and at the same time increases the overall workforce of well-trained and educated learners. All over the world and especially within the Ethiopian context this is a critical concern. E-learning could help to continue education from home. But also in general employees might be forced to leave the university or never start to study due to the requirement to return or stay at the workplace for different reasons (cooperate or personal). Again, e-learning may help those individuals to upgrade the skills and competences, their level of education, while remaining at the workplace.
5. E-Learning also allows for a better **scalability** of education, which again helps the university to train and educate more students with the available workforce. In the case of Ethiopia, where the number of teachers is not enough to education the ever-growing number of students, this is an important value.

The advantages of e-learning, however, remain an empty promise if certain basic requirements cannot be fulfilled. Without basic ICT-knowledge, access to electronic devices and internet, e-learning cannot become a reality.

2.3.1 Overview of e-Learning /Instructional design

Isman (2011) presented a definition of instructional design as a way of analyzing what is to be taught/learned, determining how it is to be taught/learned conducting tryout and revision and assessing whether learners do learn. Similarly, Sims (2006) tried to highlight the designer-centred aspect of both instruction and design by referencing wikipedia as the analysis of learning needs and systematic development of instruction ... that if followed, will facilitate the transfer of knowledge, skills.

In his publication, Michael (2007) states most, if not all, of today's theoretical design approaches can be seen as derivatives of behaviorist, cognitivist, and constructivist viewpoints.

Behaviorists take a relatively simple view of learning. Based on the notion of operant conditioning behaviors that are rewarded tend to be exhibited more often than those that are not. we can teach by having learners practice and by giving positive rewards for correct responses. Knowledge of results is often found to be a sufficient reward. Whether learners actually understand, why their responses are correct is not of great concern as long as learners respond correctly.

Cognitivism shows human behavior is surprisingly unpredictable if your only view of learning and behavior is from a behavioristic viewpoint. It is hard, for example, to explain successful behaviors that have never been explicitly learned (practiced and reinforced). Something else is going on in our brains besides stimulus and response linkages. Cognitivists, while recognizing that reinforcement does affect the probability of certain behaviors, are interested in modeling the mental structures and processes that seem necessary to more fully explain human behavior. If we can devise accurate models, we can then create learning events to address more complex behaviors, such as problem solving.

Constructivists theorize that we cannot ingest knowledge, understanding, and skills. We need to construct our own representations of the world and how things work. If we predigest knowledge for our learners, spitting it out in small, tender bites, as designers often do in an effort to make learning easier, we deprive learners of an essential learning activity. Learners actually need to put everything back together and then take it apart for themselves. Put another way, while we can recount experiences for learners and have them regurgitate them, they learn at a much more superficial level than if they could have those experiences themselves.

In their publication, Keengwe and Agamba (2015) presented the different instructional design models commonly used in education. The models include ADDIE Model, the Dick and Carey design model and the Gerlach and Ely design model.

ADDIE Model

According to Danks (2011), The ADDIE Model is a five-step instructional design and project management tool borrowed from the field of human performance technology (HPT) and is commonly used to develop, implement and evaluate performance improvement services. The five steps in ADDIE are

Analysis. During the analysis phase, the instructional coach collaborates with the site administration to determine the perceived needs of staff members. In addition, the coach analyzes the campus's current student performance and other organizational results and improvement documents to ensure the needs align with the current direction and initiatives of the campus.

Design. Once the instructional coach collaborates with its stakeholder groups to complete the analysis step, the design of a support logic model can help clarify the customer requirements, goals, measures, key work functions and function checks for each of these stakeholder groups.

Develop and Implement. Once the logic model has been designed, the instructional coach develops mechanisms to communicate it to key stakeholders. Next, he or she uses traditional Plan-Do-Study-Act methods to implement each of the support functions and monitors progress throughout the year in order to ensure that the tasks continue to meet needs, contribute to the development of innovative solutions, and facilitate improvement.

Evaluate. Using the evaluation strategies described in the logic model, the instructional coach collects data at the end of the year to evaluate whether each of his or her key strategic goals have been met. These results, as well as other results pertaining to satisfaction, knowledge, learning, etc.

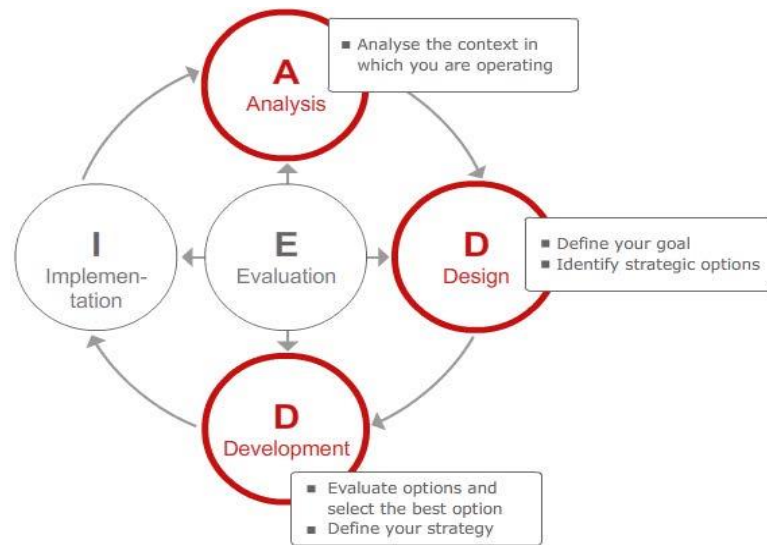


Figure 2. 1 ADDIE Model Source E-learning Strategy and Management (2015)

The Dick and Carey Design Model

As presented by Keengwe and Agamba (2015) The Dick and Carey instructional design model sets out a ten-step activity. The first step requires the instructional designer to assess and be familiar with the needs of the prospective design users with a view to identifying the appropriate goals to be incorporated into the design. The analysis of needs in this design model follows two parallel paths: analyzing needs in the context of the instruction to be developed on the one hand and on the other, the needs of the learner who will use the completed instruction. Instructional needs analysis is primarily concerned with identifying the various skills and knowledge to be included in a design.

Once the various needs analyses have been completed, the instructional design process goes through five additional steps that form a chain which can be re-entered at any stage of the design process. The design process continues with designer putting together the performance objectives. In formulating these objectives, designers are cautioned to focus on making them measurable.

The objectives writing phase is followed by the stage in which the instruments that will be deployed to measure the learning objectives are developed. Designers next concentrate on the strategies that will be used to guide the learners for whom the design is being developed. After this, they develop and choose instructional resources they deem necessary for the success of the design. The last activity in this five-step stage is the designing and conducting of formative evaluation. This process is essential in generating data that can be used to improve the effectiveness of the design as it is in the process of being designed. Next comes the revision phase, where program creators amend

design aspects that fail to respond appropriately after piloting or other test forms, based on the outcome of the formative evaluation. Once the design becomes operational, its evaluation moves from the formative to the summative stage. Finally, designs are either scrapped altogether depending on the outcome of the evaluation, or upheld with or without some revisions.

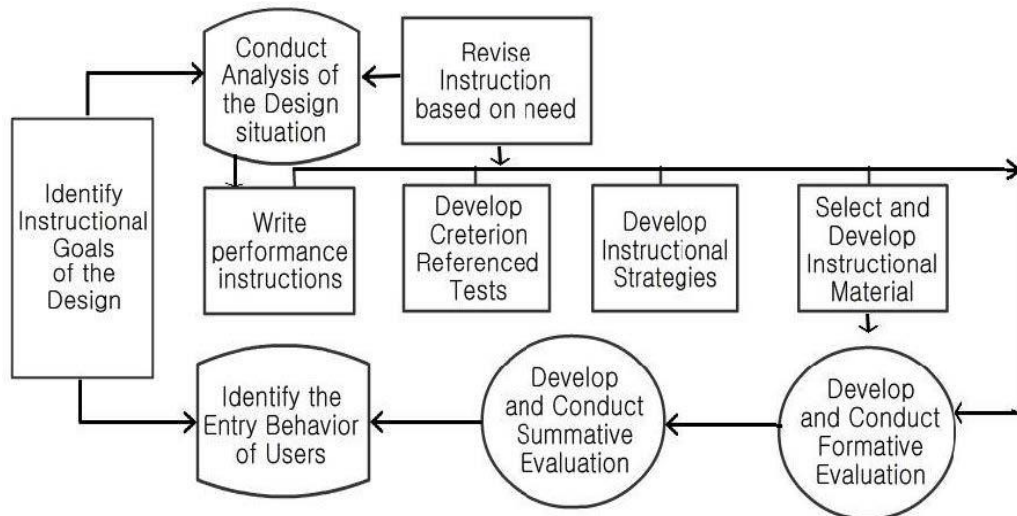


Figure 2. 2 Dick and Carey model of instructional design Source: Keengwe and Agamba (2015)

The Gerlach and Ely design model

As presented by Keengwe and Agamba (2015) The Gerlach and Ely instructional design model stresses the cyclic nature of instructional design when designing for a Classroom, as well as the concomitancy of some of the primary operations. The model assume that teachers and other people involved with designing instructions for classroom are content-oriented. The designers who design for classroom situations should think first and foremost about the content before any other aspect of the design. Based on such assumptions, it is suggested that learning objectives be the first design task to be tackled by designers willing to use this model, before they take any other design decision.

After crafting the learning objectives, the next important task should be an assessment of the needs of the learners. After defining the learners and amount of guidance they should be given through the design, the next consideration of the designer is how groups will be organized or re-organized per the design’s dictates for the purpose of its implementation. Another important prescription in the Gerlach and Ely model is the recommendation to select appropriate resources that can be used to fulfill the objectives identified at the beginning of the design.

Last, the Gerlach and Ely model of instructional design emphasizes the creation of an evaluation plan that can be used to appraise learners’ achievement after they have interacted with the design. Such evaluation should consider the general efficacy of the design as well as learners’

attitudes towards the instruction and the content. The evaluation should be closely linked with the course objectives identified at the beginning of the design. This can provide essential feedback to teachers and designers on design effectiveness in terms of content, strategies used, and the overall implementation procedure.

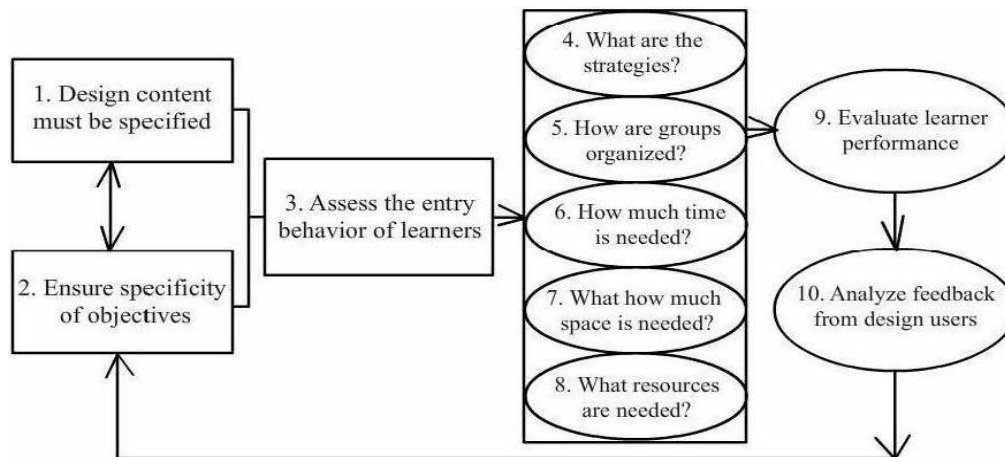


Figure 2. 3 The Gerlach and Ely design model Source: Keengwe and Agamba (2015)

Each of the three models presented have a few similarities between them. The first similarity is each model tries to show the set of activities involved through the use of pictorial presentation. Furthermore, each of the models have a couple of steps which they share as a common activity like the analysis of students need and final evaluation and revision of the product developed. Despite the difference in the degree of use each of the models provide emphasis to some of the instructional design inputs like content, course objectives and human communication are some to mention.

2.3.2 Overview of e-Learning Modes

There are different modes of integrating Technology into education. Scholars have suggested the different modes of e- learning delivery based on the extent of engagement in education or the timing of interaction. Some classifications of e-learning provided by scholars are presented below.

In his study, Hrastinski (2008) states the two basic types of e-learning: Synchronous and asynchronous e-learning. He states asynchronous e-learning commonly facilitated by media such as e-mail and discussion boards which supports work relation among learners and teachers, even when participants cannot be online at the same time. Synchronous e-learning commonly supported by media such as videoconferencing, chats, and has a potential to supports e-learners in development of learning communities. According to Jethro and Grace (2012), synchronous delivery refers to real-time, instructor-led e-learning, where all learners receive information

simultaneously and communicate directly with other learners. While in asynchronous delivery, the transmission and receipt of information do not occur simultaneously.

Algahtani (2011) divided e-learning into two basic types, consisting of computer-based and the internet based e-learning. He states the computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and each component can be used in either of two ways: computer managed instruction and computer-assisted-learning. The internet-based learning according to Almosa (2001) is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources.

Zeitoun (2008) classified e-Learning as a mixed or blended mode, assistant mode, and completely online mode. He classified this by the extent of technology use in education. The assistant mode supplements the traditional method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method. Blended mode is a new term in education but a concept familiar to most educators, is an approach that combines e-learning technology with traditional instructor-led training, where, for example, a lecture or demonstration is supplemented by an online tutorial (Jethro and Grace, 2012). The completely online mode, which is the most complete improvement, involves the exclusive use of the network for learning.

Below is a model design by Algahtani (2011) for using the concept of e-learning in the educational sector.

