

**AN ASSESSMENT OF THE PLANNING, ORGANISING AND
CONTROLLING OF DISTANCE EDUCATION OFFERED BY
THE ZAMBIA COLLEGE OF DISTANCE EDUCATION**

BY

MWENYA CHONGO MUKONDE ESNATY

**DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN ADULT
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The University of Zambia

LUSAKA

2016

DEDICATION

This work is dedicated to my lovely children Fredricks M. Mukonde, Chishimba M. Ilunga , Lenard Mwenya Ilunga Jr. and Besa Mwenya Ilunga for their patience , understanding and moral support during my studies.

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AUTHOR'S DECLARATION

I, Mwenya Chongo Mukonde Esnaty do declare that this work on the planning, organising and controlling of distance education offered by the Zambia College of Distance Education is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature of Author.....

Date.....

Signature of Supervisor

Date

APPROVAL

The University of Zambia approves the dissertation of Mwenya Chongo Mukonde Esnaty as partial fulfilment of the requirement for the award of degree of Master of Education in Adult Education. It is submitted with approval by the Examiners and with full consent from the supervisor.

Examiners	Signature	Date
Examiner 1.....
Examiner 2.....
Examiner 3

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ABSTRACT

The problem of this study arose from the fact that there was no documentation on how the planning, organising and controlling of distance education offered by the Zambia College of Distance Education were conducted. Therefore, the purpose of the study was to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education. Its objectives were to: i) assess the planning of distance education regarding the development of instructional materials, ii) examine the organisation of distance education offered by the Zambia College of Distance Education; and iii) establish the extent to which distance education is controlled by the Zambia College of Distance Education.

The study used a Mixed Methods Design. The study had a total sample of 100 respondents of which 5 were administrators; 15 were lecturers and 80 learners who were selected using the snowball sampling procedure. Administrators and lecturers were sampled purposively. Thus, a semi-structured interview guide and questionnaire were used to collect the data. The questionnaire was administered to the lecturers and learners while the interview guide was conducted with the administrators.

The findings of this study revealed that the planning of distance education regarding the development of instructional materials was done by lecturers who are course specialists in various departments. It was outlined that inadequate resources such as printing machines and finances were some of the challenges faced by the course specialists. It was established that the institution organised learner support services for the learners which included; administrative and academic counselling among others. The study discovered that the Zambia College of Distance Education was controlled by the Ministry of General Education Headquarters since the financial support and regulations emanated from there.

The study concluded that the planning of distance education regarding the development of instructional materials was done by the course-specialists. The learner support services committee ensured that the institution appropriately organised learner support services. The provision of distance education was mainly controlled by Headquarters.

The study recommended that the Ministry of General Education should grant power to the institution so that it can generate resources and carry out activities according to the local demands. The Zambia College of Distance Education should improve in the planning of sessional dates in order for the learners to interact with the lecturers and among themselves.

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LIST OF ACRONYMS AND ABBREVIATIONS

ZACODE	Zambia College of Distance Education
DE	Distance Education
ESO	Education Standard Officer

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter offers background information to the study on *an assessment of the planning, organising and controlling of distance education offered by the Zambia College of Distance Education*. It also highlights the statement of the problem, purpose of the study, research objectives, research questions, delimitations, theoretical framework, ethical considerations, significance of the study, organisation of the dissertation and operational definition of terms. The chapter closes with a summary.

1.2 Background of the study

In the insight of Kombo and Tromp (2006:24), background of the study is “... a brief overview of the problem the researcher aspires to tackle. It helps to clarify what has brought about the need for the study and demonstrates the researcher’s view of the research problem” Therefore, the subsequent background set the basis for conducting this research:

Distance education traces its origins to mid-19th century in Europe and the United States. The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enrol in educational institutions open only to men, people who had jobs during normal school hours and those who lived in remote regions where schools did not exist (Spodick, 1996).

