EVALUATION OF PLANNING AND MANAGEMENT OF DISTANCE EDUCATION: A CASE OF KENYA INSTITUTE OF SPECIAL EDUCATION

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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This research project has been submitted for examination with my approval as University Supervisor.

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ABSTRACT

Kenya as a country is an almost perfect candidate for Open Distance Learning (ODL). By 2015, when the effects of its education for all policy will be fully felt, it will have a population of 40 million people. Thus there is need to put in place a strong national framework to support ODL developments, most especially a national quality assurance framework. Many people fear Distance Education (DE) is just a means of solving budget problem; others fear the dehumanization and alienation of students as well as loss of critical thinking and social skills. The purpose of this study was to evaluate the planning and management of distance education with focus on Kenya Institute of Special Education (KISE) DE Programme. With the gap realized by the Ministry of Education during external evaluation of teaching practice in the year 2004, the quality of DE due to increased enrolment seemed to be in conflict with quality of residential students. The study begun by taking a look at ODL in developed and developing countries. How DE developed in Kenya and differences in conventional and education at a distance. The objective of the study therefore focused on how DE is planned and managed in terms of admission requirements, physical facilities, human and financial resources required for learning. The research design used was case study which is mostly used in evaluating a specific programme, and the data collected is interpreted and recommendations are made for programme improvement. The study was located widely all over Kenya covering different districts within 18 contact centers for the KISE DE Programme.

The target population comprised of all third years KISE Diploma DE Learners, Sampling technique is mixed due to the great number of sample distributed all over the country, random and non-random sampling techniques were used. The sample was drawn from 7 contact centers using systematic sampling and the sample was picked using fraction sample on the class lists. A questionnaire for learners were the instrument used for data collection, data analysis involved both qualitative and quantitative methods. The qualitative data derived from responses were analyzed in narrative form and quantitative data was analyzed using simple descriptive statistics. Illustrations in the form of tables were used to present the data and result findings were presented under themes. The study revealed that Distance Delivery Mode is a lonely mode of study since the learners are on there on most of the time. As such putting together learners support services that are responsive to the academic, social and individual needs of learners becomes critical. It is quite evident in the findings that adult learners in the DE programme are in dire need of support services. Among the recommendations made, there is need for the government to develop a supportive and comprehensive national policy framework at the national level. There is need to ensure access to quality DE, use of information and communication technology and other media in provision of DE. There is need for Kenya to link with other countries who have developed ODL programmes.
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Chapter One

1.0 INTRODUCTION

1.1 Background of the Study

"Making Education Accessible to all through Distance Education" One cannot appreciate the importance of Distance Education unless he/she understands the major trends in the education sector. The trends in the education sector are in two broad categories, namely disturbing trends and promising trends.

The disturbing trends in the education sector include inter alia:

- Approximately 70% of those who qualify annually with a mean Grade of C+ in Kenya Certificate of Secondary Education (KCSE) are unable to access university education in local, public and private universities.
- Approximately 45% of those who complete primary education transit to high school.
- With a National Population growth of 26% p.a, KCSE population (candidates) growth of 6% p.a, KCSE performance improvement, as measured by the number of candidates with Grade C+ and above of 18% p.a and the high cost of putting up new facilities, the secondary school and college admission trends will be worse in the near future.
- Increasing adult illiteracy particularly in rural areas.
- Impact of geographical and social barriers to all levels of education.
- Gender gap is very disturbing.
  - Low participation of women in science and technology courses in university and middle level colleges.
  - Low enrolment of women at university (approximately 29% of total admission)
• Cost of expansion. Besides being expensive, further expansion of contact institutions of higher learning or campuses may not solve the high demand for higher education.

• Kenya has become a market place or boutique for foreign education institutions. This is disturbing because the quality of the education of some of this institution is quite disturbing.

• Slow development of distance education as a result of:
  - Poor perception and understanding of DE
  - Poor quality assurance measures
  - Resistance by traditional institutions on the assumption that education is only acquired in the classroom (teacher – centered)
  - Lack of capacity and infrastructure.
  - Inappropriate pedagogical models.
  - High attrition rate of learners.

  MOEST (2004)

• Poor transition and completion rate from primary to university. The rate at which children drop out of school, approximately 700,000 per year between standard one and standard eight, is very disturbing. It is further disturbing when one considers the national budget allocated to the Ministry of Education within the Human Resource Development Sector
<table>
<thead>
<tr>
<th></th>
<th>Percent cohort Transition</th>
<th>Percent Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>No entering Local Universities (15,000)</td>
<td>7%</td>
<td>0.25%</td>
</tr>
<tr>
<td>No completing Secondary school Education (Form 4 = 207000)</td>
<td>82%</td>
<td>3%</td>
</tr>
<tr>
<td>No entering public Secondary schools (Form 1 = 250,000)</td>
<td>45%</td>
<td>4%</td>
</tr>
<tr>
<td>No completing primary school Education standard 8 = 550,000</td>
<td>-</td>
<td>9%</td>
</tr>
<tr>
<td>No entering primary school Standard 1 = 6,000,000 before 2002 (Now Nov 7,3000,000) since 2002</td>
<td>-</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: MOEST, 2004
Promising Trends

The promising trends in our education sector include inter alia:

- The increasing level of consultation in the education sector is creating a forum for stakeholders including development partners, NGOs and civil society to share ideas on the way forward.
- The implementation of free primary education.
- The new legislation (children’s Act 2002) provides inter alia for the child’s right to education.
- The education sector reforms that have been carried out and those in process of being enacted with the view of enhancing access and quality of education include:
  - Introduction of self-sponsored admission in institution of higher learning and expenditure per student in real terms (based on Government allocation) is ten times higher in US than in Kenya (for non-professional programs)
  - US = US$ 20,000 P.A (Kshs 1,600,000)
  - Kenya = US$ 2,000 P.A (Kshs 160,000) with the increasing number of candidates seeking for access to higher education and low budgetary allocation to public universities and middle level colleges, there is an urgent need to look for cost-effective and flexible options.
The pressure for professional development, particularly from teachers is increasing. The current school-based teacher education model available does not delink the learner from the use of the classroom. The model is still classroom dependant and hence is really an extended classroom mode of learning (teacher centered).

That by the year 2015, we are expected as a country to prepare a progress report on our achievements of the Millennium Development Goals (MDGs) which stipulate that as a country we have made a commitment to:

Goal #1: Eradicate extreme poverty and hunger
Goal #2: Achieve universal primary education.
Goal #3: Promote gender equality and empower women.
Goal #4: Reduce child mortality
Goal #5: Improve maternal health
Goal #6: Combat major diseases HIV/AIDS, malaria and other diseases.
Goal #7: Ensure environmental sustainability.
Goal #8: Develop a global partnership for development.

The Government has decided that all sectors including education sector implement Millennium Development Goals, Poverty Reduction Strategy paper (PRSP) and Economic Recovery Strategy (ERS) for health and employment creation. These strategies are interrelated. Indeed PRSP and ERS are based on MDG’s. Given that MDGs are broad, education sector is expected to play a critical role in achieving and meeting the time-bound, MDG’s targets in other productive sectors of economy - environment, agriculture, health, water trade and industry. The educational policies we put in place. According to the Rockefeller Foundation (2003), globalization has two faces, namely:
• "The side in the dark promises great wealth, but only for a few. The light side promises a better world more equitable and sustainable, as well as more prosperous – for everyone which face will ultimately be turned to us is not settled. It depends on whether humankind can develop economic, political and social institutions nationally and globally – that will spread the benefits more equitably. It is in our hands (p. 4)"

• Kenya has been invaded by global knowledge and technology. Evidence from the two local universities, Egerton and Kenyatta University, that provide Distance Education through Africa Virtual University (AVU), suggests that technology has the potential for enhancing and transforming learning.

• Pressure on higher education institutions to expand enrolment. In Kenya, the number of students enrolled for university education is 1 per 500 inhabitants, whereas in North America it is 1 per 50 inhabitants.


Middle Level Colleges
- The new spirit by local universities and other institutions of higher learning offering contact/campus – based education and distance education is encouraging.
- Flexibility in admission into certain programs.

The driving forces for Open Learning and Distance Education include inter alia:
• The initial education, skills or knowledge acquired at one level of education and training do not serve one for a lifetime and therefore ODE enhances lifelong education.

• A longer expectancy of life after retirement (normally upon attainment of 55 years of age) is increasing the time available for a retiree to organize his or her use of time.

• The global call for knowledge to be continuous updated. Our readiness to update our knowledge depends on:

  Distance Education in Anglophone Africa is not new. People like Kaunda (1973:3) have cited "the talking drum" as its ancestor.

In terms of government policy on distance education for below university education levels, there are countries including Kenya, Malawi, Tanzania and Zambia where one cites as examples whose governments decided as early as 1960 to mount distance secondary education and teacher education (per Raton 1992)

Twenty-two African counties are reported to have distance-learning programs, which rely mainly on traditional media, namely, paper-based materials plus occasional video or audiotapes. By contrast, AVU has pioneered the concept of using very modern ICT’s to enhance and distribute knowledge on a large scale to the African Continent south of the Sahara. Thirdly one AVU fiter were successfully established has developed its own digital library containing more than 1,600 journals and its website relieves more than 1 million hits per month and hosts more than 45,000 e-mail accounts. Through its business and technology channels, over 20,000 students are taught. (AVU Business Plan 2003 – 2007)
In Kenya, the history of distance education (in the primordial form of correspondence education) gives back over 20 years. According to Prof. Peter Kinyanjui (1992; 117), "it was the Ominde Commission that first proposed the establishment of radio/correspondence education by the Ministry of Education in 1964. The correspondence course was set up in 1967 at the university college Nairobi (now the University of Nairobi with initial financial assistance from the United State Agency for international Development. In time it expanded to include tutoring at a distance with support media and came to be re-named as the Department of Distance Studies forming part of the college of Education and External studies of the University of Nairobi – Kikuyu Campus. Through it the Ministry of Education first launched in-services courses for untrained primary school teachers in 1969. This was suspended briefly from 1977 only to be revived in 1982. It is reported that about 20,000 primary school teachers trained under the program.

For Kinyanjui "the experience gained from this program has been used for training, adult literacy teachers at the Certificate level and secondary teachers at the degree level moreover as far as managing distance education is concerned, various institutions have learned to work collaboratively to make distance education a success. Specifically, the Kenya Institute of Education would develop and review the teacher training curriculum, the Department of Distance Studies would conduct the distance teaching component, the Educational Media Service would prepare the radio programs, the Voice of Kenya would broadcast them, the Ministry’s Inspectorate and Field staff would supervise teaching practice, the Kenya National Examination Council would conduct the final examination and award certificates, while the Teachers Service Commission would recognize the certificates for purposes of employment and promotion” (Kinyanjui 199:121)
From this account of the history of distance education in Anglophone countries, Africa in genera and Kenya in particular and more so, it is clear that, that KISE has a lot to learn from its own country as well as from its neighbors and the international community who are involved in Distance Education or open learning. The terms Distance Education, Distance Learning, correspondence education are all used interchangeable depending on the institution of higher learning and depending also on different countries.