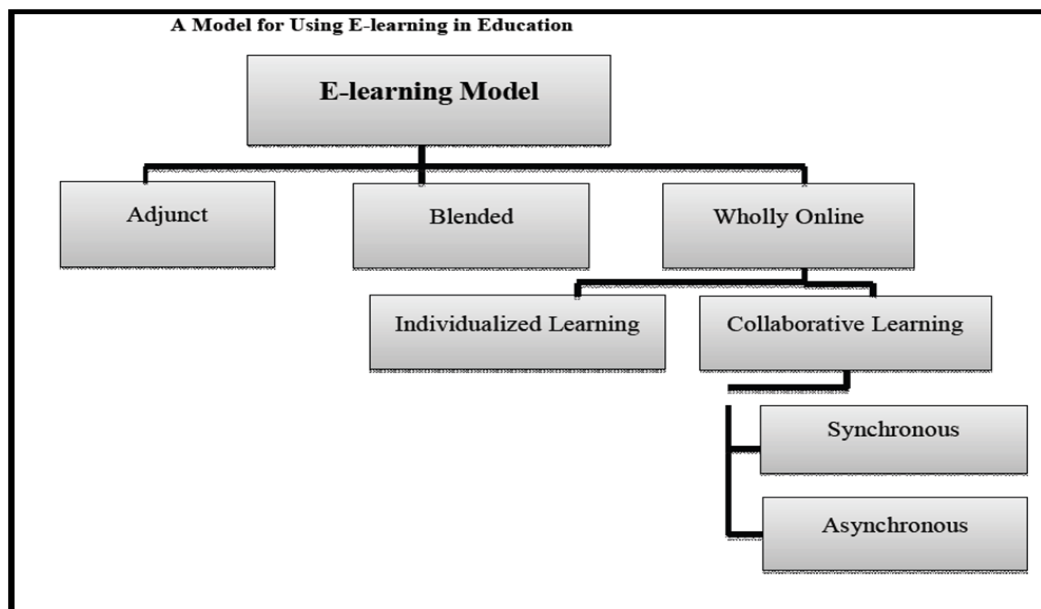


Figure 2. 4 Model for using E-learning in Education. Source Algahtani (2011)

2.4. Blended Learning: Evolution

As Sen (2011), states Traditional or Face to Face learning approach is mostly teacher centered. In traditional teaching approach, instruction occurs frequently with the whole face-to-face class, teacher talk exceeds student talk and use of class time is largely determined by the teacher. As indicated by El mansour and Mupinga (2007) the face-to-face approach has a number of shortcomings, namely: 1) it requires the students and the instructor to be in the same room; 2) instruction can be inconsistent; and 3) lack of flexibility. In addition, the diverse skill levels of the students in the class presents another challenge.

Graham and Burke (2014) state over the years the instructor was becoming more and more disillusioned with the passive learning of students; never having enough time to have in-depth discussions of current events, and students were rarely prepared before class. As indicated by Maharsi (2010) the traditional face-to-face learning or learning taking place in classroom where teachers and students meet face-to-face has been practiced for decades. This mode of learning, when not well designed and modified, is likely to lead to teacher-centered activities.

According to Koohang and Behling (2008), educators are continually seeking better and more effective means to facilitate and deliver quality-learning experiences in higher education. As Grabinski and Kedzior (2015) state with the rise of the internet technology, new opportunities and teaching tools have emerged, such as e-learning, online learning, distance learning and blended learning, sometimes also referred to as hybrid or mixed teaching.

Blended learning is a teaching and learning mode that combines the best features online and face-to-face delivery process. As Grabinski and Kedzior (2015), state the term blended appeared for the first time on March 5, 1999, when a company in Atlanta advertised courses in the press and referred to them as blended learning courses.

As Ling Ying and Yang (2011) state there is compelling evidence of significant growth of blended learning in the last decade with the increase of theoretical studies in journal articles published as early as 1996. According to Graham and Burke (2014) in a 2004 survey funded by the Alfred Psloan Foundation, results showed almost 55 percent of all institutions offered at least one blended course and 79 percent of all public institutions offered at least one undergraduate blended course. Given the advances in available technologies as well as internet access in and out of the classroom, we can only assume that these figures have increased significantly. Pinto and

Anderson (2012) state since the 1990's, a number of colleges and universities have modified traditional face-to-face classroom instruction to include more of an online format.

As state by Sen (2011) blended learning practices are becoming the basis for much of today's academic teaching, research, collaborative writing, course design and professional learning. Blended Learning is fundamentally a new paradigm in higher education that institutions are approaching with a variety of outcomes in mind including expanding access and improving the quality of learning outcomes. According to Grabinski and Kedzior (2015) although traditional lectures and classes still dominate in academic teaching, universities are investing heavily in the latest information technologies with a view to upgrading the quality of the teaching process through effective re-use and distribution of teaching materials and assessment of knowledge acquisition. According to the forecasts of The Journal of Asynchronous Learning Networks, in the nearest future, 80-90% of all ongoing courses will be organized as a combination of traditional and e-learning classes.

2.4.1 Blended Learning: Concepts

The term blended learning as defined by various scholars as a mix of online learning and face-to-face learning. Sharma (2010) has provided three different definitions for blended learning; as the mixing of two teaching modes, a mixing of two pedagogical approaches, or the combining of two technological tools. As described by Garrison and Kanuka (2004) at its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. Blended learning is seen as a method for establishing suitable educational environments for students to help them gain their objectives easily and enhance their learning through the use of appropriate technology. (Adas and Abu Shmais, 2011).

Blended learning being one of the delivery methods provides different benefits when adopted for facilitating the teaching and learning process. Reviewing different literatures Koohang and Behilng (2008) report several advantages of blended learning including: convenience; increased interaction; flexibility; increased learning; higher retention; reduced seat time; and decreased costs. As stated by Ying and Irene (2016) interactive capabilities of information and communication technologies (ICTs) in blended learning offer the opportunities to increase flexibility of access to learning resources and enhance self-directed learning at any time and pace. Blended learning meets the educational needs of students such as satisfaction of learning, enhancing convenience and flexibility, achieving and improve language learning skills as well as

developing critical thinking skills. (Ja’ashan, 2015)

On their study Graham and Burke, (2014) state blended learning can facilitate the communication between stakeholders involved. Good practice encourages contact between students and faculty, develops reciprocity and cooperation among students, encourages active learning, gives prompt feedback, emphasizes time on task, communicates high expectations, and respects diverse talents and ways of learning. Reviewing literatures Brook and Beauchamp (2015) state BL potentially offers many advantages for both students and lecturers as it provides greater flexibility and responsiveness, can overcome limitations of time and space, and can support novel ways to learn exploiting the performances of ICT and has the potential to meet the diverse learning needs of students. According to El mansour and Mupinga (2007) through the use of technology, hybrid courses allow students to first meet new information, concepts and procedures outside the classroom before the class physically meets.

Despite all the benefits, blended learning has some challenges when adopted in educational settings. Graham and Burke (2014) stated transition from lecture style instruction to a process oriented blended format can be a challenge for an instructor, beginning with the willingness to become a facilitator in the student learning process rather than the sole provider of course content. As Alaidarous and Madini (2016) state, some of these challenges can be attributed to the limited network services, technical problems lack of required skills for both staff and students, and culture. Poon (2013) provides a useful summary of the benefits and challenges of blended learning.

Benefits	Challenges
Enhanced students learning outcomes	Unrealistic students expectation
Great flexibility for students and teachers	Students perceived-isolation
Improved autonomy ,reflection and research skills	Technological problems for students
Reduced students withdrawal rate	Invasiveness into other areas of life
Ability to foster a professional learning environment	Time commitment
Potential cost resource saving	Technological problems for institutions
Potential cost and resource savings	Lack of support for course redesign
	Difficulty in acquiring new teaching and learning skills

Table 2. 1 Summary of the benefits and challenges of blended learning Source: Poon (2013)

2.5 Related Literature works

As indicated by literatures assessing students' perception on course delivery modes will help in providing a suitable environment for learners. As El Mansour and Mupinga (2007) state, it becomes important to establish the students' experiences in the delivery formats to keep the positive components or make adjustments to the undesirable aspects. According to Ying and Irene (2016), it is essential to obtain learners' feedback on their learning experience from the aspect of resources, content and design of the blended learning activities to identify areas for future improvements. Students' perceptions help to reveal important information about how to improve the quality of instruction in a mixed learning environment and assist in improving the design of the blended learning. (Koohang and Behling, 2008)

To further understand the study on hand the previous research topics on student's perception on blended learning are examined in three section, which includes 1. Students' positive and negative perception on blended learning and electronic course contents. 2. Challenges faced by learners in blended learning and 3. Students' general preference between Blended Learning and Face-To-Face Learning.

2.5.1 Students' general perception on blended learning

Different studies have been conducted to examine students' perception on blended learning and various results are obtained. In this section, some of the previous researches on Students' perception on blended learning and e-content integrated in courses are presented.

Carter (2013) used a Mixed- methodology, which include quantitative and qualitative components to report the perceptions of 26 students enrolled in the JCUS (James Cook University Singapore) on a hybrid Master of Guidance and Counseling (MGC) course. The study reports Good quality instructors, who were highly experienced and well-qualified practitioners, capable of designing interactive, collaborative, reflective and critical online environments, were aligned with student satisfaction. Flexibility and convenience were also identified as benefits of the online delivery. Similarly, Maharsi (2010) conducted a study on 35 student of Islamic University of Indonesia. Data were collected from observation, focus group discussion, questionnaires, and documents. From the conclusion, made blended learning practice brings several important advantages for the students such as the appropriateness, students' independency, motivation, and problem solving skills and enhance student-teacher interactions. However, students also revealed some critical issues are in need of consideration. Concept, design, procedures, and curriculum are

to mention some.

Wardenski, Struchiner and de Espíndola (2012) studied first-year UFRJ medical students' perceptions about the implementation of a blended learning (BL) experience in their Biochemistry I course. Forty-nine students took part in the study. A semi-structured questionnaire was developed to gather student's perception on blended learning. Results show that, in general, students gave positive evaluations to their experiences with Blended Learning, indicating that the Virtual Learning Environment have not only motivated but also facilitated learning.

In a research, that involves 107 students in blended learning for the fall 2010 and spring 2011 semesters, Calderon and Ginsberg (2011) identified students' narrative response, which state the following to be the most effective aspects of blended learning courses. Flexible scheduling as helpful with time management, opportunities for independent work, opportunities for interaction with the instructor and with peers and good organization of the course and course materials by the instructor. Similarly, Marie Roche and Verma (2013) conducted a study which shows reflection on the implementation of a blended learning course in Legal English for students taking their Master's degree in either Constitutional Law or Fiscal Law.²¹ students signed up to take the course. The researchers carry out a survey study, which was applied online to the students at the end of the blended learning course. The results of the survey showed that the students perceived that a blended learning course in Legal English was of use in overcoming the problems of relevance and time constraints previously faced by Master's degree students.

Alaidarous and Madini (2015) examined Saudi female students' perception of learning English in a blended learning environment in the (TVTC) Colleges via a learning management system called Dorooob.¹⁰⁹ preparatory year students studying their first level English language course were targeted in this study. A quantitative study was employed with online questionnaire and a qualitative semi-structured interview was conducted with 10 volunteered participants. Results obtained from the study instruments proved that students perceived their language learning in a blended learning environment positively. The study also found that perceived usefulness and perceived ease of use are considered two predictors of students' positive perception and attitude.

A study conducted by Adas and Abu Shmais (2011) focuses on investigating AlNajah National University students' perceptions towards Blended Learning environment. The study participants consisted of 92 non-major students enrolled in two sections of an English course. Data

required for this study were collected by a questionnaire and interviews. The study concludes that in general the students' attitudes towards BL were positive in terms of the three domain, which are the process, ease of use, and content. The results revealed that overall mean score for students' views for all the domains on Blended Learning environment is 75.7%. A similar cross sectional study was conducted by Shantakumari and Sajith (2014) at the Center for Continuing Education and Community Outreach (CCE&CO), Gulf Medical University during the period Jan 2013-Dec 2013. Student perceptions of blended in three domains of perception were recorded from a total of 75 students enrolled in the certificate courses using a questionnaire. The result state Students hold a positive perception of the blended learning courses regarding the process of blended learning, the blended learning content and the ease of use of online content.

Owton and York (2013) conducted a study in York University, a comprehensive urban university in Toronto, Canada. 577 students were assessed in four areas, which are overall satisfaction with blended learning, convenience afforded by blended learning, sense of engagement in their blended course, and views on learning outcomes. A questionnaire was developed and administered by the researchers towards the end of the courses. The research highlighted high achievers are very satisfied with the blended format, find blended learning to be convenient and flexible, are very engaged in their studies, and appear to learn key concepts better. An implication of the study is that low achievers may not be able to cope with the blended environment.

Pin Ng and Ho-Leung Tsoi (2008) conducted a study on Students' Perception on adopting Blended Learning focusing on students' personal characteristics and their personal views and experiences of blended learning approach in Hong Kong, Caritas Francis Hsu College for information literacy module. A total of 110 students, including part-time and full-time students, participated in the survey study. 96 valid responses were received. The results from this study indicate the positive attitude towards blended learning and 81% of the students answered favorably that they would like to have blended learning for all subjects. Similarly, a study by Roberson (2015), reported results on Students' Perceptions of a Blended Degree Program in the university of southeast United States. Mixed-methods research design was used which is based on a survey and an analysis of 14 students' interview. From the survey 82% of respondents indicated they would choose a blended program again. In addition, students made specific recommendations about course design and faculty training, so student perception and the value or effectiveness would be more positive.

Despite the positive perception given by students there are some researches, which present students' negative perception on a blended learning environment. Ja'ashan (2015) presents a case study of students' perceptions and attitudes towards Blended Learning course in English at University of Bisha. Data required for this study was collected through questionnaire, which includes 130 students out of 611 students. The study reflects the students' negative impressions in some points as waste of time, easy cheating learning, lack of interactions, the materials of BL aren't well organized and social isolation...etc.