At the time of independence, Zambia had few graduates and there was a challenge of Human resource development to take up the jobs that were left by the whites. In order to increase access to education to those who had jobs during normal school hours and to those who dropped out of school due to various circumstances, the government introduced correspondence education in 1964 through the Ministry of Education under Evelyn Hone College of Applied Arts (MOE, 1996). The unit was renamed the National Correspondence College in 1976 and enrolled 1750 learners in 1981.

The shift in approach in the mid-1980s to supporting study group meetings in schools pushed up participation to 33,000 in 1985, but ultimately could not be sustained due to economic conditions of the time. As a result, the college renamed the Zambia College of Distance Education in 2000, effectively reverted to a correspondence mode of tuition with 500 – 1,300 learners. The Zambia College of Distance Education thus survived but in an emaciated state (MOE, 2009). In this mode course materials are developed along the same principles as those courses provided to the full-time learners so that the distance learners follow the same curriculum and are subjected to the same performance requirements as the full-time learners (MOE, 1996). It is from this background that the researcher was motivated to conduct a research on the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

1.3 Statement of the problem

Kasonde-Ng'andu (2013:14) delineates statement of the problem as “an issue or concern that puzzles the researcher. This may be due to its effect or consistence despite measures taken” It can also be defined as a concise statement of the dilemma that the research questions are intended to resolve (Sampson, 2012:28). In view of this, the next paragraph presents the problem that this study sought to investigate.

Many Zambians after independence received their education through the distance education mode offered by the Zambia College of Distance Education (MOE 2009). However, little has been documented on how the planning, organising and controlling of distance education offered by the Zambia College of Distance Education has been conducted over the years. Therefore, this research was meant to fill up that void.

1.4 Purpose of the study

Creswell (2012:110) notes purpose of the study as “...a statement that advances the overall direction or focus for the study. It is usually a single statement or paragraph that explains what the study intends to accomplish.”

The purpose of this study was to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

1.5 Research Objectives

These are intentions or purposes stated in specific measurable terms (Ghosh, 1992).

1.5.1 Principal Objective

Kombo and Tromp (2006:36) state that a principal objective is” a statement that broadly points out what you hope to accomplish and your desired outcomes from the research. It also portrays the overall expectation of the study. ”

Therefore, the study had the principal objective to:

assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

1.5.2 Specific Objectives

These are specific results that a researcher aims to achieve within a time frame and with available resources. The specific objectives can also state exactly which outcome measures are going to be used with their statements.... (Farrugia, etal, 2010).

Thus, the specific objectives of the study were to:

- 1) assess the planning of distance education regarding the development of instructional materials by the Zambia College of Distance Education;
- 2) examine the organisation of distance education offered by the Zambia College of Distance education; and
- 3) establish the extent to which distance education is controlled by the Zambia College of Distance Education.

1.6 Research Questions:

Research questions are problems that the researcher seeks to answer and they also guide the research process by addressing the variables of the study (Kombo and Tromp 2006).

1.6.1 Principal Research Question

The principal research question is the main or most important question to be answered in the study (www.oxforddictionaries.com/definition/...).

The study's principal research question was:

How are the planning, organising and controlling of distance education offered by the Zambia College of Distance Education conducted?

1.6.2 Specific Research Questions

Msabila and Nalaila (2013:18) perceive specific research questions as a "guide for data collection in the field"

Therefore, this study had the following specific research questions:

- 1) how is the planning of distance education regarding the development of instructional materials done?
- 2) how is the organisation of distance education carried out by the Zambia College of Distance Education? and
- 3) to what extent is distance education controlled by the Zambia College of Distance Education?

1.7 Significance of the study

Kasonde-Ng'andu (2013) argues that the significance of the study is "a rationale for conducting the study and a statement why the results will be important. It identifies the audience for the study and how the findings will be of beneficial to the audience".

In this respect, the findings of the study may be useful to the Directorate of Open and Distance Education of the Ministry of General Education and other private and public institutions who are involved in the provision of distance education so that they can make informed decisions. The findings of this study would also contribute to the existing body of knowledge about what distance education practitioners might consider to be important aspects of the management of distance education. It might also give an insight to the facilitators of distance education at the Zambia college of Distance Education.