1.2 Statement of the problem
From the background it was evident that the government has committed itself to giving quality education to all children irrespective of their diverse educational needs, this is further enhanced by the introduction of the free primary education (FPE) in January 2003: With the introduction of FPE there has been a considerable increase in learners with special needs enrolled in regular schools. This aims at attaining Universal Primary Education (UPE) and Education for all (EFA) in 2005 and 2015 respectively. The Disabled persons and person with Special Needs are not to be left out and thus need for more teachers to be trained on disabilities education.

It was towards this that KISE launched the Distance Learning Program. Their main objective was to reach and train as many teachers as possible in the area of Special Needs Education mainly in regular schools. The graduates of the program are expected to work and assist learners with special needs and disabilities in inclusive settings. It was towards this that KISE launched the Distance Learning Programme. The main objective was therefore to reach and train as many teachers as possible in the area of Special Needs Education mainly in regular schools.
Training is a very important tool in any organization. It has been adapted as part of the process of attaining higher development, better and efficient productivity and learner skill exploitation. Well-trained persons ensure better performances and the profit to the organization.

However the Ministry of education had some observation for KISE during August 2004 report after the evaluation of both Residential and DE learners during teaching practice.

*That although KISE aimed at training teachers through distance learning to take charge of learners with special needs, there was very little impact in most of the schools where the students were teaching. The large numbers of students admitted led to and comprised the standards of learning for distance learners. The report also said that the differences in quality of the granduands between the residential trainees and that of distance learners was glaring. The distance learners according to the report were of lower quality compared to the DE learners (MOEST, August 2004)*

There was therefore need to evaluate the program so as to improve the course by identifying its strengths and weaknesses highlight the good, and expose the faulty. This was the task which this current research set to address.

1.3 Purpose of the study
The purpose of this study was to evaluate the planning and management of distance education in Kenya Institute of Special Education and show how the programme could be improved to enhance efficiency and maintain quality to both
distance learners and residential learners to the restrictive mode of Special Needs Education.

1.4 Objectives of the study
The specific objectives of the study were to:

1. Determine how Distance Education is planned in terms of admission requirements and mobilization of resources required for learning.
2. Determine how Distance Education is managed in terms of admission requirements, physical facilities, human and financial resources required for learning.

1.5 Research questions
The study attempted to answer the following questions

1. What were the entry qualifications for admissions and characteristics of students projected to study through DE?
2. Were the quality benchmarks identified in the literature valid in Distance Education?
3. To what extent was the mode of delivery appropriate to the learners?
4. To what extent was the policy for assuring the quality and academic standards established and made publicly?
5. Were there tasks involved in designing programs of study, in designing learning materials and in delivery programs for students?
6. What were the criteria in the organization and distribution of responsibilities appropriate to the system of Distance Education?
1.6 Significance of the Study

With the rapid growth of the Education sector in Kenya and the demand for higher education, it becomes challenging to the government to wholesomely bear the burden of quality assurance. This coupled with the great expansion of self-sponsored programmes for teachers. The study demonstrated that KISE is already making a significant contribution towards working with MOEST in developing a policy on DE. The government has already set a department for quality assurance in the MOEST to guide in coordination, monitoring and evaluation. However, quality of DE still lags behind the conventional education and therefore still needs to be improved in terms of quality and objectives.

The study reveals the extent to which KISE has participated in the achievement of UPE and EFA goals. In this respect it was hoped that the findings of this study would prove useful to KISE by using the suggestions and recommendations in order to improve and give quality education to the purchasers. It was also hoped that the education policy makers and providers of DE in general would find the findings useful in formulating strong policies on internal quality assurance to monitor and evaluate programmes.

1.7 Assumptions of the Study

The following assumptions were made:

i) DE providers through evaluation would have developed standards for modules, quality of contacts interaction, exams and assignments.

ii) Encouraged attitude change among lecturers, administration and students would mainstream DE and remove the stigma associated with it.
iii) With constant evaluation strategies, planning could be done in advance, so as to avoid unforeseen problems that are difficult to resolve when not quite ready and which makes the program very expensive.

iv) Management of DE would be done by people already trained in Distance Education who could make internal policies for proper planning of the program.

1.8 Scope of the Study
This study was confined to third years KISE diploma DE students in the 18 regional centers. The study aimed at evaluating the quality of education provided to distance learners through planning and management. Although KISE DE targets parents, private schools, paramedics and teachers. The learners involved were only third years teaching in public regular schools and who have completed a complete course of the programme. They can effectively give feedback on the objectives/rating of the diploma course.

1.9 Limitations to the Study
Evaluation is complex. It is not a simple matter of stating behavioural objectives, building a test, or analyzing data, though it may include these activities. A thorough evaluation contains elements of closer or more distinct activities. These activities needed time and money, contact time sessions are only during the holidays when schools close. Time was therefore a major limitation and due to this problem the study covered only the third years completing the programme and limited itself to collecting data during the April contact session.
1.10 Theoretical Framework

Hammond’s Evaluation Model

Distance Education has been introduced to respond to growing needs, which are not easily met, or which are not easily met in traditional forms of education. Some of those needs are:

- To have courses for students to learn in Scattered Communities covering sparsely populated, larger geographical areas such as found in Kenya, Canada, Australia.
- The training of teachers who are already working and cannot be taken away for more than a few weeks.
- The provision of educational opportunities for adults who have been deprived of education.
- The acceleration of manpower development.
- To update knowledge and skills.
- To initiate national campaigns which deal with health and political issues?
- To have a cost-effective program for large numbers of students.

Thus objectives set must be met, and therefore in this evaluation Hammond’s Evaluation approach is quite appropriate. Hammonds Evaluation Appearance is interested in determining whether goals or objectives are achieved and also in finding out why some educational innovation fails while others succeed. To help the evaluation search for factors that influences the success or failure of any educational activity, Hammond developed a three dimensional cube (Hammond, 1973) for use in describing educational programmes and organizing evaluation variables. Hammond called his cube a “structure for evaluation”.
The three dimension of the cube are:

1. **Instruction:** Characteristics of the educational activity that is being evaluated.
   a) **Organization:** Time, scheduling, course sequence and organization of the school, including vertical (graded or ungraded) and horizontal (self-contained, cooperative teaching, or departmentalized) organization.
   b) **Content:** Topics to be covered.
   c) **Method:** Teaching activities, types of interaction (for example, teacher-student, media student), teaching/learning theory.
   d) **Facilities:** space, equipment, expendable materials.
   e) **Cost:** Funds required for facilities, maintenance personnel.

2. **Institution:** Characteristics of individuals or groups involved with the educational activity being evaluated.
   a) **Student** (column I of the cube): Age, grade level, sex, family background, social class, health, mental health, achievement, ability, interests.
   b) **Teacher, administrator, educational specialist** (columns 2, 3, and 4 of the cube) For each role, one might attend to age, sex, race or religion, health, personality, educational background and work experience, pertinent personality, educational background (work habits).
   c) **Family** (column 5 of the cube): Degree of involvement with the activity being evaluated, general characteristics such as culture or language, family size, marital status, income, educational level, affiliations (for example, religion, politics, union).
   d) **Community** (columns 6 of the cube): Geographical setting, history, demographics, economic characteristics, social and political characteristics.
3. **Behavioural Objectives**: Objectives of the educational activity being evaluated.
   a) **Cognitive objectives**: Knowledge and intellectual skills
   b) **Affective objectives**: Interests, attitudes, feelings, and emotions.
   c) **Psychomotor objectives**: Physical skills, coordination.

1.11 Conceptual Framework

**Objectives-Oriented Evaluation Approach**

Hammonds cube is made up of 90 potentially useful cells. Any cell may be examined to determine the types of evaluative questions that might be generated. For example, an evaluator might examine the cell formed by the interactions of the content (from the instruction dimension), teacher (from the institution dimension), and affective objectives (from behavioural objectives dimension). What questions does this configuration of factors suggest? Here are just a few of many possible examples:

- How well are teachers using the subject matter of this program in achieving its (or their) affective objectives.
- Are teachers prepared to use this subject matter to accomplish the program's affective objectives?

Hammond’s evaluation structure is a valuable heuristic tool the evaluator can use in analyzing the successes and failures of an educational activity in achieving its objectives. If all cells in the cube were equally pertinent to a given evaluation study, the evaluator would have cells to use for generating evaluations questions! Generating and responding to so many questions would be a monumental but extremely helpful task. Often, however many of the cells prove irrelevant to a given evaluation, and frequently only a few cells apply.
1.12 Operational definition of terms

Disability

This term refers to physical, sensory, mental or other impairments, which have substantial long term or adverse effects on a person’s ability to carry out normal day to day activities.
Distance Education/Learning (DE/DL)
Distance Education is a planned teaching learning system in which students and instructor are separated by geographical distance and by time. Delivery of the educational content is by well designed materials through communication technology such as television, video/audio tape/cassettes, radio broadcast, computer based, Internet based, print or in face-to face tutorial sessions.

Education
It can generally be defined as a knowledge-based endeavor for the progression and transfer of knowledge and scholarship for the benefit of all.

Evaluation
It is the process of obtaining information and using it to form judgments which in turn are to be used in decision making.

Efficiency
Ability to achieve objectives at minimum cost.

Effectiveness
Ability to achieve the objectives properly.

Open Learning/Open Education
Open learning refers to situations where learners use resources, in a flexible way to achieve their goal. These resources may be print, audio or computer – based; used at home, at a study center or in the ‘workplace; with or without the guidance of a tutor or mentor. Open learners’ goals vary greatly, from completing formal accreditations, to learning a specific job related skill, to pursuing a leisure interest.
ODL/ODE
There is considerable overlap between the two terms, open and distances learning, and they are often used together to refer to the whole range of learning approaches described above.

Planning
A process of a set of decisions for use in the future directed at achieving goals and objectives of the future.

Special Needs (SN)
These are conditions or factors that hinder normal learning and development for individuals. They may be temporary or life long. These conditions that may hinder proper progress of an individual may include disabilities, social, emotional health of political difficulties.

Special Needs Education (SNE)
This is education, which provides appropriate modification in curricula teaching methods, and educational resources, medium of communication or the learning environment. The modifications are meant to meet the special needs of individuals. Special needs education is learner centered, flexible to as special education.

1.13 Organization of the rest of the study
The rest of the study was divided into chapters two, three, four and five. Chapters two contains a review of related literature while chapter three deals with a research design and methodology employed in the study. Chapter four consists of data presentations and analysis procedures and the major findings of the study. Lastly
Chapter five contains the summary of the study findings and recommendations arising from the study.
Chapter Two

2.0 LITERATURE REVIEW

2.1 Historical perspective of Distance Education

The potential role of Open Learning Education (OL & ODE) in contributing towards the realization of education for all and national development in Kenya, was recognized quite early at independence, as evidenced in the series of Government Policy Report plans, in which recommendations and proposals have been made on open, distance continuing and adult education amongst other educational issues.