Similarly, Graham and Burke (2014) conducted a study to determine the success of a blended and flipped class structure. The students that were enrolled in two sections of a Principles of Macroeconomics course were asked for their feedback at the end of the course. A questionnaire was developed to examine student's opinions regarding various aspects of the course. 59 students responded to the survey. The researchers' states students revealed they were forced to create new ways of learning the material. In addition, they reported while most students did not have trouble moving to a different course structure, there was some resistance to moving away from a traditional learning method.

2.5.2 Challenges faced by learners in blended learning

Despite the benefits, blended learning offers to students there are some researches which present challenges students face on a blended learning environment.

Gyamfi and Gyaase (2015) used formative experiment with 75 first year university students who were studying Communication Skills (CS). Pre-intervention data, both quantitative and qualitative were collected and analyzed with a focused group interview and classroom observation. Findings of the study showed positive perceptions of student on the blended learning environment. However, the problem of slow Internet connectivity and lack of Internet access for some of the students outside the university campus hindered the effectiveness of the blended learning environment. Similarly, on a case study conducted by El Mansour and Mupinga (2007) students were interviewed for a qualitative study about their perception on Blended /hybrid learning. Data for this study was collected through a case study of college students enrolled in a hybrid or blended course. The case study involved 41 undergraduate students at a four-year mid-western (US) college. The study reports, students faced challenges like technology hiccups, a sense of feeling lost in Cyberspace and technical issues with accessing and navigating the e-learning platform.

In a similar study conducted by Adas and Abu Shmais (2011) focuses on investigating AlNajah National University students' perceptions towards Blended Learning environment. Despite the positive students' attitudes towards Blended Learning, students' reflect the internet and IT skills, internet availability and accessibility, need of more computer labs were existing problems. Calderon and Ginsberg (2011) conducted a study that involves 107 students in blended learning for the fall 2010 and spring 2011 semesters. The researchers adopted an online mixed quantitative and qualitative questionnaire. A content analysis of students' narrative responses on the survey revealed that students found the following to be the least effective aspects of blended learning courses challenge of independent time management, lack of opportunities to interact interpersonally with the instructor and with peers, confusion regarding assignments and the scheduling of F2F sessions and Technical difficulties with the LMS or limited computer skills.

Al Zumor and Al Refaai (2013) explores King Khalid University students' views for improving the blended learning in the university. 160 male EFL students from the Department of English, Faculty of Languages and Translation, KKU, participated in this study. The research instrument used in this study was a questionnaire divided into four sections. The research states most of the limitations and problems are technical, others are related to students' readiness, and some maybe caused by how the online activities are handled by instructors. To address these problems, students' suggestions include solving their technical problems, providing proper training to students, increasing the number of labs, recognizing excellent performance of instructors and students, etc.

Kobayashi (2011) conducted a study, which focus on Learner perceptions on the usefulness of a blended learning EFL program using CALL courseware in Japanese university. The participants in the study were 79 first year students and 26 second year students enrolled in the authors' classes in the blended learning program. Data were collected using an online survey at the end of the semester. The survey revealed that the students' perceptions of the program differed according to the computer proficiency levels of students. It also showed that the interface of the courseware affects student attitudes toward learning so that the instructor's assistance is indispensable.

Mellema and Smart (2009) conducted a study on blended learning and user satisfaction. Students from two courses at a medium-sized Midwestern university completed surveys at the end of their courses regarding their experience with the course. A survey instrument was designed to collect information about the course participant's perceptions of the online portion of the blended

learning course. The survey indicated some of the students had difficulty with the online format of the learning units, difficulty contacting the instructor for clarification; another would have liked better directions; and one cited frustration from Internet trouble and social isolation of the online environment.

Ahmed El-Zeftawy and Abd El-Aty Hassan (2017) employed a Cross-sectional study on perception of students regarding blended learning implementation of community health nursing course at faculty of nursing, Tanta University, Egypt. All community health nursing undergraduate students (n = 314) were included in the study. The researchers developed a questionnaire sheet according to the relevant literature reviews to achieve the objectives of the study to collect the needed data. 60.5% of students indicated their disagreement and challenge about the fast browsing of the site, and high percentage of them indicating low instructor interaction.

2.5.3 Students Preference between Blended Learning and Face to Face Learning

In addition to the benefits and challenges students encounter in blended learning some literatures presented a comparison between blended learning and face-to-face learning in relation to students' preference and perception towards the two delivery procedures.

A study conducted by Yang and Ling Ying (2016) examined Academics and Learners' Perceptions on Blended Learning as a Strategic Initiative to Improve Student Learning Experience. They state learners appreciated the blended approach as it made learning more accessible and flexible. In addition, they state blended learning helped them in incorporating interesting online activities into their units and ability to review and pace their own learning. Nonetheless, the survey also revealed that learners still prefer to have academics delivering information to them directly rather than a flipped classroom model. Similarly, Grabinski and Kedzior (2015) stated blended learning was positively perceived by students, but generally, there is no significant difference in the perception level between the traditional form of learning and the new one based on internet technologies. Over half of the students stated that e-classes did not differ from the traditional ones in terms of difficulty. The study consists of 713 students who participated in blended learning courses in International Accounting, Bank Accounting and Controlling and Accounting Computer Systems.

Sen (2011) conducted a study in Curtin University of Technology, Perth that was offering a four-year engineering undergraduate programme and two years postgraduate programme. This study was conducted on undergraduate students taking final year core unit "Advanced Separation Processes" (ChE 422) at two different years of 2009 and 2010. Class lecturer was different, one

lecturer followed blended learning in semester-1 of the year of 2009 and another lecturer followed only traditional classroom based teaching in semester 1 of 2010. The researcher state student responses suggest that experiences in terms of learning outcomes, learning resources, assessment tasks, workload, quality of teaching, motivation and overall satisfaction as “positive learning experience” in blended course delivery and course management but no significant differences between the effectiveness of a traditional course delivery method and a blended one.

A quasi-experimental study was conducted by Smith (2013), which explores the impact of blended vs. face-to-face tuition over one year in a K-12 school, in Auckland, New Zealand. The study was conducted on 30 students of which 11 of them take the course in a blended format and the remaining 19 in face-to-face format. To measure their perception a standard assessment online survey of the two classes was applied. The survey included items measuring perceptions of learning, social connectedness, teacher support, perceptions of enjoyment of the course and preferences for face-to-face and online learning. In general, no differences in assessed performance were observed in this study. Although no differences in actual performance were observed, students in the experimental class rated their own levels of learning more highly than those in the traditional class. Students Perceptions about connectedness with each other, levels of learning, enjoyment and teacher support were positive.

AbouNaaj and Nachouki (2012) sampled a total of 153 students for the study which were drawn from the pool of undergraduate students enrolled in blended learning courses offered in the Fall Semester 2010 by the College of Information Technology. Participants completed a Student Satisfaction Survey Form (SSSF), which had five different satisfaction element 1) instructor, 2) technology, 3) class management, 4) interaction, and 5) instruction. Analysis of data from survey forms has suggested that while blended learning continues to be regarded by most students as less effective, students still preferred face-to-face courses even though they were satisfied with their grades and performance in blended learning courses. Similarly, a study by Buchanan and MacFarlane (2010) assesses student perceptions in the usage of on-line lectures for security and digital forensics material, with a specific focus on whether students actually prefer the on-line version to the traditional lecture situation, and on how they use the on-line lecture material. Survey was undertaken, to determine student’s perception of using an on-line environment in supporting the traditional one. The main concluding points of the paper is that students still seem to think that face-to-face lectures are still the main focus for a module, and that the on-line lectures are most useful in catching-up with material directly after a lecture, and when revising for assessment.

Krasnova and Vanushin (2015) conducted a study on Blended Learning Perception among Undergraduate Engineering Students for the course “General English Blended Course” for first year students studying at the Institute of Cybernetics. The participants were 46 undergraduate students of TPU Cybernetics Institute. Students were analyzed through frequency of using some functional elements of the course, usability of online platform, usefulness of online courses, convenience, clarity of design, and flexibility of learning. Despite the satisfaction with online course students realize the importance of face-to-face meetings and want to combine online course with traditional lessons. The survey showed that most of students are satisfied working in online environment, but some students still prefer face-to-face instruction for group activities. Similarly, a study was conducted by wright (2017) on student perception of face-to- face and online lessons. The lesson was delivered to 112 undergraduate students (4 classes) at a Malaysian public university. Questionnaires using (qualitative open-ended questions) and quantitative (Likert scale questions) approaches provided data for content analysis to determine common student perceptions, with particular reference to motivation and interest. In general, more students associated face-to-face lessons with higher motivation and more interest, due to better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer. Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of study as reasons for their choice.

2.6 Summary on Literature review

In conclusion, a review of the literature on students’ perception on blended learning revealed different ideas related to students’ benefits, challenges and preference on the hybrid course delivery in relation to content, design, process, support etc. In general, literatures show the different benefits blended learning provides to students including Flexibility and convenience, students’ independency, motivation, and enhanced problem solving skills, improved student-teacher interactions, opportunities for interaction with the instructor and with peers and good organization of the course and course materials by the instructor.

In addition, the review show challenges students encounter on a blended course delivery. Lack of Internet access, technology hiccups, a sense of feeling lost in Cyberspace, technical issues with accessing and navigating the e-learning platform, Internet and IT skills, need of more computer labs, students' readiness, how the online activities are handled by instructors, difficulty in accessing online format of the learning units, difficulty contacting the instructor for clarification are some of them to mention.

Related the preference between online learning and face-to-face learning students mostly preferred both delivery procedures considering the benefits obtained from each individual approach. Students' preferred face-to-face lessons due to better understanding, valued classroom interaction with the lecturer and peers, and input from the lecturer. Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of study as reasons for their choice.

Despite the growth in e-Learning and blended learning in universities around the world, there is a scarcity of study on students' perception on e-learning in general and blended learning in particular in Ethiopian universities. Thus, this study is designed to address this gap to provide useful insights for future researchers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study focuses on analyzing the perception of students on blended learning in general. The research involves identifying learners' perception on blended learning and electronic contents, analyzing challenges students face in blended learning and finally provide a recommendation for better course delivery in blended format. In order to achieve this objective, the researcher followed a set of research methodologies and research methods. There are different topics, which should be considered in working on a research methodology. This chapter presents description related to the study design applied, the study area where the study was conducted and the target population of the study. In addition, different issues like the sampling technique applied and the data collection instruments used are also explained. Data analysis procedure is another topic that will be presented in this chapter.

3.2 Study Area

For this research, a non-contrived research environment was selected to conduct the study. The study was conducted in Ethiopian Civil Service University. The university was founded in 1996 to enhance the capacity of the public servant through education, training, consultancy and research. There are 3 colleges in the university which are college of urban development and engineering, college of finance, management and development and college of leadership and governance.

The university has eighteen departments in these three colleges, which provides forty-three different programs in undergraduate, graduate and doctoral levels. The university has two campuses around CMC and Kotebe. This study is conducted in the main CMC campus where Masters Students from the three colleges can be found and is the researcher's work place. Currently the university has a plan for development of additional blended course and training contents to develop the capacities of different public servants in the country.

3.3 Study Design

The research design that was applied is a descriptive method, which helps in expressing students' general perception in a blended learning environment. In addition, a deductive research

method was applied where conclusion are methods based on research outputs obtained in relation to the research questions. The researcher used quantitative research methods to analyze students' perception on blended learning for public administration, governance and ethics course and provide recommendation to consider. The quantitative method was used to present students' response in a numeric statistical data and present information on the perception, challenges and preference of students on a blended course delivery procedure. A triangulation technique was applied to further validate the data obtained from the survey method by using techniques which include document analysis and observation.

3.4 Target Population

The population selected for the study is first year master's students of Ethiopian Civil Service University. Since the blended course Ethiopian public administration, governance and ethics is offered for graduate students of the campus this study focus on masters' students of the university. To gather information related to the perception of students on blended course delivery process in the university a target population of 464 students from different departments who are directly enrolled to take the blended course in the academic year 2017/18 have been identified for the study at the end of the first semester.

3.5 Sampling Technique

In any study, there will be different participant or respondents who will be directly related to the study in hand. Although it is recommended to gather, information from every person who has a direct relation to the research topic it is difficult to contact each individual due to budget and time constraints.

Out of the various sampling techniques, the study adopted a probability sampling method where each student who took the blended course has equal chance of being selected and the results obtained will help in making a generalization about students' perception on blended learning in Ethiopian Civil Service University. The most commonly used probability sampling techniques include simple random sampling, systematic sampling, stratified random sampling and cluster sampling. Since the blended course is offered to first year masters students and there are students with homogenous characteristics in relation to blended course access, the instruction process and available infrastructure simple random sampling method was used to select participants. Those

samples were used to gather data related to the students' perception on blended learning and electronic contents integrated in courses, challenges faced and course delivery preference of students.

3.5.1 Sample size Determination

In doing a research, the researcher has to decide on the number of participants to be engaged in the study through a sample size determination technique. The researcher need to assure the selected sample size is a representative of the whole population, which will help in making a better inference. For this study, the sample of students was selected from departments, which offered the blended course in the first semester of 2017/18 academic year to get a timely and relevant response.

A total of 464 students have participated in the blended course from different masters' programs of the university which offered the blended common course in the first semester of 2017/18 academic year. After identifying the sample size, a random sampling technique was used to select each individual, which later participated in the survey. Cochran (1977) formula was used to determine the sample size. Using the formula, a sample of 172 students were identified to participate in the research. List of departments and number of students enrolled for the blended course Ethiopian public administration governance and ethics is presented below.

No	Department	No. of students
1.	LL.M. Comparative Public Law & Good Governance	38
2.	LL.M. International Law	32
3.	MA Customs Administration	25
4.	MA Development Economics	57
5.	MA Federalism and Inter Government Studies	35
6.	MA Policy Analysis	11
7.	MA Public Finance Management	45
8.	MA Public Management	81
9.	MA Public Policy Studies	69
10.	MA Social Policy	18
11.	MA Social Security Management	19
12.	MA Tax Administration	34
Total		464

Table 3. 1 Number of students enrolled for the blended course in 1ST Semester of 2017/18

Cochran (1977) formula was used to determine the sample size.

$$n_0 = \frac{Z^2 pq}{e^2}$$

The Cochran formula is:

- n_0 is the sample size
- P is proportion of population and barriers. Q is 1 - P
- e is margin of error which is the desired level of precision.
- Z is Confidence level, which Researchers commonly set it at 90%, 95% or 99%.

The sample size calculation for the research is attached in the appendix section of the thesis.

3.6 Data collection Instruments

For this research, a cross-sectional data collection method was applied where data for the study was collected once. After the sample size is identified the researcher selected research methods to collect the required data on students' perception on blended learning. The researcher used a quantitative research approaches, which used survey as a primary data collection method on the blended learning process supported by observation and document analysis. In addition, a focus group discussion was also administered with voluntary students to get information that may not be covered by the survey. The survey method helped in getting a general statistical information on students' perception on blended learning in relation to process, content and perceived usefulness and easiness. The results are presented in a numerical format. The observation and document analysis helped in getting additional information on the blended learning procedures and available resources.

3.6.1. Observation and Document Analysis

The researcher has observed different procedures and systems applied for the delivery of the blended course. This include observation on the induction training provided for students, observation on the functionality of the learning management system, observation on the online course contents integrated like (videos, discussion forums, quizzes etc.) and students online access to the course in computer laboratories etc. The checklist for the observation is attached in the appendix.

In addition to the observation, analysis of available documents was also applied. This include reviewing the ICT and the draft e-learning policy and training manuals which guide the day to day activities related to offering and supporting the blended course. The researcher also tried to review different journal articles and papers focusing on blended learning.

3.6.2. Questionnaire

Questionnaire was used to gather a general statistical data on students ‘perception on blended learning. This method was used because it helps in getting data from a large number of participants on a given period of time. The questionnaire has the following five parts. The first part helps in gathering data related to respondents social and demographic characteristics. The second part helps in identifying student’s general perception on blended learning process. This constitutes a total of 15 questions. The third part helps in analyzing students’ perception on the electronic contents integrated in the course. This section contains a total of 19 questions. The fourth part helps in identifying challenges students experienced in blended course delivery in relation to perceived use and perceived ease of use. This part contains a total of 7 questions. The questionnaire is prepared in English language.

The first part of the questionnaire requests students to answer questions related to the social and demographic aspects like age, gender, department etc. The remaining questions (from part two – part four) are presented in a Likert scale format. The Likert scale ranges from 1 to 5 where 5 represents (strongly agree), 4 (agree), 3 (neutral), 2 (disagree) and 1 (strongly disagree). The instrument questions are derived from previous journal articles, which focus on students’ perception on blended learning. Some items were modified to the context of the study. The sources of the adopted instrument variables are presented below.

No	Concepts that impact students perception on BL	Variables	Source
1	Process of blended learning	<ul style="list-style-type: none"> • (+VE /-VE) Insight on blended learning context • Insight on blended learning Instruction 	Koohang and Behling (2008), Owston and York, (2013), Ja’ashan, (2015)
2	Content of blended learning	<ul style="list-style-type: none"> • Insight towards Blended E-content features • Insight on e-content Usefulness 	Adugyamfi and Gyaase (2015), Ginns and Ellis (2007), Buchanan and MacFarlane (2010)
3	Challenges in blended learning	<ul style="list-style-type: none"> • Insight on blended learning easiness 	Graham and Burke (2014), Ja’ashan (2015)

Table 3. 2 Sources of Questionnaire variables

3.6.3. Focus Group Discussion

In addition to the quantitative close-ended queries, focus group discussion was also administered to let student's present their opinion in detail. The focus group discussion helps in finding additional information that may not be covered by the closed ended survey quires. The focus group discussion questions help students to express their insight related to the course delivery procedure and students' recommendation for future improvement on blended learning which might not be covered by the survey administered.

3.7 Validity and Reliability of the Instruments

Validity and reliability of the instruments designed is one of the things to consider in conducting a research. For this study, Survey questions applied for similar previous studies were used for answering the research questions proposed for this study.

Content Validity of instruments was checked by showing the questionnaire designed to academic experts in the field for further improvement and modification. Due attention was given to the wordings of each item and the general appearance of the questionnaire as a whole. Based on the feedback given the questionnaire was edited to be applied on the research.

In addition, Reliability of the questionnaire was also checked using Cronbach's Alpha Coefficient in order to measure the internal consistency and reliability of the variables in the questionnaire.

3.7.1 Pilot test

A pilot test of the questionnaire was administered to a sample of 15 students to identify questionnaire content to be improved. The Cronbach alpha of the overall survey items was 0.909. The next figure illustrates the Cronbach's Alpha Reliability of the survey instrument administered.

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	41

Item category	Survey Items	Cronbach's Alpha	N of Items
Process	+ VE insight on BL context	0.868	5
	- VE insight on BL context	0.621	4
	Insight on BL Instruction	0.757	6
Content of BL	Insight on BL e-contents features	0.511	7
	Insight on e-content Usefulness	0.856	12
BL Challenges	Insight on BL Easiness	0.619	7

Table 3. 3 Reliability analysis of survey items

The reliability coefficients below 0.7 in the pilot study was improved in the main survey/study. This has been done by rephrasing the wordings, excluding weak items, and so on.

3.8 Data Collection Procedures

To examine the perception of students on blended course delivery process in the university the following data collection procedure was followed.

Related to the data collection procedures first all 464 Students who were enrolled in the blended course were identified. Later a sample size of respondents was calculated and identified using Cochran's formula.

Once the sample size is determined a complete list of 464 students who were enrolled for the blended course was arranged alphabetically using excel sheet. A random table of numbers was used to identify each individual respondent and was compiled using SPSS and excel.

The researcher then contacted the class representatives of each respective department to inform about the research need at the beginning of the second semester. The selected students were later informed to fill the survey through an online survey tool in one of the computer laboratory rooms.

Finally, the responses from the students was exported to csv and SPSS format for further analysis and interpretation.

3.9 Data Analysis

After the data has been collected, using the data collection method above it was analyzed to further examine the research questions proposed for the study. This involves analyzing the data obtained from questioners and secondary data sources. The analysis techniques used in this study is inferential statistics. As Kothari (2004) state inferential analysis is concerned with the various tests of significance for testing hypotheses in order to determine with what validity data can be said to indicate some conclusion or conclusions. The inferential statistic helped in making an inference to the whole population. Techniques include correlation analyses, regression analyses, ANOVA, etc. Collected data was analyzed through statistical analysis package (SPSS) version 22.

3.10 Ethical Concerns

Related to ethical issues to consider when collecting the data, the researcher has protected each respondent's confidentiality by keeping anonymity of participants' personal information.

3.11 Research Framework

Below is a research framework applied by the researcher to study the perception of students on blended learning in relation to the blended learning process, electronic course contents and challenges faced to provide recommendations to consider for a better blended learning and teaching in the future.

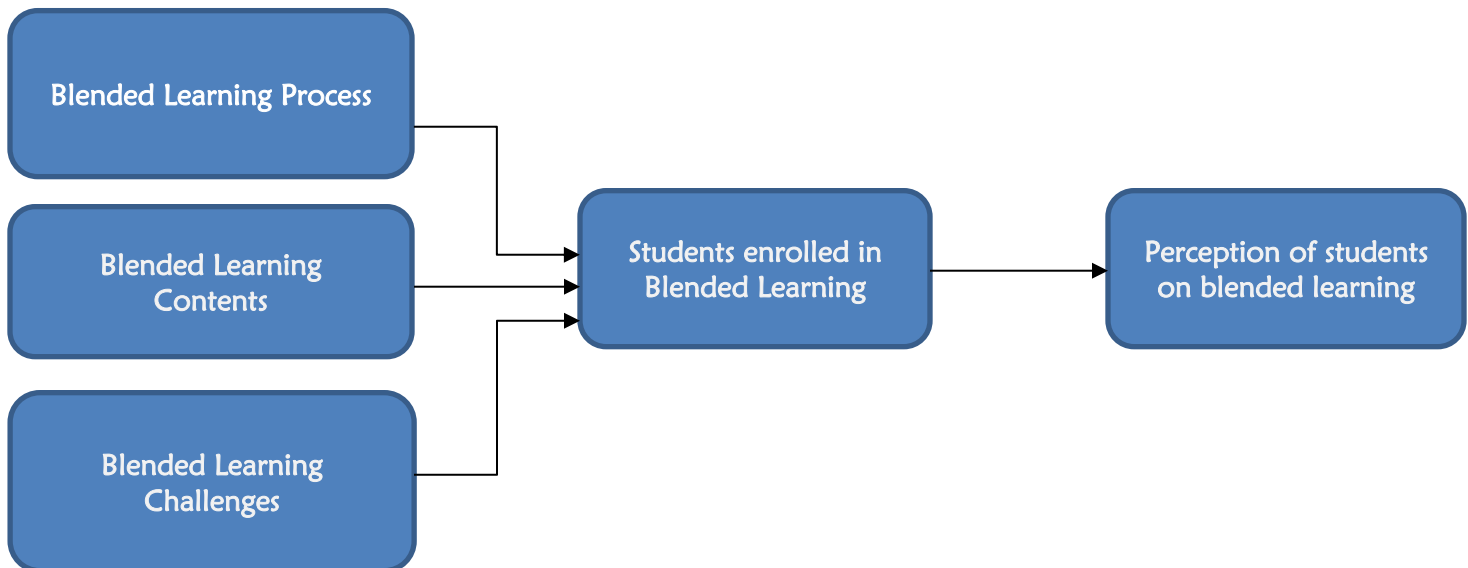


Figure 3. 1 Research framework

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

In this section, the researcher presents the output of the data analysis obtained from the survey administered on the study. Topics including the response rate, demographic characteristics of the students, students' positive and negative perception on blended learning, learners' perception on the features of electronic contents, the perceived e-content usefulness and perceived ease of use in relation to challenges faced in blended learning will be discussed. This section presents the basic information derived from analysis of each variable presented through descriptive statistics and the cross analysis using correlation analysis.

4.2 Response Rate

A total of 464 students have participated on the blended course in the first semester of 2017/18 academic year. Using a sampling technique, a total of 172 students were identified to participate in the survey which was administered at the beginning of the second semester. From the survey filled with the online survey tool a total response of 158 (91.8 %) was collected. A complete response of 151 (87.7 %) has been collected through the survey. 7 (4.1 %) of the questionnaire were not completed by the students and the remaining 14 (8.2 %) of the students were not voluntary to participate in the survey. Below is a summary of the response rate of the survey distributed for purpose of data collection.

Type	No	Percentage
Number of Questionnaires expected to be filled	172	100 %
Number of Questionnaires filled	158	91.8 %
Number of Questionnaires not filled by respondents	14	8.2 %
Number of Questionnaires Completed	151	87.7 %
Number of Questionnaires not completed	7	4.1 %

Table 4. 1 A summary of the response rate of the survey

In his study McColl et al (2001) indicated that response rates greater than 50% are acceptable, 60% are good, 70% are very good. Hence, a valid response rate of 87.7 % is satisfactory.

4.3 Respondents Demography

In this section, the researcher presents the respondent demography related to age, gender, field of study and their previous involvement in blended learning and teaching process. Starting from the gender demography from the total 151 valid respondents 39 (25.83 %) of the students were female and 112 (74.17 %) of the total respondents are male. Below is a graphic illustration of the gender demography of respondents.

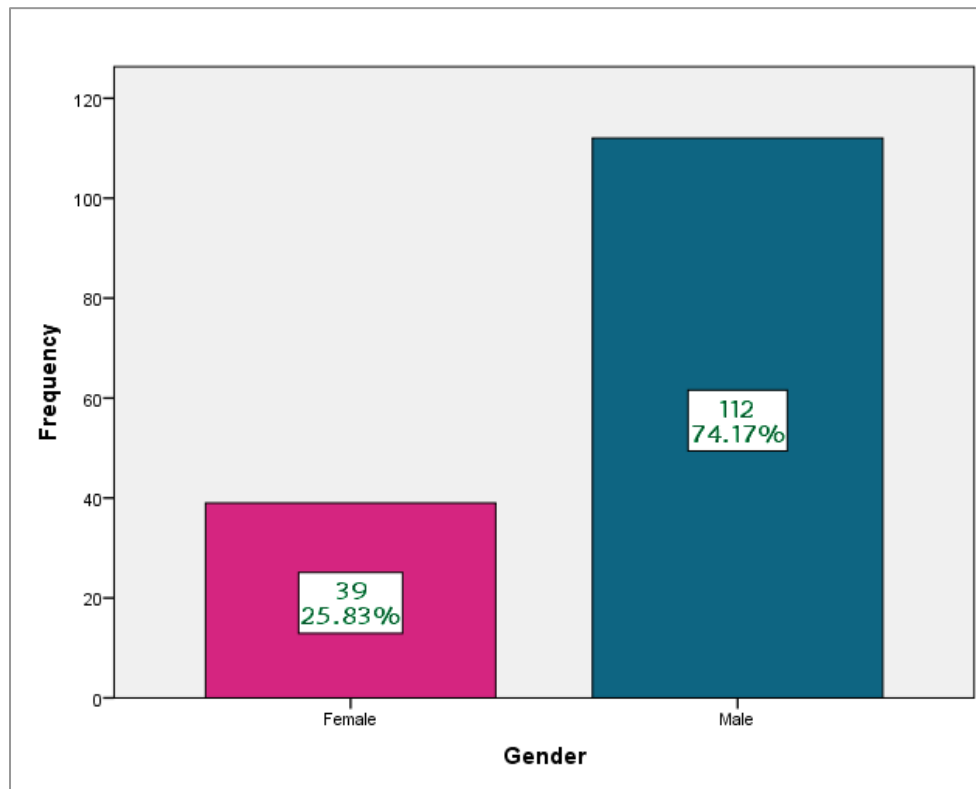


Figure 4. 1 Percentage of respondents by Gender

Associated to age demography most of the respondents were between 29 - 35 years which comprises (49.67 %) of the respondents followed by age range of 36 - 45 years which consists (27.81%) of the respondents. The remaining age demography ranges from 17 - 28 (18.54 %), 46 - 55 (3.31 %) and 56 and above (0.7 %). This implies since the university focuses on building the capacity of public servants in public sector organizations which are adult employees by nature most of the Masters students 117 (77.48 %) were between 29 – 45 years. The pie chart below shows the age demography of respondents.