The Ominde Report 1964/65 restated by the Koech Report 1999, recommended:

- The establishment of an Advisory body to advice on general policy.
- The introduction of degree courses to be undertaken at the University College Nairobi as part-time studies supplemented by short residential courses.
- The overhauling & expansion of Extra-Mural Programs to serve greater numbers in the rural areas.
- The launching of radio and correspondence education.
- The provision of materials for continuing education through a coordinated system of libraries consisting of the Kenya National Library Services, libraries in training Colleges & large firms.
- The production and availing of learning research and evaluation materials that would help children cope with society and understand themselves, their immediate environment and the rest of the world.
• The expansion and strengthening of the campaign in the eradication of adult illiteracy.

The National Development Plans 1966 and 1979 respectively proposed:
• The establishment of the external degree.

• Emphasized the need to solve large scale educational problems in a context of dwindling funding, and emphasized the need for modifying and diversifying education and training to cater for the majority of students who terminate their education at any one level.

The Mackay Report of 1981 recommended
• The establishment of the College of Continuing Education as part of the education system to provide University education to those who may not have had such an opportunity.

The Kamuge Report 1988 called for:
• A more effective Government machinery to be set up in view of the relatively small portion of the trade union funds devoted to worker’s education and past dependence on foreign funds.

The Master Plan on Education and Training 1998 to 2010 recommends:
• That the experiences gained through correspondence, extramural and the external degree programs of the University of Nairobi provided a base for the expansion of adult and continuing education.

• Introduction of flexibility in University programs so that working people can enroll for part-time study during evenings, weekends and vacation, flexibility should also benefit full time students who wish to interspace study with work interludes.

• Provision for flexible University admission criteria for graduates of post secondary institutions such as Polytechnics, teachers Colleges and working adults, and use of appropriate credit transfer system to grant course exemptions.

• Strengthening of distance education approaches, building on the experience of the University of Nairobi, to teach various programs – for example postgraduate diploma etc.

• Exploration of the possibility of setting up an Open University.

These reports and plans underscore the importance of open learning and continuing adult and distance education empowered by information communication technology and point to its potential to enhance, revolutionize and democratize the delivery of education at any given level to address large scale educational needs demands, challenges and problems including the ever increasing demand for education at all levels, within the context of overstretched and/or lack of educational physical, human, material and financial resources.

A few of the recommendations and proposals have somewhat been realized through the work of Institutions named below. University of Nairobi College of Education and External Studies whose programs in OL & DE date back to 1967 in
the major pioneer, most of the others are developments of the past few years whose emergence has been motivated and encouraged by high profile of OL & DE is beginning to receive internationally in education. But there is a policy vacuum.

- University of Nairobi – a major pioneer in Open Learning and Distance Education since 1967 currently awarding degrees, diplomas & certificates.
- Kenyatta University: Open learning programs institute of Open Learning, the Virtual University
- Egerton University: commenced operations in ODL in April 2002.
- Moi University: continuing and distance education efforts underway.
- Maseno University: open and distance education efforts underway online at City Campus.
- Jomo Kenyatta University of Agriculture and Technology: operations in OL & DE informative stages.
- Other tertiary level institutions where operations in Open Learning and Distance Education are either underway or efforts are in formative stages include:
  - The African Virtual University
  - Strathmore University
  - The United State International University
  - The Kenya Institute of Special Education
  - Kenya Institute of Education
  - Eldoret Polytechnic
  - Cooperative College of Kenya
  - African Medical Research Foundation
2.2 Characteristics of Distance Education

The difference between distance education and conventional education is regarded as being in the delivery of the syllabus or educational content. In distance education, the syllabus is delivered through well-designed materials rather than a speaking teacher.

Characteristics of distance education can be summarized as follows:

- Separation of time and location between educator and learner – i.e. physical separation of teacher and learners.
- Use of communication technology viz television/radio broadcast, video or audio tape/cassette, computer, Internet and print to unite teacher and learner.
- Provision for two-way communication mechanism – feedback. (The fact that the student may seldom have personal contact with the instructor is of deepest significance and can have crippling deficiency, unless compensated by effective feedback.
- Interactive course materials that carry the educational content.
- Flexible time- time compressed or expanded to fit individual needs and deadlines.
- Self paced – fits into regular schedules. (Flexibility has a major pedagogical benefit, it allows students to move at their own pace.
- Flexible location – student may work at preferred locality.
- No limits to class size.
- Open entry criteria
- Cost – wholly or partially self-supporting. (Note that it may cost more than conventional education until it reaches a relatively large number of students. But there are strong pressures to hold down costs.
Generations in the Evolution of Open Learning and Distance Education

Some experts see OL & DE defining and redefining itself in its evolution in accordance with the changing delivery techniques. On this basis Taylor (1996) describes and analyses four generations of delivery technologies along with corresponding characteristics of each viz.

First Generation: The correspondence model:
- Print

Second Generation: The Multimedia Approach:
- Print
- Audiotape/cassette
- Videotape/cassette
- Computer based learning (CML,CAL)
- Interactive Video (disk and tape)

Third Generation: The Teleconferencing Model
- Audio Teleconferencing
- Video teleconferencing
- Audio graphic communication
- Broadcast TV/Radio + Audio conferencing
Fourth Generation: The flexible Learning Model

- Interactive Multimedia (IMM)
- Internet based access to www resources
- Computer Mediated communication

It should be noted that this framework focuses on the evolution of communication technologies and their application to the delivery OL & DE. Secondly, it should be noted that the ‘generations’ are not necessarily linear, mutually exclusive of each or discrete. A provider of open and distance education may operate across more than one generation in any given program. For example the University of Nairobi program has operated partially across the first three generations i.e. print broadcast audiotape/cassette, similarly with the Open University of Tanzania. The University of Southern Queensland (USQ) in Australia, operates across all four generations; so is the Open University (OU) in the United Kingdom, the Indhira Gandhi National Open University (IGNOU) in India; and others. The University of Southern Queensland reports that the number of programs characterized by the fourth generation delivery is increasingly significant.

2.3 Types of Open and Distance Education

In the practice of ODE, there have emerged different types of ODE. Institutional

a) Needs for analysis and prioritization of educational needs

Many people fear distance learning education is just a means of solving budget problems; others fear the dehumanization and alienation of students as well as loss of critical thinking and social skills (Novesky 1996)
b) Learners
A statement on the potential beneficiaries of OL & DE should take into account Kenya's commitment to instruments at the international level, specifically, the Human Rights Charter (1946) which binds Kenya amongst other countries to create an enabling environment for and to observe basic human rights including education, and the World Declaration on Education for All(1990) committed to pursuing sustainable policy and framework for providing education for all, which have important bearing on Kenya's national education policy, to "build a society in which every Kenyan, at any age, of whatever gender, or special circumstance, and in every social, cultural, religious, political and economic context, has access to and is able to benefit from education which prepares him or her morally, intellectually and physically for the challenges, opportunities, responsibilities and experiences of life"

c) Providers
The emerging picture of OL & DE providers in Kenya reveals, interest by many agencies – public, private and foreign motivated by a market dominated education. Whereas it is important to provide opportunity for meaningful contribution by interested providers, it is essential to establish a control framework, such as establishing criteria for conditions/requirements to be fulfilled by would be provider. These may include: adequate capacity (human, material and financial resources) to deliver desired service and expected benefits for the country and learners, program development, evaluation and relevance; standard setting assurance etc and provision for the establishment and maintenance of a register of approved or accredited OL & DE providers, and mechanism for monitoring and evaluation. Given the market-dominated education globally; mechanism to ensure a provider is not only motivated by profit, but fulfils quality standards.
d) Coordination
There is need for a coordination framework for ODE at the national level. Whereas a good coordination framework should provide opportunity for meaningful contribution by stakeholders, it should also avoid too many public, private and foreign agencies having their fingers in ODE, with the resulting fragmentation and plural management of ODE. Such coordination should provide an infrastructure for consultation regarding policy interpretation, program development and evaluation, standard setting, quality assurance and the determination of equivalence.

e) Partnership and Collaboration
The concept of “learning without frontiers” is a reality in Open Learning and Distance Education delivery and practice. The ODE dimensions extend beyond institutional and territorial boundaries. Partnerships and collaboration should not be left to chance. There is need for well defined guidelines to give direction: what partnerships and collaboration activities are desired and what are the expected outcomes, who may participate, how should the partnership be conducted, and what benefits are expected.

Ramanujam (2001) points out in the absence of efforts to meet educational needs in developing countries, and in a market dominated education globally, private and foreign agencies readily step in to take advantage of the opportunities. In country, there is need for on ground rules for meaningful partnership between the Government and the private sector not just for ODE only but also for conventional education, on the basis that as that as consumers of the education outputs, the private sector should also contribute to education as a whole.
f) ICT

ODE functioning depends a great deal on information communication technology. Putting in place a positive nationwide policy on ICT and making provisions for funding of ICT infrastructure and their use in crucial for the successful development and operation of OL & DE in the country.

Quality Standards

Ramanujam (2001) states that one of the problems experienced in ODE is low social and academic status of ODE because of “quality issues” Well-defined standards at the national level requiring a level of academic excellence and attainment is an important guideline to providers and other stakeholders. OL & DE quality standards framework is important in influencing continuous quality improvement.

Quality standards are intended to serve as guidelines for good practice. An example of quality standards guideline is found in South Africa’s “Criteria for Quality Distance Education in South Africa” formulated and published in 1998 and revised in 2003.

• Policy and Planning
  Focusing on plans arising from the mission statement, and their responsiveness to the educational needs.

• Program development
  Focuses on the extent to which the program content/curricula meet the requirement of the award and provisions for access.
• **Course design**  
Concerned with planning the content, pedagogy and assessment in individual courses.

• **Course materials**  
Concerned with the appropriateness of the materials used in a given course to the learners and the ability of the materials to bring about the required learning outcomes.

• **Learners**  
Focuses on information about the Learner e.g. learning needs, biodata etc which makes it possible to plan effective learning experiences.

• **Learners Support**  
Concerned with the academic support system for the learners including tutors, contract sessions, access to counseling, learning resources, adequate administrative and professional support etc.

• **Learner Assessment**  
Concerned with continuous and final assessment of the learner.

• **Human Resource Strategy**  
Concerned with the distribution of teaching tasks among separate functional responsibilities electronic media use, course design, instructional design, editing tutorial support for learners, monitoring of tutors, counseling, examining and management of the learning system. This is where the full
staff equivalent issue comes in, and suggests: one academic staff member per 400 learners and one tutor per 20 to 50 learners.

- **Management and Administration:**
  Focuses on issues pertaining to accountability, the governance system, communication, staff conduct, enrolment practice, student records etc.

- **Collaboration**
  Between organizations, inventory of relevant recognized Associations and their membership e.g. the recently launched African Council for Distance Education, and the efforts by various African countries including Kenya to form national chapters.