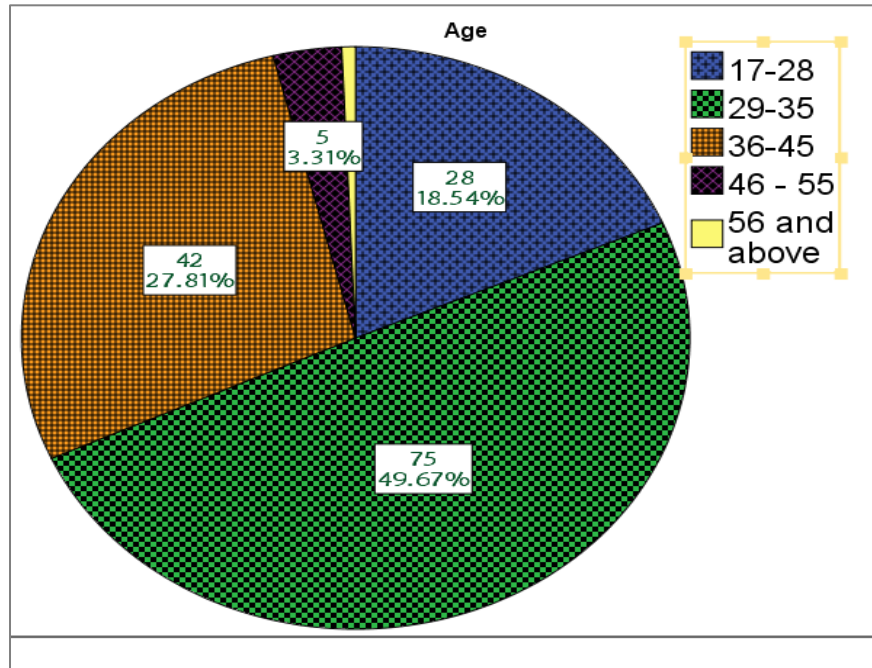


Figure 4. 2 Age Ranges of Respondents participated in the survey

The other response is related to students (respondents) field of study. Since the blended course is given for Graduate students of the university all respondents are Masters students from twelve different Masters Programs, which offered the blended course in the first semester of 2017/18 academic year. Below is the numeric description of respondents' field of study.

	Frequency	Percent	Cumulative Percent
LL.M. Comparative Public Law & Good Governance 2010	12	7.9	7.9
MA Policy Analysis 2010	3	2.0	9.9
MA Public Policy Studies 2010	24	15.9	25.8
MA Social Policy 2010	6	4.0	29.8
LL.M. International Law 2010	12	7.9	37.7
MA Federalism and Inter Government Studies 2010	10	6.6	44.4
MA Customs Administration 2010	8	5.3	49.7
MA Public Finance Management 2010	11	7.3	57.0
MA Tax Administration 2010	13	8.6	65.6
MA Development Economics 2010	19	12.6	78.1
MA Public Management 2010	24	15.9	94.0
MA Social Security Management 2010	9	6.0	100.0
Total	151	100.0	

Table 4. 2 Numeric description of students' field of study

The other question was related to respondents' previous experience with blended learning. Students were asked if they have previously taken a blended course and 12 (7.9%) of them selected the option "Yes" and the remaining 139 (92.1 %) of them selected "No". This implies e-learning in general and blended learning in particular is a new trend in our higher educational institutions and other organizations which requires attention to further benefit from its significance in assisting students or employees in a given organization in their academic and work endeavor. Below is a tabular illustration of students' previous exposure on technology-assisted learning.

Did you previously take a blended course?			
	Frequency	Percent	Cumulative Percent
Valid	Yes	12	7.9
	No	139	92.1
	Total	151	100.0

Table 4. 3 Students previous participation on blended learning

4.4 Positive Perception on Blended Learning

In this section, the researcher presents the analysis of students' responses related to survey items that indicate positive perception on blended learning. As described in Table 4.4. 78.8 % of the students have agreed in taking section of the course online and section of it in the classroom. 11.9% of them disagreed and 9.3% were not sure. Students were asked if blended/hybrid course allowed for more flexibility, less stress and convenience. 70.8 % of respondents agreed to the question, 9.9 % and 19.2% of them disagreed and were neutral respectively. Students were also asked if Blended Learning helps them to think in-depth about a subject. 74.2% of them have agreed, 8.6 % have disagreed and the remaining 17.2% of them were not sure. In addition, 74.2 % of students agreed to take another blended course in the future where as 10.6 % of them have disagreed and 15.2% of them were neutral. Related to recommending blended course to others 75.5% of them have agreed, 8.6% of them disagreed and 15.9% were not sure. This shows most students have agreed on the positive aspects of blended learning with higher means between 3.85 and 4.06

Positive Insight on Blended Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[1. I liked having Section of the course online and Section of it in the classroom.]	2.0%	9.9%	9.3%	40.4%	38.4%	4.03	1.029
[2. This blended/hybrid course allowed for more flexibility, Less stress and convenience.]	2.0%	7.9%	19.2%	45.0%	25.8%	3.85	.964
[3. Blended Learning helps me to think in-depth about a subject.]	2.0%	6.6%	17.2%	35.8%	38.4%	4.02	1.003
[4. Given the opportunity, I would like to take another course in the future that has blended (online and face-to-face) components.]	5.3%	5.3%	15.2%	32.5%	41.7%	4.00	1.125
[5. I would recommend taking blended course to friends and associates.]	4.0%	4.6%	15.9%	32.5%	43.0%	4.06	1.066

Table 4. 4 Positive Perception on Blended Learning

4.5 Negative Perception on Blended Learning

The next section is related to survey questions, which indicate negative perception on blended learning. As indicated in Table 4.5. 64.9% of students have disagreed if Blended Learning is time consuming and a waste whereas 19.2% and 15.9 % have agreed and where neutral respectively. In addition, 52.9% of students disagreed if Blended Learning knowledge is less than classroom knowledge in which 25.8% and 21.2% have agreed and were neutral respectively. Students were also asked if Blended Learning could lead students to cheating and to other unethical practices in which 55.6% have disagreed and the remaining 30.4% and 13.9% have agreed and were not sure respectively. Related to the question I feel socially isolated when I use blended –learning 59.6 % of students have disagreed and the remaining 18.5 % and 21.9 % were not sure and agreed respectively. In general, more than half of students did not think BL have negative aspects which is presented with a lower mean between 2.21 – 2.57.

Negative Insight on Blended Learning	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[6. Blended Learning is time consuming and a waste.]	38.4%	26.5%	15.9%	13.9%	5.3%	2.21	1.242
[7. Blended Learning knowledge is less than classroom knowledge.]	23.8%	29.1%	21.2%	17.9%	7.9%	2.57	1.252
[8. Blended Learning can lead students to cheating and to other unethical practices.]	38.4%	17.2%	13.9%	18.5%	11.9%	2.48	1.455
[9. I think socially isolated when I use blended -learning.]	29.1%	30.5%	18.5%	16.6%	5.3%	2.38	1.216

Table 4. 5 Negative Perception on Blended Learning

4.6 Perception on Blended Learning Instruction

Related to blended learning instruction 6 items were proposed in the survey. As depicted on Table 4.6 more than 78.8 % of students agreed they know what was expected from them for both face-to-face and online portions of the course. The remaining 15.9% and 5.3% were not sure and disagreed respectively. Students were also asked if they like the reduction in seat time in class where 53.7% of them agreed, 24.5% were neutral and the rest 21.8% have disagreed. 67.5% of students agreed to the query whether online and face-to-face course components enhanced each other and the remaining 24.5% and 7.9% were neutral and disagreed respectively. Students were asked if the workload for the on-line component is too heavy in which 33.1 % have agreed, 31.1 were neutral and the remaining 35.8% have disagreed. 87.4 % of students agreed online activities on the course system were related to the course objectives and the remaining 10.6% and 2% were neutral and disagreed respectively. Students were also asked if the change in format forced them to learn some new study techniques in which 59.6 % have agreed, 29.8 % were neutral and 10.6% have disagreed. In general, Students have a positive insight on Blended learning instruction with a mean between 3 – 4.28.

Insight on Blended Learning Instruction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[10. I knew what was expected of me for both face-to-face and online portions of the course.]	0.7%	4.6%	15.9%	41.1%	37.7%	4.11	.881
[11. I liked the fact that the amount of seat time (in class face-to-face) was reduced.]	11.9%	9.9%	24.5%	35.8%	17.9%	3.38	1.231
[12. The online and face-to-face course components of this course enhanced each other and had the right balance.]	2.6%	5.3%	24.5%	31.1%	36.4%	3.93	1.031
[13. The workload for the on-line component of this unit of study is too heavy.]	9.3%	26.5%	31.1%	21.2%	11.9%	3.00	1.155
[14. The online activities on the course system were related to the course objectives.]	0.7%	1.3%	10.6%	43.7%	43.7%	4.28	.761
[15. The change in format forced me to learn some new study techniques.]	0.0%	10.6%	29.8%	41.7%	17.9%	3.67	.892

Table 4. 6 Perception on Blended Learning Instruction

4.7 Perception on Blended Learning e-Content Features

Related to the insight on blended learning e-content features 7 items were included in the survey. As indicated in Table 4.7 students were asked if they are satisfied with the quality of the on-line materials and activities in which 66.9% have agreed, 23.2% and 9.9% were neutral and disagreed respectively. 53.6 % of students have disagreed to the query Blended Learning materials were not organized and well-illustrated, 19.2 % were not sure and the remaining 27.1% have agreed. 79.5% of students think learning materials on the blended learning were relevant and interesting while 17.2% were neutral and 3.3% have disagreed. Students were also asked if they miss lectures as they know there is an on-line version. 54.3 % of them have disagreed to the query, 19.9% were neutral and the remaining 25.9% have agreed. Similarly, students were asked whether all modules should have associated on-line lectures in which 70.2% of them have agreed, 18.5% and 11.3% were neutral and disagreed respectively. In addition, 79.4% of the students agreed that to do well in the on-line quizzes all they really need is a good memory. The remaining 17.2% and 3.3% were neutral and disagreed respectively. 36.4% of students agreed they would have always reviewed the online contents even if there were no quizzes. In contrary 28.5% have disagreed resulting in 35.1% neutral responses. In general, students' insight on blended content features is average with a mean ranging between 2.53 and 4.10.

Insight on Blended Learning e-Content Features	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[16. I was satisfied with the quality of the on-line materials and activities of this unit of study.]	2.0%	7.9%	23.2%	45.0%	21.9%	3.77	.948
[17. Blended Learning materials are not organized and well-illustrated.]	20.5%	33.1%	19.2%	18.5%	8.6%	2.62	1.243
[18. The learning materials on the blended learning were relevant and interesting to the need of the course.]	0.0%	3.3%	17.2%	49.0%	30.5%	4.07	.780
[19. I sometimes miss lectures, as I know there is an on-line version.]	29.8%	24.5%	19.9%	14.6%	11.3%	2.53	1.351
[20. All modules should have associated on-line lectures.]	4.0%	7.3%	18.5%	39.7%	30.5%	3.85	1.061
[21. To do well in the on-line quizzes all you really need is a good memory.]	0.7%	2.6%	17.2%	45.0%	34.4%	4.10	.823
[22. If there were no online quizzes on the blended Course, I would have always reviewed the online contents anyway.]	11.9%	16.6%	35.1%	26.5%	9.9%	3.06	1.144

Table 4. 7 Perception on Blended Learning e-content features

4.8 Perception on Blended Learning e-Content Usefulness

Below is Table 4.7, which focus on students' perception on Blended Learning e-content usefulness. There are 12 questions proposed for this section.