- **Quality Assurance**
  Concerned with the day-to-day activities meeting quality standards, the organizations culture conducive to improvement of quality education, clear plans and documentation, performance of staff, staff development, and evaluation of program.

- **Information and Marketing**
  Concerned with market needs publicity and marketing, the information system.

**Finance**
Policy guidelines should address the question who finances ODE – Government, Industry, consumer, income generation, endowments, and the community. An ODE provider stressed the need to include ODE students in loans, bursary and
scholarship disbursement. We saw earlier that in Tanzania a ‘Single Mode’ was preferred to a Dual Modes to ensure that funds allocated to it, were used for the purpose of ODE. It has been demonstrated that capital investment in well designed courses and course materials the cost of which is spread over a large number of students is cost effective, but it may cost more than conventional education until it reaches a relatively large number of students.

2.4 Quality Assurance in Distance Education

Quality Assurance is identified as one of the components in Quality standards framework, but required further elaboration because it has to do with required levels attainments and hence the necessity for a mechanism of achieving quality control.

Issues of quality control in higher education have been a major focus of attention for the past two decades. Traditional academic controls have been found inadequate. Day to day challenges such as massification, financial constraints, diversity of educational offering in response to massification, study duration, instructional delivery, private entrepreneurship etc OL & DE has been thrust to the forefront because of its potential to address some of these problems. There has emerged a consensus – the need for formal externally validated methods of quality control.

Many countries have organizations or agencies responsible for conduction quality assurance reviews of academic institutions, in the form of accreditation agency such as Kenya’s Commission for Higher Education evaluation committees or centers to carry out cycles of external evaluation. The scope of responsibility ranges widely, for example Scotland and England have procedures to monitor
learning effectiveness, while Hong Kong focuses on high quality management; others focus on licensing institutions to certify education credentials, others reward research institutions to certify education credentials, others reward research productivity.

The instrument can be developed to include properties identified as relevant for the purpose of Quality assurance. For quality purposes the UK Open University is treated as conventional Universities expect in areas pertaining to student profile and method of course delivery.

Recognition that ODE special characteristics justify the need for quality assurance procedures tailored to the delivery mode is evidenced in the consortium of states in the Western part of USA who have drawn up joint guidelines for evaluation. Quality Assurance in Distance Education revolves, mainly around three aspects: The learner', study packages and the media. Setting and maintaining standards in these aspects is key to production of quality graduates in Distance Education programs.

Distance Education is conducted nationally and across borders but in the last few years there has been more focus on cross-border education. This has been as a result of listing education as one of the World Trade Organization (WTO) General Agreement on Trade Services (GATS). This turn of events is a big challenges to quality assurance agencies the world over. Nationally, this calls for collaboration between internal and external quality assurance agencies in setting and maintaining standards in the international arena, this calls for collaboration and recognition between quality assurance agencies, which can inter alia be facilitated by the International Network of Quality Assurance Agencies in Higher Education. The
Commission for Higher Education (CHE) (Kenya) is a full member of this body. (National Consultation Forum for developing policy on ODE)

The challenges of quality assurance in each of the three aspects: the learner, the study package and the media are as follows:

a) The Learner

Setting the admission criteria for learners for each level and specific program. The admission criteria may be based on academic qualifications or work experience or a combination of both. Ensuring that the set admission criteria are adhered to.

b) The Study packages

- Drawing guidelines for developing study packages.
- Developing guidelines for adapting existing packages to sort a given context.
- Developing guidelines for writing study guides for learners to benefit from materials that are meant for Distance Education.
- Developing the parameters or checklist for evaluating of the study packages. A number of checklists for evaluating study packages have been developed by (Rowree 1992 pages 145) and (Freeman 1997 pages 128 -130.)

c) The Learner Support

- Define the minimum academic and professional requirements for the learner support personnel.
- Ensure that the set academic and professional qualifications for the learner support are adhered to.
d) The Media

- Set the criteria or guidelines for evaluating suitability of a given medium of delivery of Distance Education in a given environment.
- Develop the tools of assessment for the suitability of application of multi media approach to delivery of Distance Education in given situation and for specific programmes.

2.5 Cost effectiveness in the delivery of ODE

The primary role of the student is to learn. Under the best of circumstances, this is challenging task requires motivation, planning and the ability to analyze and apply the information being taught. In a distance education setting, the process of student learning is more complex for several reasons (Schremer, 1993)

- Many distance education students are older, have jobs, and families. They must coordinate the different areas of their lives, which influence each other – their families, jobs, spare time and studies.
- Distant students have a variety of reasons for taking courses. Some students are interested in obtaining a degree to qualify for a better job. Many take courses to broaden their education and are not really interested in completing a degree.
- In distance education, the learner is usually isolated. The motivation factors arising from the contact or competition with other students is absent. The student also takes the immediate support of a teacher who is present and able to motivate and if necessary, give attention to actual needs and difficulties that crop up during study.
- Distance students and their teachers often have little in common in terms of background and day-to-day experiences and therefore, it takes longer for
Karani (2003) asserts that the growth of distance education methods of delivery is becoming a key factor of education in the 21st century. Three primary reasons for this trend can be identified. First, the need has grown to provide access to students who would either because of work commitments, geographical distance, or poor quality or inadequate prior learning experiences — denied access to traditional, full time contract education — second, it has been necessary to expand access to education to significantly larger numbers of learners. Third, there has been a need to shift patterns of expenditure to achieve economies of scale by identified costs over time and large student numbers.

Distance Education programs are also introduced as a way of meeting national priorities or to such specific groups, such as professionals who are working full-time, rural community workers.

**Motivation for Distance Education**

There are many reasons for embarking on distance education provision depending on the educational sector in which this is occurring, National Conference on policy asserts that there was one initial definite reason for instituting Distance Education. In the efforts to improve the quality of Education at Secondary school level, the
Ministry of Education in Rwanda established strategies to improve the quality of teachers by setting up Kigali Institute of Education (KIE). As far as Kenya is concerned the motivation for open and distance learning is not of training teachers at a distance but rather have the already tined ones acquire new skills of teaching particularly in the use of ICT for teaching and learning. However, the current education system is challenged with providing increased educational opportunities without increased budgets. In performance our educational institutions of Higher learning are answering the challenge by developing distance programs for:

- Providing access to students who would be denied access to traditional full time contact educational opportunities.
- Seeking to expand access to educational provision to significantly larger numbers of learners;
- Cost effectiveness: 1/3 of the traditional education cost;
- Increased need for long life learning

There are many benefits for distance learning students. The students have increased access to education opportunities for retraining, the scheduling of learning is flexibility, to accommodate physical disabilities, and it provides the ability to students to study independently. It is therefore of importance to take into consideration the packaging of Distance Education materials and then cost effectiveness in the distance mode.

2.6 Special education versus special needs education

Studies have shown that children with disabilities form about 0.141% of children with Special Needs in Education most of whom are found in the regular classroom but whose educational needs are not being addressed. Children with other special Needs Education (95%) including those living in difficult circumstances such as
the orphans, the children heading families, AIDS Victims, refugees, working children, street children, children from divorced families among others. All these children experience a diversity of needs, which call for individual attention to learning.

Our education system has been too much examination oriented which leaves out most of these Children's potentials untapped as they get disqualified very early. The new trends, therefore call for a differentiated curriculum, which takes consideration of the learner's unique potentials and limitations.

The teaching methods have been based on the average child and are mostly teacher centered in which the teacher has all the answers. The trend now is for a variety of methods including child-to-child or peer tutoring, collaborative teaching among others where the other teachers and stakeholders including parents and other children are appreciated and utilized as learning resources.

Inclusive Education
This approach to provision of Special Needs Education follows recommendation by the Salamanca Statement (1994) by representatives from 95 world governments and 25 International NGOs who met in Spain and after looking at the post policy documents and recommendation related to this issue, concluded that:

- Children with Special Needs Education should be educated at their local schools with their peers and family in their natural setting.
- Governments need to budget and provide for legislative and policy backing education systems where schools are responsive to the educational needs of all their learners regardless of disability, race or gender, among others.
- Develop demonstrations projects and encourage exchange with countries with Inclusive Education
- Put effort in pre-school strategies and vocational aspects of Inclusive Education.
- Ensure that initial and further teacher programs address the provision of Inclusive Education.

Global and national policies that recommend and Support similar views include the Universal Declaration of Human Rights (1948), the Koech Report (1999) among others.

The Philosophy or principle of inclusion is to make a school accessible to and implement a curriculum appropriate to all. The principle activates the right of all pupils to follow regular education with this there is a need to train more teachers on Special Needs Education. So far the number trained for special Education established by the task force 2003 on SNE were;

The Residential Mode of training of teachers in Kenya caters only for the four traditional categories of disabilities.

| Table 2.1 Percentage of teachers so far trained at various levels in special Needs Education. |
|-------------------------------------------------------|------------------|
| Level of Special Needs Education Training            | Percentages      |
| Certificate Course in Special Needs Education         | 18%              |
| Diploma in Special Needs Education                    | 1.5%             |

40
From table 1.1 it can be observed that only 20% of teachers have been trained in Special Needs Education in the country. This 20% constitute all trained teachers in Special Needs Education against approximately 1.3 million individuals with special needs out of which 26,885 learners are in special schools in the country (Task force for SNE 2003)

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<tr>
<th>Special Needs Class</th>
<th>Teacher learner Ratio:</th>
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<tr>
<td>Mental Handicap</td>
<td>1:6</td>
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<td>Hearing impaired</td>
<td>1:12</td>
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<tr>
<td>Physically handicapped</td>
<td>1:15</td>
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<tr>
<td>Visually Handicapped</td>
<td>1:15</td>
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<tr>
<td>Severely handicapped</td>
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After the change of government Kenya put education for the entire Centre of national policy by making it free. KISE had tried to make a success of this ambitious decision by supporting the government in training teachers for inclusive
education, so that the Special Needs children are not left behind. Thus it is better to reach bravely for universal education and address systematically the challenges that it presents rather than finding excuses to postpone repeatedly the day where all citizens feel that they can exercise. Distance Education can give powerful support to the right to education both for the handicapped and non-handicapped children.

Up to 1991 KISE had offered only courses to train special education personnel. These courses consisted of a two-year diploma course and a three-month in-service training program. In order to meet the rapidly increasing demand for teachers of special education, KISE increased the number of trainees.

The course which is now opened for trained primary school teachers teaching in regular schools was intended for teachers on special programs for the handicapped who had an interest in special education but had no previous training in this area. The mode of DE follows the given circle:
First residential session will consist of:
- Recruitment and registration
- Distribution of all materials
- Tutorials on modules 1, 2 and 3

Second residential session will consist of:
- Revision of modules 1, 2 and 3
- Timed written test on modules 1, 2 and 3
- Tutorials on modules 4 and 5
- Introduction to project work assignment

Third residential session will consist of:
- Handling in projects assignment
- Revision of all modules covered
- Final examination

KISE D/L Dept
- Administer
- Coordinate
- Oversee
2.7 The role of evaluation in improving education

In most advanced nations, education is increasingly viewed as a primary means for solving social problems. Indeed, in some cases, the future welfare of nations has been placed squarely on the shoulders of the institutions and universities (National Commission on Excellence; in Education, 1983, p 1).