Insight on Blended Learning e-Content Usefulness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[23. The learning resources on blended learning helped me to revise more effectively.]	0.0%	3.3%	16.6%	45.7%	34.4%	4.11	.796
[24. The learning resources on the course system enabled me to gain good understanding of each lecture before attending them.]	0.7%	6.0%	17.2%	44.4%	31.8%	4.01	.891
[25. I found the online reading contents very important in understanding the course concepts.]	0.7%	2.6%	16.6%	45.7%	34.4%	4.11	.818
[26. The teacher's on-line help and responses motivated me to do more on-line learning.]	2.6%	12.6%	25.2%	39.1%	20.5%	3.62	1.031
[27. I felt discussions with my colleagues in the forum helped me understand the course content.]	4.0%	16.6%	24.5%	37.7%	17.2%	3.48	1.082
[28. Other students' on-line forum submissions helped me understand my ideas from a new perspective and encouraged me to investigate further sources of knowledge.]	6.0%	15.9%	25.8%	35.1%	17.2%	3.42	1.128
[29. The quizzes were very helpful in understanding of the course concepts and learn effectively.]	0.7%	4.0%	11.3%	40.4%	43.7%	4.23	.850
[30. The feedback Answers received on the quizzes were helpful in the course.]	0.7%	3.3%	18.5%	38.4%	39.1%	4.12	.871
[31. I liked the flexibility of being able to review lectures videos anytime.]	0.0%	3.3%	19.2%	41.1%	36.4%	4.11	.826
[32. I mainly use the on-line lectures to catch-up on material before an exam.]	2.6%	6.0%	18.5%	43.7%	29.1%	3.91	.975
[33. The on-line lectures allow me to catch-up on things that I did not quite understand in the class lecture.]	2.0%	7.3%	18.5%	45.0%	27.2%	3.88	.959
[34. E-contents in blended learning environment helped me in gaining computer skills that are useful in my actual or chosen profession.]	0.0%	7.3%	21.2%	43.7%	27.8%	3.92	.883

Table 4. 8 Perception on Blended Learning e-content Usefulness

As it is depicted in, table 4.8 most students agreed Blended learning online resources helps in revising, creating good understanding before class, understanding the course concepts and gaining computer skills that are useful in actual or chosen profession, which accounts to 80.1%, 76.2% 80% and 71.5% respectively. Students where asked if the teacher's on-line help and responses motivated them to do more in which 59.6% have agreed and the remaining 25.2% and 15.2% were neutral and disagreed respectively. Related to online forum students were asked if discussions with colleagues in the forum helped to understand the course content and other students' on-line forum submissions helped to understand ideas from a new perspective in which 52.3% - 54.9% have agreed, 20.6% -21.9% were not sure and the remaining 24.5% -25.8% have disagreed. Related to online quiz students were asked if quizzes and feedback answers were very helpful in understanding of the course concepts in which 77.5% - 84.1% have agreed and 11.3% - 18.5% were neutral. Related to video lecture flexibility, use of on-line lectures to catch-up on material before an exam and use of video lecture to catch-up on things that were not clear in class lecture, students agreed 77.5%, 72.8 %and 72.2 % respectively. The disagreement to these questions ranges between 3.3% - 9.3%. Students were positive about the use of online e-contents with a mean between 3.42 – 4.23

4.9 Perception on Blended Learning Easiness

The other category is related to blended learning easiness for students. In this section there are 7 questions related to blended learning easiness as described in Table 4.9. As shown in the results 54.9% of the students did not find BL to be difficult. The remaining 23.8% and 21.2% were not sure and disagreed respectively about its easiness. 33.8 % of students felt easy working on the online e-contents in which 39.1% were not sure and the remaining 27.5% find it difficult. When asked if lack of technical skills discourage engagement in the course 58.3% of students have disagreed, and the remaining 19.9% and 21.8% were not sure and have agreed respectively. 68.9% of students agreed the technical support and training helped them on problems in which 22.5% were neutral and the remaining 8.6% have disagreed. 58.3% students agreed slow internet problem is a challenge in BL whereas 24.5% were not sure and the remaining 16.2% have disagreed. 41.7% of students disagreed lack of ICT infrastructure affect their course commitment and the remaining 19.9% and 38.4% were neutral and have agreed. Students were also asked if the BL site has easy layout and was easy to navigate in which 68.3%, have agreed, and the remaining 21.2% and 10.5% were neutral and disagreed respectively.

Insight on Blended Learning Easiness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
[35. I found it difficult to adjust to the blended learning format.]	15.2%	39.7%	23.8%	15.2%	6.0%	2.57	1.105
[36. I felt easy to contact instructors and technical staff for online assistance.]	6.6%	20.5%	39.1%	25.2%	8.6%	3.09	1.032
[37. Lack of Technical skills discourage my engagement in the course.]	24.5%	33.8%	19.9%	13.2%	8.6%	2.48	1.237
[38. The technical support and training helped me with my problem in an effective manner]	1.3%	7.3%	22.5%	51.0%	17.9%	3.77	.875
[39. Slow internet connectivity is a problem in blended-learning.]	4.6%	12.6%	24.5%	29.8%	28.5%	3.65	1.156
[40. Lack of ICT infrastructure affect my commitment in the course.]	13.2%	28.5%	19.9%	20.5%	17.9%	3.01	1.322
[41. The blended learning site has an easy layout and was easy to navigate.]	2.6%	7.9%	21.2%	41.1%	27.2%	3.82	1.007

Table 4. 9 Perception on Blended Learning easiness

4.10 Discussion on Survey Findings

The main objective of the study was to assess students' perception on the process, content and challenges of blended learning in general and provide recommendation for improvement on the delivery procedure. The research particularly focuses on the blended learning context, blended learning instruction, e-content features, e-content usefulness and blended learning challenges. As seen in the respondents' demography most of the students are aged between 29-35 years followed by 36-45 years. The reason for this is the course is delivered for master's degree students or public servants who are working in different government organizations with years of experiences.

Related to previous experience on blended learning most students did not have an exposure to e-learning in general and blended learning in particular as shown in the analysis. Since one of the application areas of technology is on education, an emphasis should be given to the implementation of e-learning concepts in Ethiopian higher educational institutions and if possible, to preparatory and lower level grades to benefit from the outcomes of technology possibilities over education.

4.10.1 Blended learning concept

Concept of blended learning includes two main points namely students' perception on the blended learning context and blended learning instruction. Related to blended learning context survey items which focus on positive and negative insight were proposed. Most students (70.8 – 78.8 %) have agreed to positive insights of the blended learning concepts, which include flexibility and convenience, depth understanding of subject contents, preference in taking another blended course and recommending blended course for friends etc. This is consistent with the results by Koohang and Behilng (2008) who report several advantages of blended learning including: convenience; increased interaction; flexibility; increased learning; higher retention; and decreased costs. In contrary, few students ranging between 9.3% - 19.2 % were not sure about these positive blended learning concepts.

Similarly, more than half of the students think blended learning has no negative effects in a given educational setting, which include social isolation, the knowledge obtained, and cheating or unethical practices etc. Despite the majority of disagreement on the negative effects of Blended learning few students agreed to the undesirable aspects of it which include Blended Learning knowledge is less than classroom knowledge, Blended Learning can lead students to cheating and other unethical practices and feeling socially isolated when using blended –learning which accounts 25.8%,30.4% and 21.9% respectively. The reason for a few of these disagreements could be the free and uncontrolled access to the e-contents like quizzes and the self-paced time students spend on a personal computer to cover the online contents compared to the knowledge they consume.

4.10.1 Blended learning instruction

Related to Insight on Blended Learning Instruction students showed an average perception on the survey items proposed. Student's awareness on what is expected from them in the blended learning procedure was very positive which could be the result of the induction training they took in the beginning of the course. In addition, most of the students agreed there is a positive relation between the online activities and the course objectives plus the complementary nature of online and face-to-face course components.

Over 60% students agreed the change in format forced them to learn some new study techniques, which could be the result of the online course e-contents added in supplementary to the traditional hardcopy resources. In contrary 33.1% of the students think blended course have a heavy workload and only 35.85% of them have disagreed on this point. This shows students find some of the course procedures duplicate (in both class and online settings) or unnecessary, which require further investigation. Similarly, 21.8% of students did not think blended learning has resulted in a reduction

in class seat time and 24.5% of them were not sure. This shows some of the instruction process of the course was not consistent with BL flipped teaching concept which emphasizes the use of class room time for discussions on course resources which are presented online that results in reduction in class room lecturing. This can be done by identifying the part of the course that should be presented online and class room session plus the instruction should be standardized to avoid the unbalance between the two sessions, which can be one of the results for the heavy workload.

4.10.3 Blended learning e-content features

Content of blended learning includes two main points namely students' perception on the BL e-content features and usefulness. Related to the e-content features 66.9%-79.5% of students agreed on the quality and relevancy of learning materials and activities. 53.6% of students agreed on the proper organization of resources online although 27.1% of students have disagreed. This shows a consideration should be given to the structure and organization of learning materials since students' satisfaction also depends on the easy organization of these resources.

Students also state they sometimes miss class mini lectures knowing they can access the video lectures online which accounts to 25.9% of the response. This result shows a negative side of blended learning which requires instructors follow up on students' presence in face-to-face session of the blended course. Around 70.2% of the students think all modules should have an online lecture, which indicates the students like to online video lecture.

Most of the students (79.4%) think one needs only a good memory to do well on the quizzes. This could be a result of the presentation of true / false and multiple choice questions in each chapter, which does not require students to think deep and formulate ideas on different course topics. Related to the quiz 28.5% of students disagreed and 35.1% were not sure if they would always review the online course contents even if there were no quiz to take. This shows students mostly focus on taking self-assessment quizzes to guide them on their mid and final exams when compared to other online course resources.

4.10.3 Blended learning e-content usefulness

Related to the usefulness of blended e-contents 12 items were proposed in the survey. 71.5% - 84.1% of students agreed blended e-contents particularly (online video, reading pages and quizzes) helped in making course revision effective, creating understanding of each lecture before attending them, creating understanding on course concepts, gaining computer skills that are useful in actual or chosen profession and to catch-up on material before an exam in which respondents between 3.3% - 9.3% have disagreed. In contrast in comparison with other electronic contents only 52.3% - 59.6%

of students agreed the forum helps to understand the course content and understand ideas from a new perspective and encouraged to investigate further sources of knowledge. This shows most of the time students and instructors did not spend the required amount of time on the forum or students didn't find topics raised in the discussion forum to be interesting.

4.10.4 Challenges of Blended learning

Challenges of blended learning includes seven survey quires related to students' perception on the blended learning easiness. From the analysis, half of the students did not find blended learning to be difficult. The remaining 23.8% and 21.2% were not sure and disagreed respectively about its easiness. This shows there is still some challenges on students' efficiency to apply blended learning in their academic activities. Around 58.3% of students think that they have the required technical skills to work on the online component of the course which can be the result of a continues assistance from the ICT technicians in which 68.9% of students agreed the technical support and training helped them on problems.

In contrary to this 27.1 % of student have disagreed and 39.1% were not sure about the easiness in getting online assistance from instructors and technicians. This shows instructors and students didn't seem to communicate online for addressing some course contents or the online communication tools were difficult to use. 58.3% students agreed slow internet problem is a challenge in blended learning whereas around 40% of students find lack of ICT infrastructure affect their course commitment. Students were also asked if the BL site has easy layout and was easy to navigate in which 69% have agreed.

4.10.5 Findings from Focus Group Discussion

For this research, a focus group discussion was also administered between the researcher and seven voluntary students who have taken the blended course. The discussion helped in finding information, which was not covered by the survey by focusing on the challenges and future recommendations of students on the blended course delivery procedure. The discussion was held in the main campus of the university. Amharic language was used as a medium of communication to let students express their ideas freely. The general output of the discussion is presented below.

4.10.5.1 General Perception on the blended learning process

As presented in their comments students were positive about taking the course in blended format. This is related to the knowledge they gain, their new experience on online learning, the deep understanding of course, better understanding of course content, which was not clear in the classroom etc. This is shown by their preference to take other blended courses in the future. Some of the comments

include

“Really it is so nice and all the other course should be taken in these form because it is an indication of our technological advancement apart from manual work “

“Blended course is very useful for the students. It is just like instructor lecturing in the class. It is prepared well and facilitated in easy way. Also it has quizzes that the students can benefit more from the course.”

“This blended learning is very important and it helps student understand the course very well so it must continue for the future.”

“It is good to take blended course because it gives the ability of memorizing about the course which is learnt in face to face session “

“The blended course (online course) gave me good knowledge & increase my computer skill. However, the course is only public Administration. If possible additional courses should be added.”

“It would have been very good if all other courses were given online. Online learning would enable students to pursue their education on their own paces.

“It was very use full to prepare myself to the face to face lecture of the class ahead so it was very help full for me.”

Despite these positive perceptions there were some negative insights on students experienced related to the instruction process of the course. This is related to the duplication of online and face to face course instruction which results in a heavy workload and sometimes the lack of instructors follow up on the online procedures. This is shown by students’ comments which include:

“I felt that topics in the online section are just duplications of the class room course which lead to boredom. The online course should have been selectively organized as supplementary course to the main course being given in classroom. Here I do not mean that the traditional approach should always be in the forefront”

“Related to the instruction on the teacher's side, there is sometimes a lack of follow up whether students are taking on-line learning on time.’

“My comment here is that; the blended course should be different. Taking the same course with face to face and online results in a duplication!”

4.10.5.2 Perception on the blended learning e-content usefulness

Most of the students like the usefulness of the electronic contents, which are integrated in the course. This is related to the benefit they provide to students which include making course revision

effective, creating understanding of each lecture before attending them, creating understanding on course concepts, catch-up on material before an exam etc. This can also be seen from students' comments, which include

"I like this online course, especially the video lecture because it helps me to memorize what I learnt and read."

"The lectures are very interesting. The online lectures are better than the class lectures. I didn't get such kind of thing in the class."

"Courses need to have such learning method. The lectures and quizzes are also very important to catch up the objective of the course."

"The blended course is very interesting and gives clarification when there are unclear concepts in the class lecturing time. The quiz is very important to revise the course."

In addition, students also provide a recommendation on some of the electronic content features focusing on quiz feedbacks, updates on the online contents and the type of quiz questions to add in the future. This is shown by their comments, which include:

"My comment is that the quiz question and the answer given by the student does not sometimes match. An answer you are sure you are correct; the e-learning system would give you another answer so they are not sometimes matching"

"Some of the questions given in the quiz and the provided answers are mistaken, so it would be better if the responsible body take necessary measures"

"Blended -learning course is good but I suggest to add some direct and fill in the blank space questions that are related to the course"

"Class lecture is more important because teacher brings many new things in to class from his daily reading and experiences that help students to know new things. But online learning the lecture is loaded once and may stay for some period without improvement thus lacking updated contents"

4.10.5.3 Perception on the blended learning easiness / challenges

Related to easiness of blended learning students have given different recommendations where most of them focused on the challenges related to technical skill, infrastructure and internet services. This is shown by students' comments, which include:

"Blending course needs more training, because there are some students who have no computer skill. In the future there is a need for adding computer labs and enhancing the internet access."

"There is the problem of internet access. This is an obstacle to attend the on line blended course at any comfortable time. This obliged me to go to library or any other places to get the internet access."

“Internet connection to browse the online course is very low so please fix the internet speed to successfully achieve the required goal. Please also add other subjects for the future.”

“I have lack of computer skill so it makes me to be late in different activities. But in general the on line course is necessary”

“Try to focus on developing the learners' technical skill on computer usage and increasing the internet accessibility in over all the compound of the University.”