Admittedly critics of existing educational systems often overstate their case, focusing so much on the inadequacies of schools that they breed pessimism about the possibility of genuine educational improvement. But even of such pessimism is in new programs, many charges occurring in education become little random adoption of faddish innovations. Probably the greatest contribution to inadequate evaluation are:

1. The task of dependable information of performance of education products, practices and programs and
2. Lack of established systems of producing such information.

Evaluation is just one step toward educational improvement; evaluation holds praise than any other approach in providing educators with information to help improve educational practices. Recognition of this fact helped many educational and governmental leaders to support evaluation, and also the public agrees that educational programs should be evaluated.

Formal evaluation studies have played many roles in education, including the following:

1. To provide a basis for decision-making and policy formation
2. To assess student achievement
3. To evaluate curricula
4. To accredit schools...
5. To monitor expenditure of public funds.
6. To improve educational materials and programs.

Scriven (1973) notes that evaluation plays many roles in education, even though it has a single goal: to determine the worth or merit of whatever is being evaluated. He made the important distinction that the goal of evaluation is to provide answers to significant evaluative questions that are posed, whereas evaluation roles refer to the ways in which those answers are used. The goal usually relates to value questions, requires judgment of worth or meant, and is conceptually distinct from roles. Scriven made the distinction this way:

"In terms of goals, we may say that evaluation attempts to answer certain types of question about certain entities. The entities are the various educational instruments (processes, personnel, procedures, programs etc). The types of question include questions of the form; How well does this instrument perform (with respect to such-and-such criteria)? Does it perform better than this other instrument; what merits, or drawbacks does this instruments have (i.e. what variables from the group in which we are interested are significantly affected by its applications)? Is the use of this instrument worth what its costing?

....the roles which evaluation has in a particular educational context may be enormously various; it may form part of a teacher training activity if the process of curriculum development, of a field experiment connected with the improvement of curriculum development, of a field experiment connected with the improvement of learning theory, of an investigation preliminary to a decision about purchase or rejection of materials"

(Scrivew 61-62)
Evaluation serves to identify strengths and weaknesses, highlight the good, and expose the faulty. Evaluation has a role to play in enlightening its consumers and may be used for many purposes in education. But it is only one of many influences or educational policies, practices and decisions.

2.8 Summary of literature review.

From the background of the literature given there are gaps that the study seeks to tackle. The identified gaps are dwelling mainly on whether the goals and objectives of the programmes are being achieved at the end of a cycle. These will be done by looking at the delivery of content by the full time and part time lecturers, quality of module being used, communication to students by the institution and facilitators. Distance education requires a lot of support services offered to learners and this study seeks to tackle this issue because without support services the objectives of the programme may not be met.

Time and cost of distance education is also another identified gap from the literature review, the study seeks to find out if the contact time with students affects the objectives. The following gaps have therefore been identified from the literature review which necessitate and make the present study imperative.

i) Existence of how the students learn and interacts with the instructions which should be guided by policies which address the needs of the specific mode of study.

ii) There is need for critical review of DE institutional structures and compositions of various statutory, bodies to establish a governance module that is compatible with DE delivery.
iii) The vision and mission of the institutions in which the dual mode programmes are located were formulated within the context of convectional education.

iv) DE objectives should be specific to the mode of delivery, they should be operational and achievable.

v) There is a need for effective communication and use of ICT in the DE mode of deliveries.

vi) Existence or no existence at all for students support services for DE.
Chapter Three

3.0 METHODOLOGY

3.1 Introduction
The purpose of the study was to evaluate the planning and management of DE in KISE. This chapter gives procedures for data collection and analysis. A discussion is given on the research design, research location, the study population, sample and sampling procedures, description of research instruments, piloting procedures for data collection and analysis.

3.2 Research design
The study adopted an exploratory approach using descriptive case study design to evaluate the strengths and weakness of distance education in an effort to detect the faults and use the recommendations to enhance quality and efficiency. Eclectic is one of four methodological approaches in programme evaluation and it employs the case study methodology (Talmage, 1982). Case study is therefore appropriate since the evaluation is on a specific institution’s programme. In this study data was collected that gave a description of the state of affairs regarding KISE DL programme. The existing conditions were analyzed and reported using various descriptive statistics. These descriptive methods are widely used to obtain data useful in evaluating present practices and in providing basis for decisions (Engelhart, 1972) as was done in the study.

3.3 Study location
The study was carried out in 7 regional contact centers which are among the 18 regional centers KISE has in Kenya. KISE DE has experienced rapid growth from 7 regional centers to 18 regional centers with a population of 7000 DL students. The centers are all based in the teachers training colleges and each center has two
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| 27 | Buret   | 12| 15 | 12 | 10 | 15 | 14|   |   |
| 28 | Baringo | 8 | 16 | 7  | 3  | 10 | 10 | 78 | 48|   |
| 29 | Marakwet| 10| 6  | 6  | 4  | 20 | 7 |   |   |
| 30 | Keiyo   | 14| 13 | 12 | 9  | 8  | 15|   |   |
| 31 | Koibatek| 8 | 13 | 12 | 13 | 27 | 28|   |   |
| 32 | Siaya   | 13| 12 | 27 | 9  | 17 | 12|   |   |
| 33 | Bondo   | 7 | 01 | 4  | 2  | 11 | 12|   |   |
| 34 | Nyando  | 1 | 2  | 9  | 2  | 23 | 6 | 66 | 46|   |
| 35 | Kisumu  | 12| 24 | 4  | 3  | 10 | 32|   |   |

**BARKINGO**

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 28 | Baringo | 8 | 16 | 7  | 3  | 10 | 10 | 78 | 48|   |
| 29 | Marakwet| 10| 6  | 6  | 4  | 20 | 7 |   |   |
| 30 | Keiyo   | 14| 13 | 12 | 9  | 8  | 15|   |   |
| 31 | Koibatek| 8 | 13 | 12 | 13 | 27 | 28|   |   |
| 32 | Siaya   | 13| 12 | 27 | 9  | 17 | 12|   |   |
| 33 | Bondo   | 7 | 01 | 4  | 2  | 11 | 12|   |   |
| 34 | Nyando  | 1 | 2  | 9  | 2  | 23 | 6 | 66 | 46|   |
| 35 | Kisumu  | 12| 24 | 4  | 3  | 10 | 32|   |   |

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| 33 | Bondo   | 7 | 01 | 4  | 2  | 11 | 12|   |   |
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<td>Maragua</td>
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<td>22</td>
<td>14</td>
<td>11</td>
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<td>18</td>
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<td>66</td>
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<td>12</td>
<td>12</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** The table likely represents data related to population numbers or similar metrics for various regions. The columns and rows indicate different cities or regions, with numerical values suggesting population counts or similar statistics. The table is incomplete and requires filling to provide a full view of the data.
<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td>68</td>
<td>Homabay</td>
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<td>10</td>
<td>13</td>
<td>7</td>
<td>25</td>
<td>17</td>
</tr>
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<td>69</td>
<td>Suba</td>
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<td>1</td>
<td>17</td>
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</tr>
<tr>
<td>70</td>
<td>Narok</td>
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<td>9</td>
<td>10</td>
<td>4</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>71</td>
<td>Nairobi</td>
<td>14</td>
<td>73</td>
<td>8</td>
<td>27</td>
<td>8</td>
<td>69</td>
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</table>

<table>
<thead>
<tr>
<th>Years</th>
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<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2597</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1896</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>1491</td>
</tr>
</tbody>
</table>

55
3.5 Sample and Sampling procedure

KISE has 18 regional centers and in the centers there are representations of all districts in Kenya. In this study, one group of subjects was involved, these were third year KISE diploma DL students. All the third years were selected from the 7 sampled regional centers. Excluded from the study were residential students, certificate DL, second years and first years diploma students and students sponsored by private bodies from private sectors. The study selected KISE, Machakos, Kigari, Kaimosi, Mosoriot, and Shanzu regional centers using quota sampling and systematic sampling techniques that realized a more representative sample. Each regional center from each province of Kenya was picked to represent all other districts in that region. To select the particular districts from the regional centers balloting was used. Names of the districts were written down in small pieces of papers folded and then put in a container and the researcher picked one from each regional center. After selection of the 7 districts, the researcher then used the class list of the third year in the district chosen and using fraction samples picked on the required numbers per center to form the respondents. The districts were Samburu, Makueni, Kirinyaga, Bungoma, Tranzoia, Kisumu, Malindi.

The researcher gave questionnaires to the team leaders of the sample centers who had ministered them immediately after the third years had completed the last exams. The team leaders returned the questionnaires to the researcher.
### Table 3.3: Study sample of Contact Centers in KISE DE program by districts

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Centre</th>
<th>Districts</th>
<th>No of students</th>
<th>%</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KISE</td>
<td>Kajiado Samburu</td>
<td>171</td>
<td>0.067</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>NAROK</td>
<td>Nairobi Narok SOS</td>
<td>398</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>MACHAKOS</td>
<td>Machakos Makuueni</td>
<td>450</td>
<td>0.067</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>THIKA TECHNICAL</td>
<td>Maragwa Thika</td>
<td>338</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>KILIMAMBOGO</td>
<td>Kiambu Mwingi</td>
<td>227</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>KAGUMO</td>
<td>Nyeri Laikipia Murang’a</td>
<td>382</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>KIGARI</td>
<td>Embu Mbeere Kirinyaga Meru South</td>
<td>356</td>
<td>0.067</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>MERU</td>
<td>Meru Central Meru North Tharaka Isiolo Marsabit Moyale</td>
<td>390</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Area</td>
<td>Subdivisions</td>
<td>Population</td>
<td>Density</td>
<td>Size</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>9</td>
<td>KERICHO</td>
<td>Kericho, Nakuru, TransMara, Bomet, Buret</td>
<td>406</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>KAIMOSI</td>
<td>Kakamega, Butere/Mumias, Bungoma, Mt. Elgon, Teso, Vihiga, Busia</td>
<td>484 sol.</td>
<td>0.067</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>BARINGO</td>
<td>Baringo, Marakwet, Keiyo, Koibatek</td>
<td>405</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>MOSORIOT</td>
<td>Uasin Gishu &amp; Eldoret, Municipality, Nandi North, Nandi South, Turkana, West Pokot, Trans Nzoia, Lugari, Lugari, SOS</td>
<td>292 sol.</td>
<td>0.067</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>KAMAGAMBO</td>
<td>Kisii, Nyamira, Gucha, Rachuonyo</td>
<td>329</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>BONDO</td>
<td>Siaya, Bondo, Kisumu, Nyando</td>
<td>369</td>
<td>0.067</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>MIGORI</td>
<td>Migori, Kuria</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student's sample will compromise of third years in the Distance Learning Program only because they represent the link between current and past students. Systematic sampling will be used which involves selecting members at equal intervals. The class list of students according to their registration number will be used.
3.6 Research Instruments

The basic research instruments that were used in this study were the questionnaires. Descriptive research instruments are highly recommended especially in educational research. Considering cost, precision (reliability), stability, relevance, validity of measurements, feasibility and acceptability of various audience this instruments seems most appropriate. A questionnaire is a data collection instrument of schedule to be filled out by an informant and mainly used in making status, studies of surveys (Rummel, 1964) in observation the status of phenomenon is determined not by asking but observing. This allows for more objectivity in the research study. Considering the geographical distribution questionnaires were given to the leaders of various centers who gave the respondents during contact session and can carried the bulk at the end of session to the researcher.

3.7 The Questionnaire: THIRD YEARS KISE DIPLOMA DISTANTCE EDUCATION LEARNERS.

There was one set of questionnaire designed to collect information from the learners needed to answer the research questions. The questionnaires contained both open ended and closed ended questions. The questionnaire comprised of part and two per question where the learners answered the questions and followed with their comments and suggestions thus making the data vital in evaluating the strengths and weaknesses the students face in the programme. The questionnaires seeked to get information on the quality access and efficiency in the academic pursuits by the learners.
3.8  Piloting

Before actual data collection, the research instrument was piloted in two districts in one contact center within a selected sample, which is identical to the actual sample. The procedure used in pre-testing the questionnaire was identical to those that were used during the actual study. Piloting ensures that instruments are stated clearly and have the same meaning to all respondents (Mugenda and Mugenda 1999:186). The aim of the pilot study was to enhance the validity and reliability of the research instrument and allowed the researcher to be familiar with the instrumentation procedures.

3.8.1 Validity

According to (Straight et. al, 1993) validity refers to the extent an instrument measures what it is supposed to measure. The research instruments were validated through application of content validity procedures. Moser and Kalton (1997) argue that, content validity is a matter of judgment by surveyor or researcher. This judgment is even made better by a team of experts. This was supported by Tyler (1971) who stated that, it is a matter of judgment by professionals. The researcher established content validity by seeking professional guidance from the supervisor, seminars and other lecturers while developing and revising the research instrument.

3.8.2 Reliability

Reliability of the instrument was also determined by establishing whether there were ambiguities in any item and whether the instrument elicited the type of data anticipated and also if the type of data desired was meaningfully analyzed in relation to research questions. A test/retest or coefficient of stability method was used to estimate the degree to which the same results could be obtained with a measure of accuracy.
One regional center where the pilot study was done, the test-retest technique was applied for these respondents separately. According to Mugenda (2003), the test-retest method of assessing reliability of data involves administering the same instruments twice to the same group of subjects. There is usually a time lapse between the first test and the second test. To determine the reliability of the instrument the researcher visited the pilot center, administered the questionnaire and obtained the results. The correlation coefficient was 0.8 which was high and that showed the instrument yielded data that had high test-retest reliability.

3.9 Data Collection
The principal evaluator supervised the fieldwork during data collection. The actual data collection was undertaken by six postgraduate students who are team leaders for contact centers. They helped in administering the questionnaire in their regional centers and returned the questionnaire to the researcher at the end of the contact session in April. The principal evaluator guided the team leaders through the process of administration of the questionnaire, and made necessary arrangements for the actual administration in advance. The process of data collection took a period of two weeks.

3.10 Method of Data analysis
Description statistics and some inferential statistics were used to analyze the data disaggregated by geographical locations.

Data analysis focuses on organizing and reducing information and making statistical inferences, interpretation on the other hand, attaches meaning to
organized information and draws conclusions. The interpretation were characterized by careful, fair, open methods of enquiry.

Thematic analysis were used on themes such as module quality, examination and marking quality, project and SSP, facilitation, communication, learning environment and other challenges faced.

Quantitative data was analyzed using descriptive statistics. In particular frequencies and percentages were used to summarize data on closed ended item from the learners questionnaires. Illustrations in the form of tables were used to present the data and resulting findings. Responses from open ended items that had comments and suggestions were analyzed in narrative form:
Chapter four

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to evaluate the planning and management of DE in Kenya Institute of Special Education, rating of diploma course in terms of cost, enrolment and accreditation. Evaluation of the course in terms of module quality, goals and objectives of the programmes and challenges faced during the course by the learners. Finding out if the knowledge and skills acquired are useful to the learners and getting feedback from the learners on facilitation, marking, and communication.

This chapter contains data analysis and presentation of the major research findings which is divided into five major sections according to each of the five major research questions guiding the study. The following were the major research questions for this study.

1. What were the entry qualifications for admissions and characteristics of students projected to study through DE?
2. Were the quality benchmarks identified in the literature valid in Distance Education?
3. To what extent was the mode of delivery appropriate to the learners?
4. To what extent was the policy for assuring the quality and academic standards established and made publicly?
5. Were there tasks involved in designing programs of study, in designing learning materials and in delivery programs for students?
6. What were the criteria in the organization and distribution of responsibilities appropriate to the system of Distance Education?
4.2 Description of Centers and Respondents

a) Centers
This study involved 7 Regional Centers in Kenya based in Teachers Training Colleges. The regional centers that were used were KISE, Machakos, Kigari, Kaimosi, Mosoriot, Bondo and Shanzu. Each center had characteristics of mixed districts and one district was used in each center.

b) Respondents
The respondents were third year KISE diploma DE learners. The learners in the study sample were 100. They responded to the questionnaires.

Given below is a presentation of the data analysis procedures and the findings obtained for each question, starting with the first research question.

Table 4.3: Rating of Diploma Course

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>45</td>
</tr>
<tr>
<td>Good</td>
<td>50</td>
</tr>
<tr>
<td>Fair</td>
<td>5</td>
</tr>
</tbody>
</table>

The first research question asked how do you rate this diploma course generally? To answer this question, data on the rating of the course and information given on comments and suggestions by respondents were used for analysis this has been shown in the table above and the comments and suggestions below.
Braille and Sign language
Most of the students felt that what is given to them in specialists subjects such as Braille and sign language were quite inadequate. Most of the students felt that though they were finishing the course, they were not conversant with sign language and braille. Some of the students appreciated the course so much that it caters for all needs children found in regular schools.

Accreditation
Some of the students felt that credit transfers should be given at the University and therefore KISE should link and collaborate with other higher institutions of learning. Otherwise they felt that the diploma is questionable.

Cost
Most of the students said that the cost of the course is not expensive and therefore it should be increased and duration of course reduced.

Intake/Enrolment
Most students felt and suggested that quota system be used so that each district has equal representatives. Most students feel that many teachers would like to join the course for self-development and gain knowledge but restriction of number per district is a barrier. According to the students more should be enrolled and P2’S be allowed to sit for bridging exams at KISE.

Policy
Most students felt that the policy for KISE on Distance Learning should be clearly spelt out especially on issues of the bridging course and intake. It was unfair for the P2 to be denied to do teaching practice after going through the 31 modules.
They felt that KISE seems to be running the DE Programme on a trial and error basis.

Table 4.4: Course Expectation

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
</tr>
</tbody>
</table>

The second research question asked: Were all your expectations for the course met? To analyze the data two categories were given of Yes and No, and thereafter the question was opened for comments and suggestions. Data was then presented in a table form above where 58 percent said yes while 42 percent said no. Their suggestions were put in two themes as shown below.

Knowledge attitude and skills

Most of the student were happy that they had gained knowledge and skills and were able to handle children with SNE, and that their attitude towards SNE learners had changed. However, some felt that time for teaching practical subjects should be increased and content areas in these subjects should also be reviewed.

Personal advancement

A number of teachers are working for ways of personally advancing their studies after the Diploma Course. They strongly got satisfaction of personal advancement but they still feel that KISE should give them a chance to continue with a B/ED programme without which they feel cheated and not having achieved much.
The research question asked: Would you recommend your friends or colleagues to enroll in this programme? To answer this question responses given by students in the centers were used for analysis and presented as shown in the data above. The comments and suggestions were put on the theme below.

### Awareness and sensitization

Most of the students have appreciated that their attitude towards learners with Special Needs has changed and other teachers therefore need to know about the course. They felt that each teacher needs to advance in knowledge and skills and keep with the changing trends. Some felt that they were ignorant though trained teachers and there was need for everybody to know about diversities existing in learners. Negative attitude by teachers have since changed.

Students felt that they needed to create awareness since inclusion is now already in the education system and all teachers need to be well equipped. They felt that all teachers should be able to identify and assist learners with special needs since many learners in regular schools are left unattended. Some students felt that as they create awareness, other teachers need to that the fees is affordable and spread out through the three years.

Most students felt they need to create awareness so that all teachers in Kenya are trained on SNE. Therefore they suggested that the programme should continue and

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89</td>
</tr>
<tr>
<td>no</td>
<td>11</td>
</tr>
</tbody>
</table>
be expanded. They felt that professional upgrading for their colleagues is also important and therefore they needed to talk about it.

As they create awareness, they felt more centers should be created and more personnel employed. Many felt that due to their sensitization, many teachers from their schools and communities have joined KISE Distance learning. However, a few felt that they could not create awareness on the programme since it is too expensive and the diploma is not recognized at the university.

### 4.6 Opinion about the 32 modules in the course

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RESPONSES</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Adequate</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Inadequate</td>
<td>13</td>
</tr>
<tr>
<td>FORMAT</td>
<td>Quite Sequential</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Needs Regrouping</td>
<td>47</td>
</tr>
<tr>
<td>TYPING AND LAYOUT OF CONTENT</td>
<td>Suitable</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Unsuitable</td>
<td>20</td>
</tr>
<tr>
<td>MANNER OF PRESENTATION OF UNITS AND SECTIONS</td>
<td>Systematically</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Not Systematic</td>
<td>21</td>
</tr>
<tr>
<td>SELF-TESTS &amp; ACTIVITIES</td>
<td>Suitable</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Unsuitable</td>
<td>14</td>
</tr>
<tr>
<td>SYMBOLS</td>
<td>Easy to understand</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>And interpret</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unsuitable and</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>misplaced</td>
<td></td>
</tr>
</tbody>
</table>

The research question here asked: What is your general opinion about the 32 modules covered in this course in relation to ...? To answer this question data on
opinion about the 32 modules were divided into 6 sections of content, format, typing, presentation, self test and illustrations used in the books. A data was then presented in a table form showing the range of responses given by the learners as shown above. There comments and suggestions were put under the theme of issues arising from the modules as shown below.