4.11 Correlation

In correlation, we see how closely two variables under examination are associated. “Association” means the changes in one variable are associated with changes in another. In this section the alternate hypothesis which infers there is a linear relationship, which exists between dependent, and independent variable was checked using Pearson Correlation. The null hypothesis, which states that no linear relationship exists between the two variables, was also tested. Below is a description that Shows the Interpretation of correlation coefficient Value “R” as Proposed by Guilford (1956).

“r” value	“r” value Interpretation
Less than .20 Slight	almost negligible relationship
.20 - .40 Low correlation	definite but small relationship
.40 - .70 Moderate correlation	substantial relationship
.70 - .90 High correlation	marked relationship
.90 – 1.00 Very high correlation	very dependable relationship

Table 4. 10 Interpretation of correlation coefficient Value “R” as Proposed by Guilford (1956)

The relation is checked between the independent variables (insight on BL instruction process, BL e-content feature, BL e-content usefulness and BL Easiness) with dependent variable (BL Perception).

4.11.1 BL Perception and BL instruction process

Related to Blended Learning Perception and BL instruction there is a significant relation with a positive result of 0 .440. This shows the better the Blended learning instruction a substantial positive perception it will be. Furthermore, the researcher rejects null hypothesis concluding, there is a statistically significant relationship between students’ blended learning perception and blended learning instruction. Below is a description on the relation between BL perception and Blended learning instruction.

		BLInstruct	BLpercep
BLInstruct	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.000
	N	151	151
BLpercep	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.000	
	N	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 11 Correlation between BL Perception and BL instruction process

4.11.2 BL Perception and BL e-content features

The researcher below presents the relation between blended learning perception and e-content features.

		BLpercep	Econfeat
BLpercep	Pearson Correlation	1	.520**
	Sig. (2-tailed)		.000
	N	151	151
Econfeat	Pearson Correlation	.520**	1
	Sig. (2-tailed)	.000	
	N	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 12 Correlation between BL Perception and BL e-content feature

Related to Blended Learning Perception and BL e-content features there is a significant relation with a positive result of 0.520. This shows the better the Blended learning e-contents are developed, organized and presented the better positive perception it will be. Furthermore, the researcher rejects null hypothesis concluding, there is a statistically significant relationship between students' blended learning perception and the way blended learning e-contents are developed and presented.

4.11.3 BL Perception and BL e-content usefulness

The researcher below presents the relation between blended learning perception and e-content usefulness. Related to Blended Learning Perception and BL e-content usefulness there is a definite but small relationship with a positive result of 0.383. This shows the Blended learning e-contents are useful in creating a positive perception but students e-content preference seems to vary. Furthermore, the researcher rejects null hypothesis concluding, there is a considerable relationship between students' blended learning perception and the usefulness of blended learning e-contents

		BLpercep	Econuse
BLpercep	Pearson Correlation	1	.383**
	Sig. (2-tailed)		.000
	N	151	151
Econuse	Pearson Correlation	.383**	1
	Sig. (2-tailed)	.000	
	N	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 13 Correlation between BL Perception and BL e-content usefulness

4.11.4 BL Perception and BL easiness.

The researcher below presents the relation between blended learning perception and e-content easiness. Related to Blended Learning Perception and BL easiness there is a substantial relationship with a positive result of 0.444. This shows the Blended learning easiness is one of the factors that contribute to the positive perception on blended learning. Furthermore, the researcher rejects null hypothesis concluding, there is a statistically significant relationship between students' blended learning perception and the overall easiness of blended learning

		BLpercep	Econeasiness
BLpercep	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.000
	N	151	151
Econeasiness	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.000	
	N	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 14 Correlation between BL Perception and BL easiness

As shown in the correlation analysis there is an average to significant relation between the dependent variable BL Perception and independent variables BL Instruction, BL econtent features, BL econtent usefulness and BL easiness, which implies a consideration, should be given to these items when delivering a course in blended format.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this section, the researcher presents the conclusion and recommendation based on the results obtained in the data analysis section.

5.2 Conclusion

The researcher presents the conclusion and recommendation relating them to the research questions proposed in the study. The following were the research questions proposed for the study.

RQ 1: What is students' perception towards blended learning and e-content integrated in the course?

- ❖ As it has been seen in the analysis section most of the Masters students involved in the research did not have an exposure about e-learning in general and blended learning in particular in their previous academic and work endeavor. This is a result of the newness of e-learning in general blended learning in particular in higher educational institutions of the country which requires a consideration from the respective bodies in these institutions.
- ❖ Associated to students' perception on blended learning most of the students have a positive perception on BL. This is related to the benefit it provides like flexibility, convenience, the depth understanding of courses etc. Students' acceptance of blended learning is also shown from their preference to take another blended course in the future and their liking to recommend for their friends. Despite its positive perception a few students have shown their doubt on some of the blended learning context like the knowledge perceived compared to face to face sessions, students cheating and unethical practices (class absence, quizzing) and their social isolation when working on blended learning e-content.
- ❖ Related to blended learning instruction most of the students have a positive perception related to awareness on what their responsibility is, the matching nature of online and face-to-face course components and activities and the change in their study technique resulted from the integration of online contents in the course. In contrary most of the students think, the course has a heavy workload which was also shown by students' disagreement related to the time reduction in the face to face session of the blended course.
- ❖ Associated to the blended e-content features most students have a positive perception related to quality and relevance of online resources and activities. This is shown by students' preference to have online

content to other courses particularly video lectures. Despite the positives aspects some students revealed students sometimes miss class mini lectures knowing they can access the video lectures online which accounts to 25.9% of the response. 79.4% think one needs only a good memory to do well on the quizzes. 36.4% of students agreed and 35.1% were not sure if they always would review the online course contents even if there were no quiz to take. Similarly, students revealed problems related to the quiz marking and type of questions to include in the quiz. In addition, students also revealed there is a problem related to the way the online contents are organized on the LMS.

- ❖ Related to the usefulness of blended learning e-contents particularly (video lectures, quizzes & reading pages) most of the students (71.5% - 84.5%). revealed the online contents were helpful in revising course, creating good understanding of course concepts before and after class, gaining computer skills, catching-up on material before an exam etc. Although students are satisfied with these e-contents, only half of them agreed the online forum helps to understand the course content and understand ideas from a new perspective.

RQ2: What challenges do students experience in relation to blended learning?

- ❖ Related to challenges in blended learning only half of the students find it easy to adjust to blended learning. Around 58.3% of students think that they have the required technical skills which can be the result of a continues assistance from the ICT technicians in which 68.9% of students agreed the technical support and training helped them on problems. Most of the students revealed it is not easy to get online assistance on course related issues from instructors and IT technicians. More of the students agreed slow internet problem is a challenge in blended learning whereas around 40% of students find lack of ICT infrastructure affect their course commitment. Most of the students also agreed BL site has easy layout and was easy to navigate.

5.3 Recommendation

RQ 3: What can be recommended for future improvement on blended course delivery?

Recommendation for Higher educational institutions and ministry offices

- Students' lower awareness on blended learning in their previous academic activities could be a result of the newness of Electronic learning concept in our higher educational institutes. This require a crucial consideration from the responsible bodies in universities and ministry offices for the achievement of the benefits obtained from e-learning.

Recommendation for the Instructors

- The university is currently planning in offering other courses from the three colleges and since students prefer to take other courses in blended format, courses should be developed by considering issues that cause negative impression on a few students like the knowledge perceived in BL compared to face-to-face sessions and social isolation. These issues could be solved through providing a scheduled teachers online tutoring through discussion forums or other means to solve the perceived knowledge and social isolation issue. This can develop students' awareness on online forum in helping to understand the course content better, understand ideas from a new perspective and getting assistance when they have issues to be resolved like the difference in students' expectation on quiz questions.
- Related to blended learning instruction few students did not like the workload of the course which could be a result of integration of online course component with the traditional one. This could be a result of unplanned course development procedures or instructors' way of course instruction as it requires a time balance between the online and face to face sessions which was also one of the points students revealed in relation to the absence of reduction in class time. To avoid this problem a clear course delivery standard should be developed to balance the online and face to face course time.
- Related to features of some of the online course components like the quiz and video lecture a consideration should be given on how they can be accessed by students to avoid the use of these resources for unintended and unethical practices. This make include students logging in to the LMS to only take the quizzes and students absence from class thinking they can access video lecture online. In order to solve these issues instructors can request students to provide feedbacks on available electronic-contents to make sure they have gone through the required materials before working on the quiz. In addition, instructors should create a way to check the presence of students in each course activities. Similarly, a consideration should be given to the way the electronic resources are updated and organized online to accommodate to the changes related to course contents and concepts.
- Students also revealed a consideration should be given to the online quiz marking and question types to integrate in the course. This includes integrating queries that require students to provide a written output which can help in developing their writing and expression skills which are utmost important for students at master level so instructors can evaluate and provide feedback later. Related to quiz marking students suggested the answer provided by the system is not always matching with their expectation. This could be a result of the way quizzes are configured where for example students are expected to select multiple options for a given question in which the system will give a mark based on the number of correct answers

chosen. To avoid such confusion instructors should provide a briefing on the way quiz questions are configured and discussion can be conducted on quiz questions for a better understanding.

Recommendation for the University

- Related to challenges in Blended learning few students face difficulty in adjusting on blended learning in which the training and support team should continue to assist students with problems in blended learning. More of the students agreed slow internet problem is a challenge in blended learning which the ICT directorate should give an emphasis by in installing and maintaining wired and wireless internet access. 40% of students' also revealed lack of ICT infrastructure affect their course commitment. This can be solved by providing the basic infrastructure like blended learning dedicated laboratories with sufficient computers, accessories, software and plugins etc

Recommendation for Researchers

The researcher below tried to list a few ideas, which can be used as future research topics.

- Since this research is conducted, only in Ethiopian Civil Service University due to, time and financial constraints similar studies should be conducted in other academic institutions that have started to implement blended learning course delivery procedure to make a nationwide improvement on the implementation of e-learning in general blended learning in particular.
- For a successful implementation of blended learning, understanding instructors view on this delivery procedure is also crucial. This can help in getting a better understanding from both the students and academics that can help in developing a standard, which can be used in implementing blended learning in particular in higher educational institutes of Ethiopia.
- This research can further be developed by studying the actual impact of blended learning on students' academic achievements. Since all students in Ethiopian Civil Service University were expected to take the course in blended format it was difficult to conduct an experimental study between students who have taken the course in blended format and students who could have taken the course in the traditional class room format to study the direct impact of Blended learning on students' academic performance.

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Appendices

Online Questionnaire

Ethiopian Civil Service University

A survey on blended course delivery.

Dear Students,

Thank you so much for your willingness to complete this questionnaire. This research is being conducted in order to comply with the requirement of the Degree of Master of science in Information Science. The research focuses on students' perception on blended course delivery.

This questionnaire is prepared in order to identify students' perception on blended learning and electronic contents integrated in the course, challenges faced by learners and future recommendation to consider in blended learning. Your response will be used only for the research and your participation in this study is strictly confidential.

The questionnaire involves four major Sections. The first Section presents questions concerning your social and demographic background. The second Section focuses on identifying your general perception on blended learning environment. The third Section involves identifying students' perception on the electronic contents integrated in the blended course. The fourth and final Section helps in identifying the challenges students face in a blended learning environment. Kindly respond frankly and accurately. If you face any difficulty in completing this questionnaire please contact Mr. Yared Dinku (Yared03e@gmail.com)

A note on privacy

This survey is anonymous.

The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it. If you used an identifying token to access this survey, please rest assured that this token will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification tokens with survey responses.

A survey on blended course delivery.

0%  100%

Blended Learning

	1	2	3	4	5
1. I liked having Section of the course online and Section of it in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This blended/hybrid course allowed for more flexibility, Less stress and convenience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I knew what was expected of me for both face-to-face and online portions of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I liked the fact that the amount of seat time (in class face-to-face) was reduced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The online and face-to-face course components of this course enhanced each other and had the right balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Blended Learning is time consuming and a waste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Blended Learning knowledge is less than classroom knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Blended Learning can lead students to cheating and to other unethical practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Blended Learning helps me to think in-depth about a subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Given the opportunity, I would like to take another course in the future that has blended (online and face-to-face) components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I would recommend taking blended course to friends and associates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please use the scale below to respond on the questions that are listed below

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

Exit and clear survey

Resume later

◀ Previous

Next ▶

A survey on blended course delivery.



Contents

	1	2	3	4	5
12. The learning resources on the course system enabled me to gain good understanding of each lecture before attending them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Blended Learning materials are well not organized and well illustrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The learning materials on the blended learning were relevant and interesting to the need of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The learning resources on blended learning helped me to revise more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The online activities on the course system were related to the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The workload for the on-line component of this unit of study is too heavy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I was satisfied with the quality of the on-line materials and activities of this unit of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I found the online reading pages very important in understanding the course concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I felt easy to contact instructors & technical staff for online assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I felt discussions with my colleagues in the forum helped me understand the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Other students' on-line forum submissions helped me understand my ideas from a new perspective and encouraged me to investigate further sources of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The teacher's on-line help and responses motivated me to do more on-line learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. The quizzes were very helpful in understanding of the course concepts and learn effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. If there were no online quizzes on the blended Course I would have always reviewed the online contents anyway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The feedback Answers received on the quizzes were helpful in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. To do well in the on-line quizzes all you really need is a good memory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I liked the flexibility of being able to review lectures videos anytime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I mainly use the on-line lectures to catch-up on material before an exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The on-line lectures allow me to catch-up on things that I did not quite understand in the class lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I sometimes miss lecture as I Know there is an on-line version.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. All modules should have associated on-line lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please use the scale below to respond on the questions that are listed below

1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

Exit and clear survey

Resume later

◀ Previous

Next ▶

use and easiness

	1	2	3	4	5
33. I found it difficult to adjust to the blended learning format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. The change in format forced me to learn some new study techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Learning in blended learning environment helped me in gaining computer skills that are useful in my actual or chosen profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Lack of Technical skills discourage my engagement in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The technical support and training helped me with my problem in an effective manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I think socially isolated when I use blended -learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Slow internet connectivity is a problem in blended-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Lack of ICT infrastructure affect my commitment in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. The blended learning site has an easy layout and was easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE TAKE TIME TO GIVE ANY OTHER COMMENTS AND SUGGESTIONS.