**Issues arising from the modules**

- Some modules have a lot of printing errors.
- Some modules cover similar areas and therefore should be regrouped to reduce number of modules such as 6, 7, 16, 19.
- Modules are quite adequate.
- Some modules have inadequate exercises included. The self-tests should cover every unit.
- First generation of modules 1 – 5 had good cover hence durable. Second issue of 6 – 12 was moderate. Subsequent modules from 14 onwards are of low quality with some missing pages.
- Give students assignments to carry home.
- There should be thorough proofreading before the printing of modules to eradicate errors.
- Modules should be comprehensive enough as students don’t have other reference books to resort to.
- Language used is simple and clear.
- Simplify some terms/concepts for clarity.
- EARC centers should be used to store some learning materials for students support for example reference books.
Table 4.7: Module’s Goals/Objectives

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>99</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

The research question here asked: Did the modules achieved the spelt out goals/objectives? To answer this question responses given by the learners were used for analysis and presented on a table as shown above. 99 percent felt that the goals and objectives spelt out in the modules were met but 1 percent felt they were not. The comments and suggestions were put in themes as shown below.

i) Goals and objectives
Most students felt that the modules achieved the spelt out goals /objectives. However, felt that there is need to review the modules since most of them have a lot of mistakes. The content should be more detailed and the modules elaborate, terminologies used in the module needs more explanation.

Some also felt that the time for tutorial is short and arrangement should be made at home to create continuity for learning for example carry away assignment.

Most students felt that there is need to increase content on braille and sign language so as to meet their objectives other students felt that the goals and objectives set in the module are ideal for DL and are easy to follow even when they are alone at home.
Attitudes

The set objectives and goals also are cited most students as leading to change of attitude towards persons with special needs. Some students felt that there was negative attitudes on their fellow colleagues and hate teachers towards them and even toward learners with SNE.

Table 4.8: Challenges faced during the course

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
</tr>
</tbody>
</table>

The question here asked: Did you experience any major difficulties and or challenges as you went through the course. If the responses were yes the learners were to specify the areas of difficulties and challenges. The comments were analyzed and put under themes as shown below.

Time, meals and traveling

Most of the students felt that there was limited time for face to face contact since the two weeks are distributed between exams and teaching the modules. Poor meals and at times missing meals from some centers were cited. Reporting on a Sunday as the centers was a difficulty being experienced by learners coming from far.
**Finances**
Most students felt that fees payment is a challenge and that the fees payment mode is poor. They felt that records are not kept properly on fees payment and therefore balances given to them will not reflect the true payment made.

**Center**
Most students felt that changing learning centers for instance from Machakos to Nairobi to Narok, is a problem to them, they felt that KISE should not keep on changing the programme contract now and then.

**Support services/ guidance and counseling**
Braille, sign language, computer was quite hard, practical taught for every short time for one grasp the concepts. Most students felt that support services such as library services are lacking so they are unable to access learning materials and references.

Most students felt they had personal problems and therefore needed guidance and counselling. Some students also felt carrying put research in the rural areas is hard and very expensive.

**Workload and exams.**
Most students felt that there was a lot of work. Some also felt that exams on modules 24 cannot be done for 24 hours, thus time allocated is quite inadequate, most students felt that examination preparation pressure is too hard to bear. Some students felt that 32 modules are too wide for 3 years. Some felt that written exam cover more areas than the work covered in the modules. Some students feel that
invigilators should be more vigilant during exams. Some also felt that they need more time for submission of IEP and SSSP.

Results
Most students felt that results ought to be communicated well and in good time. The students felt that the pass marks should be lowered to 40%.

Table 4.9: Using knowledge and skills to assist SNE learners.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 4.8 tackled the question on knowledge and skills gained if they were useful to the students afterwards. 87 percent of the students responded by saying the skills and knowledge were useful to them and 13 percent said no.

Knowledge, skills and attitude
Most learners feel that they can assist learners with special needs in an inclusive setting. However, they still feel inadequate in specialized areas such as Braille and sign language. They also feel that they can’t plan and handle children with severe disabilities. A few felt that they are not very confident on IEP and that some modules were covered hurriedly. Most of the students appreciated the course so much that it caters for all needs.
KISE lecturers handle more of the teaching than the hired lecturers since they are more competent and livelier in class. However, a few felt that some lecturers use the joint summarized notes only without giving any explanation. Group discussion should have well organized questions typed and marked by lecturers.

Table 4.11: Communication between KISE and the learners

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>34</td>
</tr>
<tr>
<td>Not Effective</td>
<td>12</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>54</td>
</tr>
</tbody>
</table>

Table 4.10 shows that communication between KISE and the learners needs a lot of improvement since 54 percent showed that communication is poor. Most of the learners in the DL programme come from various parts of the country and even the ASAL areas are represented. Some of them say they get most of the information quite late and this affects their learning. Some of their suggestions have been put under the themes as shown below.

**Mode of communication.**

Poor modes of communication from KISE to learners were cited as a great challenge, the learners say they get the information when it sent through the EARC. However, some suggest that KISE should use the D.E.O s office, their telephone numbers, radios, print media or the post office.
On the relationship between the lecturers and the students, some of the lecturers are rude while others have praised them for attending on their grievances promptly. Students’ felt that KISE should improve on communication.

**Relationships.**

Some students felt that some lecturers treat them more like children thus leading to a lot of conflicts. They felt that public relations on how to handle adult learners need to be considered and courses given to the lecturers.

Table 4.12: Opinion about activities and group discussion carried out during face to face.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized</td>
<td>80</td>
</tr>
<tr>
<td>Not well organized</td>
<td>19</td>
</tr>
<tr>
<td>Waste of time</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.11 indicates that group discussions are popular among the learners and 80 percent said that they were well organized while one percent felt they were a waste of time. Group discussions tend to reinforce what is learnt in class and in the modules and students also get a chance to interact with one another and share their experiences. Comments and suggestions given by the students were summarized in the themes given below.

**Activities of the groups**

The learners had a strong feeling that the group discussions were well organized and there was a co-operation among learners. They felt that all learners participated during the sessions and there was an opportunity for learners to
interact and share idea with one another. They also felt that more activities for the groups needed to be introduced. The learners also said that they needed to be given more time to practice and participate fully in carrying out the activities. They felt that some group discussions were rushed and time was not adequately given.

**Role of lecturers**

The learners felt that some lecturers need to be more serious during group discussions. They felt that the group work marks were not awarded fairly. It was felt that some lecturers made sure that every learner participated in their groups.

**Numbers in a group Discussion**

The learners felt that the groups should have a limited number of learners so as to be manageable.

**Venues of the group discussions**

There was a feeling that the activities should be extended to District level in order to help learners to discuss when back at home. They also felt that groups from one district should be encouraged.

**Table 4.13: Study groups**

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>84</td>
</tr>
<tr>
<td>Not useful</td>
<td>3</td>
</tr>
<tr>
<td>Waste of time</td>
<td>1</td>
</tr>
</tbody>
</table>

78
The question here asked: What is your opinion about the study groups? The responses given by the learners were analysed and presented in the table as shown above. Majority of the learners felt that study groups should be promoted/strengthened because:
- It enhances sharing of ideas and mastery of content
- It assisted some learners on how to answer questions.
- Learners learn more about each other's culture hence appreciate other people.
- They enhance collaboration and promote leadership skills.
- They bring both the rural and urban groups together
- They provide a wide mastery of experiences.
- They helped weak students to carry on their studies.

Problem faced with study groups.

i) Difficult to get each other during school holidays.
ii) Some students don't participate
iii) Heavy workload in their schools
iv) It's tedious and uneconomical.

An insignificant number felt that the groups were not useful while isolated individuals said it was a waste of time.

Table 4.14: Marking and feedback of the written exams and assignments.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td>83</td>
</tr>
<tr>
<td>Not satisfactory</td>
<td>17</td>
</tr>
</tbody>
</table>
The question here asked: How do you rate the marking and feedback of written exams and assignment? From the table above 83 percent felt that this is satisfactorily done and 17 percent felt that it is not satisfactorily done. The learners strongly felt that results should be given in good time. They further said that there are no issues of favouritism in marking exams, though they had doubts on the way S.S.P is and felt it was unfair. The learners felt that the Exam officers should be keen in order to avoid issues of missing scripts, which make students to be referred.

Table 4.15: Conducive learning environment

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
</tr>
</tbody>
</table>

The question asked here was: Did the institution where you attended the face to face contact offer you a conducive environment and adequate facilities for academic learning, social and physical needs. Two categories were given on the data of yes and no. And if the response was no, the students gave the problems encountered.

Problems encountered at the centers

Majority of the students said that the environment was conducive to their needs. However, some said it was not conducive and cited the following reasons:

(i) Poor and inadequate meals which don’t measure to what they pay
(ii) Unfriendly and hostile kitchen staff
(iii) Administration not taking the learners grievances into consideration hence no improvements.
(iv) Poor sanitary facilities
(v) No recreational activities
(vi) Water problems i.e. too much rationing and inadequate basins
(vii) Some team leaders are compromised by the principals
(viii) Some hostels lack curtains and windows panes

Table 4.16: Efficiency of ears – coordinator

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly effective</td>
<td>26</td>
</tr>
<tr>
<td>Effective</td>
<td>56</td>
</tr>
<tr>
<td>Not effective</td>
<td>18</td>
</tr>
</tbody>
</table>

The learners were asked to indicate how effective EARS coordinator were in assisting them to achieve the course objectives and goals. The responses they gave are given under the two themes below.

Visits
The learners felt that the EARC should be given motorbikes to make their movement easy. They felt that the EARC should be visiting learners in their district.

Training
The EARC are not effective because they can’t deal with special education and some need to be trained on personal relations (PR).
Table 4.17: Opinion about graduation

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>KISE</td>
<td>89</td>
</tr>
<tr>
<td>Regional</td>
<td>11</td>
</tr>
<tr>
<td>No need for graduation</td>
<td>0</td>
</tr>
</tbody>
</table>

The responses given on table 4.16 on whether the students would want to have their graduation at KISE or at their original centers 89 percent of the learners strongly felt that KISE was a central point for all learners and accessible to all. They also felt that the college had adequate facilities and therefore it would be cheap to hold the graduation ceremony at KISE. They felt that it was a good opportunity for learners who have never visited KISE to do so and to interrupt with other learners from other districts. Having the graduation at KISE would make them identify with that institution, and therefore give them an indication of achievement.

Table 4.18: Joining the B.ED (SNE) programme using distance learning mode

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
</tr>
</tbody>
</table>

On joining a B.Ed, SNE programme on Distance learning programme, majority of the learners felt it’s the best mode for them because:

(i) It’s very convenient because they are at home and at work most of the times

(ii) They are able to concentrate on domestic issues as they learn
(iii) It can accommodate many learners.
(iv) There is no study leave needed.
(v) Pupils won’t suffer as a result of missing services of such large numbers of teachers.
(vi) It’s cheaper both in tuition, transport and accommodation
(vii) The centers for learning are located near home
(viii) One can adjust to suit all his/her endeavors
(ix) It’s less strenuous and one learns at his/her own pace
(x) It’s easy and accommodative way of furthering one’s knowledge
(xi) It’s a bit flexible
(xii) Makes the teacher more occupied and innovative

The limited number who felt otherwise said:
(i) The fee is too high and finds difficulties in coping as parents.
(ii) Should be specialized in one area
(iii) Too many breaks which are boring and waste time. Weakness in exams and other activities need to be addressed.

Table 4.19: Academic subjects in the degree programme

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
</tr>
</tbody>
</table>

Most of the students expressed the need of including an academic subject in the degree programme.
Subjects preferred cut across the board e.g. languages, humanities, sciences, fine arts, psychology among others. However, a limited number didn’t advocate for the inclusion of academic subjects in the degree programme (SNE).
Chapter five

5.0 SUMMARY, DISCUSSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

Some of the things, which students strongly felt about:

- The Distance Learning course is undermined at the public universities
- Lecturers should be more competent
- Course has so much content but taught for a short time
- Curriculum should be reviewed
- Need for continuation for degree at the same place
- IEP to include other teaching subjects not just maths and English
- No examination should be taken in December Face-to-Face because many teachers handle class 8 and spend the whole of the third term preparing them
- Lacking of reference materials
- Inadequate equipments such as computers, typewriters and braille
- Negative attitudes from colleagues in the field towards learners
- Time allocation for practical examination is short
- KISE to supervise accommodation, meals and to be aware of what goes on
- Changing of face-to-face dates after faxing them
- Face–to-face centres are not SNE conducive in terms of infrastructure
- Universities are admitting students with equal or lower qualification than KISE
- Time management by lecturers to improve
- Communication to students is poor both from KISE and through interactions with lecturers.
- KISE to have a clear policy on their programme and especially on admission requirements.
- KISE to setup support services and to also open a bank account so that fees are paid directly to the banks.

5.2 Discussion of the findings

Institutional Level

The success of OL & DE will depend on policies set forth at the institutional level to provide reference points and guideposts for detailed operation and management, and should be consistent with national legislation and policy. Most OL & DE programs in Kenya are located in conventional institutions reviewed earlier. They are therefore ‘Dual Mode’ programs, and use on campus, conventional education policies and procedures for their open and distance education programs. OL & DE is different from conventional education policies and procedures for their open and distance education programs. OL & DE is different from conventional education with respect to teaching strategies, how the materials is delivered to the learner, how the student learns and interacts with the instructor, and assessment strategies and should therefore be guided by policies which address the needs of this specific mode of study. In discussing the ways in which Universities can respond to the opportunities presented by new technologies Daniel (1999) emphasized the importance of academic rules and regulations appropriate to delivery.

Areas for policy consideration at the Institutional level are discussed hereunder showing some of the issues which have emerged in OL & DE practice in the country and elsewhere. Institutional policies are expected to provide guidelines, which define good practice in OL & DE and give a clear benchmark for designing, developing and assessing OL & DE
Governance

Moore (1994) observed that many OL & DE administrative systems were originally designed to service traditional students taught by traditional teachers, and that this is a barrier to OL & DE delivery. Dual, Mixed and Consortia Modes are the most affected. A major determining factor in the establishment of single mode OL &DE as seen in the cases of the UK Open University and the Open University of Tanzania, was to be able to determine rules and procedures appropriate for OL &DE without encumbrances encountered having to function in conventional education institutional set up.

Studies on the management and governance of OD & DE institutions reveal that the culture and thinking is that of conventional institutions.

There is need for critical review of OL & DE institutional structures and composition of various statutory bodies, to establish a governance model that is compatible with OL & DE delivery in order to propel it to its full productivity potential.

Vision and Mission

The vision and missions of the Institutions in which the Dual Mode programs are located were formulated within the context of conventional education. There is need for such visions and missions to be revised such that the aspired view for the future of ODE as seen by the institution can be elicited, and the envisaged core business for ODE in education can be clearly defined. To engage in ODE just because other are doing so and as sideline educational purest will not provide the needed direction which is so crucial will not provide the needed direction, which is so crucial.
Objectives
ODE objectives should be specific to the mode of delivery. Ramanujam (2001) observes that whereas missions are general and are to be achieved over a period of decades and even centuries, goals and objectives should be specific, operational and achievable, and should be reviewed from time to time. Examples are given of the UK Open University and Fern Universitat in Germany where the focus of objectives in the 1970s and 1980s shifted from access to quality broadcast to cassette, ‘information to interaction’, yet again in the 1990s to date the institutions are having to confront a new set of developments and challenges in the form of globalization. It is evident that OL & DE objectives should also take into account the delivery mode, for example when Kenyatta University introduced OL & DE program in 1997, a new objective was added to their policies to accommodate OL & DE viz:

“to promote and administer extramural, external, and extension work for the university”

Admission Requirements
A major characteristic that distinguishes ODE from conventional education is “open access” to education – not conditional – it is about admitting non-traditional students. This is key to the democratization of admitting non-traditional students. This is key to the democratization of education. With this in view, Kenyatta's continuing education programs at tertiary level (a development within the last seven years) referred to by different names by the institutions offering them viz ‘parallel’, ‘module II’, ‘school based’, ‘extramural’, ‘extension’, ‘open education’, etc - a good example of open learning have a range of alternative, flexible admission criteria. The Open University of Tanzania (OUT) for example has made
provision for foundation courses for respective study areas, for those who do not need admission requirements into various study programs. The UK Open University was established in 1969 "to give a second chance to the underprivileged classes to pursue higher education. IGNOU'S open access policy has been seen it become one of the eleven mega universities in the world, with a student enrolment of 750,000 in 2001. Admission policy should therefore take the issue of open accesses and democratization of education into account while also keeping in view the quality requirement standards.

Calendar
ODE semester and enrolment timeliness which correspond to established conventional education timeliness negate the important ODE characteristic of time flexibility. In reporting the experiences in a case study of the University of Southern Queensland in Australia, ‘more frequent enrolment periods and increased frequency of offering courses’ are recommended.

Counseling
Counseling covers emotional support with more personal problems for learners. The tutors and supervisors should provide this support at the centers level but all the regional offices should have specialists called learner tutor coordinators who provide backup to the part time staff.

Curricula
In the face of the challenge of ODE to democratize education and Expo facto to address the extensive educational needs in the country, it is essential to put in place guidelines for identification and prioritization of knowledge, skills and attitudes should deliver, the target groups, and expected outcomes.
The picture presented in the ongoing ODE programs in the country is that the programs content is arbitrarily sourced from the conventional education content without rationale that establishes its relevance to the challenge. Objective set forth, what outcomes are expected, and the extent to which the outcomes will meet the objectives.

Copyright and intellectual Property (IP)
Considering the ODE mode of delivery, the learner is expected to access a wide range of learning materials and resources which extend beyond the boundaries of copyright and IP rules as applies in conventional education settings, and hence the necessity of a policy that provides guidelines for staff working on distance course development and distribution. Provision should be made for procedures on obtaining copyright permission as may be necessary. The general practice is for the institution to develop guidelines and procedures and distribute to all staff concerned.

ICT and Teaching Technologies
The range of ODE teaching technologies outlined under “four generations” are the ODE delivery vehicles, whose successful delivery depends on appropriate interactive content, meeting the pedagogical requirements, accessibility by learner to learning resources and library resources, laboratory facility etc.

ODE practice has brought out areas ought to be of major concerns when putting a benchmark in place to guide and ensure the achievement of effective delivery. These include: choosing of medium or consortium of media to be used based on several factors (e.g. appropriateness to nature and objectives of the program,
learners educational need and characteristics, costs, availability of expertise, changes in hardware and software, capabilities and maintenance etc); availability of facilities and capabilities to assist in the preparation of delivery of course material; access by learners, and the cost magnitude vs. funds available and fees to be charged.

Internet based and computer based technologies should not be treated in isolation investments here should not only be concerned with the latest computers and digital technology, but should also, like in other technologies consider, use access by learners and staff, flexibility, and affordability. Example is given of an OL & DE Institution in South Asia where audio video programs were produced at great expense, but gathered dust on the shelves because the learners, for lack of facilities, could not access them.

**Student Support Services**

ODE requires an elaborate, efficient and effective learner support system which will vary in accordance with the consortium of technologies used by the provider, including, access to advise and counseling, tutors, contact sessions, learning and library resources, materials delivery mechanism, and administrative and professional support. Policy statement on what student support services are required for a given ODE student should not fail to achieve in his/her program, because support services are lacking.
5.3 Conclusion

The study was to evaluate the planning and management of DE with the focus mainly on KISE DE programme. The distance delivery mode is a lonely mode of study since the learners are on their own most of the time. As such putting together learners support services that are responsive to the academic, social and individual needs of learners becomes critical. It is quite evident from the findings that the adult learners in the DE programme are in dire need of support services. Setting regional study centers fully staffed with learning resources would ensure success and retention of learning.

Setting good policies and overall supervision of new programmes, overall quality control, funding and financial control should be done at the headquarters. Regional centers should be set but linked to the headquarters of distance learning so that learners can get support at the centers close monitoring and coordination from the centers. The regional centers should be fully functional through out the year and not only during contact sessions. In countries like Botswana, the regional centers for DE run mobile centers and supervise support to remote learners. They provide a link between students and headquarters. They establish community study groups according to community demand and they support monitor and coordinate the groups. The community study groups in Botswana liaise with the local community and with local institutions over the provision of learning resources. KISE could borrow a leaf from this people. In countries like India, ODL is very successful because of the high use of information and communication technology and other forms of media.

Good learning is good learning, no matter what its shape or form in other words, the principles of good learning that underlie everything we do as educators also
apply in DE. Good experienced whether in formal or informal education, whether in a classroom or at a distance should be well organized, information should be well presented, the teacher should respond to the learners needs and the resources should be of good quality.

5.4 Recommendations

A country with a clear policy for the development ODL will achieve greater impact and better service for its people than a country that lives it up to individual and institutional initiatives to determine the role of ODL in the education system. Kenya as a country is an almost perfect candidate for ODL. By 2015, when the effect for its education on all policy will be fully felt it will have a population of 40 million that means it can operate DE at scale at all levels. Therefore:

- There is need for the government to develop a supportive and comprehensive national policy framework at the national level with appropriate supporting infrastructure at all levels.
- There is need to ensure access to quality DE to those who have had no access to education due to various barriers.
- There is need to develop and institutionalize a culture of life-long-learning and continuous education.
- There is need to use information and communication technologies and other media in the provision of DE program to masses of learners that will lead to the improvement of accessible educational materials.
- KISE should draw from other open learning and DE activities and learn from other regional and international experiences.
• Institutions operating ODL should exploit the advantages of the mass media while at the same time beginning the steady development of supportive electronic network.

• Policies and plans should be aligned with regional and local priorities rather than external agendas.

• Conscious design of distance education systems is necessary in ways that are sensitive to resource constraints and local conditions.

• Institutions having distance education or open learning should set their own internal policies and also set in place internal evaluation mechanisms to enable them improve their programmes.

5.5 Suggestions for further studies

Studies should be done in the following areas

1. What issues face distance educators and institutions in terms of Human Resources needs?

2. What categories of staff and skills are required and used in open and distance learning institutions?

3. What training options and strategies are available for staff development?

4. What is the country’s position in relation to Human resource requirement and development?

5. What is the way forward in addressing Human Resource development in the country?


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