Exit and clear survey

Resume later

← Previous

Submit

Sample Response

Contents (30. The	Contents (31. I often	Contents (32. All	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	use and easiness	Please feel free to give any other comments
4	2	4	2	4	4	3	4	1	3	2	4	4	it is good
4	2	4	2	4	4	2	4	2	3	2	4	4	Good. Thank You. Continue.
4	1	4	2	4	4	4	4	4	4	4	4	4	i do not have any comment on this
3	2	2	4	4	4	2	4	1	2	1	4	4	it was so interesting course when I took it !!! thank u
4	2	4	2	2	4	2	5	1	3	2	4	4	first i would like to thank u for ur technical support
3	4	4	3	3	3	4	4	4	3	3	3	3	-the online blended course is supportive - some
3	3	3	4	3	3	3	3	3	3	4	3	3	No
4	2	2	2	2	3	4	3	2	3	2	3	3	That was good.
4	2	4	3	4	4	2	4	2	4	4	4	4	when I did the quizzes there was some incorrect
5	1	3	1	3	4	1	4	1	2	4	5	5	1. The media is right helpful also needs more
4	3	1	3	4	4	4	4	1	1	1	4	4	i recommended for online learning in FCSI add for
5	1	1	4	5	4	1	4	2	2	2	5	5	on line course helps me to know new technology
4	3	3	3	4	4	4	4	3	4	2	3	3	
1	1	5	1	3	3	1	1	2	3	1	2	2	Blended courses is a very useful for the students. it is
4	1	5	4	4	4	4	4	4	4	2	4	4	good
5	1	5	1	5	5	1	5	1	4	1	5	5	I like this way of teaching. It is more better if the
4	2	4	3	4	5	3	4	1	5	3	4	4	The on-line learning very interesting but for some
5	2	4	2	5	5	4	4	2	2	1	3	3	the blended course is one of the core elements of
5	5	5	2	5	5	4	4	1	4	2	5	5	the course was very wide. I think it is better to be learn
4	1	4	2	3	3	1	3	2	4	4	4	4	You need to revise the requires and video
4	4	5	4	4	4	3	4	1	3	1	5	5	It is very interesting course for me
4	4	4	4	4	4	3	4	3	4	4	4	4	Thanks
5	2	5	1	5	5	1	4	1	2	1	5	5	it is betterfor me course given on e-learning
4	5	3	2	3	4	3	4	3	4	4	5	5	it is very important for developing our computer

Observation Checklist

The researcher has observed different procedures and systems applied for the delivery of the blended course. This include:

- Observation on the induction training provided for students.
- Observation on the functionality of the learning management system.
- Remark on functionality and accessibility of online contents integrated in the course like (videos, discussion forums, quizzes etc.) and
- Observation on students' online access to the course in computer laboratories.

Focus Group Discussion Check list

1. How was your experience on blended learning in terms of the benefits it provides and its undesirable aspects?
2. What is your insight related to the instruction on the blended learning?
3. What is your insight related to the features and usefulness of the electronic contents integrated the blended course?
4. What challenges do you experience related to the blended learning procedures?
5. What future recommendations do you suggest for improvement in the delivery procedure and the challenges faced?
6. Is there anything else we did not discuss yet that you think it is important?

Blended Course Online Contents

Course Home Page

Home » Batch » Module: Ethiopian Public Administration, Governance and Ethics

Module: Ethiopian Public Administration, Governance and Ethics

[View](#) [Edit](#) [Enrollments](#) [Course reports](#) [Revisions](#) [Review course](#) [Track](#)



About the Module

This module is offered as a basic knowledge module for all master's program students in the Ethiopian Civil Service University. It comprises an aggregate of selected disciplines with the aim of enabling learners gain fundamental knowledge in areas related to public administration, governance, public service delivery, ethics and professionalism, and change management.

Public administration is wide in scope and embraces making suggestions for how to improve the performance of government implementation, that is to say what actually had to happen inside the government for a good idea to turn into reality and oriented towards strategic actions by top organizational leaders, in particular interacting with the political system. A major challenge confronting public administrators today is how to achieve organizational effectiveness, maintain service quality, and increase public satisfaction. This justifies the need for public sector as an institution and public administrators as individuals to recognize that the old bureaucratized operations, organization-centered service, and rigid business systems no longer make them competitive. Consequently, public administrators need to understand the need for human centered, efficient, result oriented, and flexible public administration for improved public administration.

Since the whole notion of having public administration intuitions and its echelons is to put the decisions of politicians into practice, it is an obligatory for public administrators to have adequate understanding of the political and legal contexts in which they operate. Hence, there is a need for public sectors as an institution and public administrators as individuals to stick to and guided by constitutional principles and provisions while undertaking their activities which of course

Basic Data

Batch: **LL.M. Comparative Public Law & Good Governance 2010**
Module Number: **MPM5024**
Educational Level: **Master**
Module Type: **Common**
Mode of Delivery: **Blended Learning**
Credits (ECTS): **7**

Didactic Design

[didactic_design_mpm5024.pdf](#)

Timeframe

2. Semester
Total Hours: **206 hours**
Contact Hours: **60 Hours**
Non-Contact Hours: **146 Hours**

Files

[textbook_mpm5024.pdf](#)
Reading Materials:

Module Outline

Ethiopian Public Administration, Governance and Ethics

- ✓ Introduction Complete
- ✓ Unit 1: Public Administration Complete
- ✓ Unit 2: Constitution Complete
- ✓ Unit 3: Governance Complete
- ✓ Unit 4: Public Service Delivery Complete
- ✓ Unit 5: Ethics, Social Responsibility and Corruption in the Public Sector Complete
- ✓ Unit 6: Professionalism Complete
- ✓ Complete

Unit Outline

Unit 2:

- ✓ Instructions Unit 2
Complete
- ✓ Reading Unit 2 (16 pages)
Complete
 - 2.1 Meaning and process of constitution
 - ▾ 2.2 Basic principles and characteristic features of constitution
 - 2.2.1 Constitutionalism
 - 2.2.2 Basic Principles of Constitution
 - ▶ 2.3 Constitutional development in Ethiopia before 1994
 - ▶ 2.4 Post 1994: The FDRE Constitution of 1994
 - Summary
- ✓ Constitutional Law I
Complete
- ✓ Constitutional Law II
Complete
- ✓ Constitutional Law III
Complete
- ✓ Constitutional Law IV
Complete
- ✓ Ethiopian Constitution I
Complete
- ✓ Ethiopian Constitution II
Complete

← Previous

↑ Back to course

Next →

2.2.2 Basic Principles of Constitution

View

Edit

Revisions

Track

- Rule of Law
- Due Process of Law
- Prohibition of Double Jeopardy
- Habeas corpus
- Non retroactivity of law
- Separation of powers
- Judicial review

Rule of law: Rule of law states that individuals, persons and government shall submit to, obey and be regulated by law, and not arbitrary action by an individual or a group of individuals. This principle argues for a government of law and not of men: Distinguished from the 'rule of man' where, for example, in a monarchy, tyrannical or theocratic form of government, governance and rules of conduct is set and altered at the discretion of a single person, or a select group of persons. In a political system which adheres to the paramountcy of the rule of law, the law is supreme over the acts of the government and the people. "The core of the ... principle is ... that all persons and authorities within the state, whether public or private, should be bound by and entitled to the benefits of laws publicly made ... and publicly administered in the courts." The phrase "rule of law" is often found in contemporary constitutions. For example, Canada's includes the phrase: "Canada is founded upon principles that recognize the supremacy of God and the rule of law." In Canada and in the United States, much has been written in constitutional law cases about the rule of law. It has expanded from three words to include justification for the following principles.

2. The characteristics of professional civil services/servant



mastery of that theoretical knowledge which surrounds our profession,

Quiz

Unit 5 Quiz

[View](#) [Edit](#) [My results](#) [Quiz](#) [Take](#) [Revisions](#) [Track](#)

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Which of the following ethical theories emphasize on the good character of human beings themselves, rather than on their acts or the consequences of their acts, or feelings, or rules?

Choose all that apply

Virtue ethics

Normative ethics

Natural law

Meta ethics

Unit 6 Quiz

[View](#) [Edit](#) [My results](#) [Quiz](#) [Take](#) [Revisions](#) [Track](#)

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Question 3

A person's conduct is paternalistic to the extent his or her reasons are to do something to or in behalf of another person for that person's well-being.

Choose one

True

False

[Back](#)

[Next](#)

Discussion forum

What is your question ?

 [New topic](#)

1 [2](#) [next >](#) [last >>](#)

	Topic / Topic starter	Replies	Views	Last post ▼
	the diference between the presidencial sytem and parlamentary system by tizita getahun » Mon, 11/20/2017 - 15:19	1	0	by kumneger degu Tue, 01/16/2018 - 21:58
	ethiopian public administration by Alemakef Ephrem » Fri, 11/24/2017 - 15:38	0	0	by Alemakef Ephrem Fri, 11/24/2017 - 15:38
	To enhance Service delivery in court by tola jara » Mon, 11/20/2017 - 15:41	0	0	by tola jara Mon, 11/20/2017 - 15:41
	Objective difference between the public and the private by Efliel Wabi » Mon, 11/20/2017 - 15:21	2	0	by Efliel Wabi Mon, 11/20/2017 - 15:39
	To enhance Service delivery in court by tola jara » Mon, 11/20/2017 - 15:38	0	0	by tola jara Mon, 11/20/2017 - 15:38
	gender issues in international law by yong thon » Mon, 11/20/2017 - 15:19	1	0	by yong thon Mon, 11/20/2017 - 15:38
	gender equality by Alemakef Ephrem » Mon, 11/20/2017 - 15:19	2	0	by melese maেকে Mon, 11/20/2017 - 15:38
	types of goverment by begizew genet » Mon, 11/20/2017 - 15:21	4	0	by daniel debela Mon, 11/20/2017 - 15:38
	what is public administration means by mohammed abdella » Mon, 11/20/2017 - 15:16	1	0	by ABDISHO IDRIS Mon, 11/20/2017 - 15:38
	mal administration by ayan mohamed » Mon, 11/20/2017 - 15:21	4	0	by tseganesh endale Mon, 11/20/2017 - 15:37
	what is the difference between administration and governing? by melese maেকে by melese maেকে » Mon, 11/20/2017 - 15:18	1	0	by Paul Baak Anyaar Mon, 11/20/2017 - 15:34
	meaning of good governance by Awgichew Alemu » Mon, 11/20/2017 - 15:19	1	0	by asfaw aboneh Mon, 11/20/2017 - 15:33

Determining the Sample Size

Cochran (1977) formula was used to determine the sample size.

$$n_0 = \frac{Z^2 pq}{e^2}$$

The Cochran formula is:

- P is proportion of population and barriers. Let us use (50%). So $p = 0.5$. $q=1-p$.
- e is margin of error which is the desired level of precision. Let us use ($\pm 6\%$)
- Z is Confidence level, which Researchers commonly set it at 90%, 95% or 99%. Now let us say we want 95% confidence, and at least ± 6 percent—plus or minus—precision. A 95 % confidence level gives us Z score values of 1.96 per the normal tables, so we get No

$$\frac{((1.96)^2 (0.5) (0.5))}{(0.06)^2} = \mathbf{273}$$

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

For population less than 10,000 we use the following formula.

The sample size will be $273 / (1 + (273-1 / 464)) = \mathbf{172}$

Once the sample size was determined a table of random numbers was used to select the 172 respondents using the whole list of students participated in the blended course.

Random Number Table for Identifying Individual Samples

Random Number Generator

Use the Random Number Generator to create a list of random numbers, based on your specifications. The numbers you generate appear in the [Random Number Table](#).

For help in using the Random Number Generator, read the [Frequently-Asked Questions](#) or review the [Sample Problems](#).

- Enter a value in each of the first three text boxes.
- Indicate whether duplicate entries are allowed in the table.
- Click the **Calculate** button to create a table of random numbers.

Note: The seed value is optional. Leave it blank to generate a new set of numbers. Use it to repeat a previously-generated set of numbers.

How many random numbers?	<input type="text" value="172"/>
Minimum value	<input type="text" value="1"/>
Maximum value	<input type="text" value="464"/>
Allow duplicate entries	<input type="text" value="False"/> ▾
Seed (optional)	<input type="text"/>

Calculate

Random Number Table

[Random Number Generator](#) | [Frequently-Asked Questions](#) | [Sample Problems](#)

172 Random Numbers

333 338 323 368 111 172 236 043 159 152 296 328 353 279 038 173 107 429 268 289 008 263 304 427
397 243 363 126 127 370 446 094 345 056 335 086 246 013 248 348 294 457 307 046 365 461 050 015
119 271 403 007 020 104 315 269 068 084 375 431 139 211 117 400 357 362 347 392 258 318 383 066
305 299 442 352 377 302 061 320 131 112 414 312 032 409 327 451 079 390 387 273 274 053 129 241
028 203 018 233 393 037 395 372 317 017 454 193 048 144 196 162 266 418 426 154 167 251 462 292
091 231 058 114 286 358 264 082 040 045 030 074 405 342 406 213 452 322 002 035 059 449 208 003
278 136 097 459 178 092 010 134 226 072 069 419 297 076 276 388 051 350 042 380 147 041 428 100
254 272 376 073

Specs: This table of 172 random numbers was produced according to the following specifications: Numbers were randomly selected from within the range of 1 to 464. Duplicate numbers were not allowed. This table was generated on 3/27/2018 .