1.8 Delimitation of the study

Delimitation of the study simply refers to restricting a study by geographic location, age, sex, population, traits, population size, or other similar conditions (Msabila and Nalaila, 2013).

Therefore, this study was limited to Luanshya District; the researcher targeted respondents from Zambia College of Distance Education. Thus, the findings of this study would not be generalised.

1.9 Theoretical Framework

The theoretical framework of the study is said to be the structure that can hold or support a theory of a research study. It introduces and describes the theory that explains why the research problem under study exists. It can also be the application of theory or a set of concepts that are drawn from one and the same theory (Imenda, 2014).

Accordingly, this study was anchored on Max Weber's theory of Impersonal Management. He believed in more formalised, rigid structure of organisation known as bureaucracy. Bureaucracy is an administrative system by systematically coordinating the work of many individuals. Additionally, it is a formal structure where rules, formal legitimate authority and competence were characteristics of appropriate management practices. Max Weber gave emphasis on division of labour; hierarchy detailed rules and impersonal relations. The basic feature of bureaucratic organisation is that there is hierarchy of positions in the organisation. Hierarchy is a system of ranking various positions in descending scale from top to bottom of the organisation. Therefore, each lower office is subject to control and supervision by higher office. He believed that a supervisor's power should be based on an individual's position within the organisation, his / her level of professional competence and the supervisor's adherence to explicit rules and regulations. Managements by rules and regulations provide a set of standards operating procedures that facilitate consistency in both organisation and management practices.

Division of labour and work specialisation are used to align employees with their organisational task. In this way, an employee will work on things with which he/ she has experience and knows how to do well. In the late 1800's, Max Weber criticised organisations for running their businesses like a family, or what might refer to as "mom

and pop”. He believed this informal organisation of supervisors and employees inhibited the potential success of a company because power was misplaced. He felt that employees were loyal to their bosses and not to the organisation.

A well-defined formal hierarchy and chain of command distinguishes the level of authority within an organisation. Individuals who hold higher positions will supervise and direct lower positions within the hierarchy. The term ‘bureaucracy’ has been widely used with invidious connotation directed at government and business. Bureaucracy is an administrative system designed to accomplish large-scale administrative tasks systematically coordinating the work of many individuals. Bureaucratic organisations generally have administrative class responsible for maintaining coordinative activities of the members. Furthermore, Max Weber had the following main features of his class:

1. People are paid and whole time employees.
2. They receive salary and other perquisites normally based on their positions.
3. Their tenure in the organisation is determined by the rules and regulations of the organisation.
4. They are selected for the purpose of employment based on their competence.
5. They do not have any proprietary interest in the organisation.

The basic feature of bureaucratic organisation is that there is hierarchy of position in the organisation. Hierarchy is a system of ranking various positions in descending scale from top to bottom of the organisation, offices also follow the principle of hierarchy that is each lower office is subject to control and supervision by higher office. Thus, no office is left uncontrolled in the organisation. There are offices with the same amount of authority but with different kinds of functions operating in different areas of competence. Therefore, division of labour tries to ensure that each office has a clearly defined area of competence within the organisation and each official knows the areas in which he/she operates and the area in which he/she must abstain from action so that he/she does not overstep the boundary between his/her role and those of others. Moreover, another basic and emphasised feature of bureaucratic organisation is that the administration process is continuous and governed by official rules. Besides, a rational approach to organisation calls for a system of maintaining rules to ensure that the requirements of uniformity and coordination of efforts by individual members in the organisation. Rules provide the benefits of stability, continuity, and predictability and each official knows precisely the outcome of his behaviour in a particular matter. Additionally, bureaucratic organisation is characterised by maintenance of proper

official records. The decisions and activities of the organisation are formally recorded and preserved for future reference (study.com/...bureaucracy-max weber). The researcher preferred Max Weber's theory to other theories, such as Scientific Management by Fredrick W. Taylor and the 14 Principles of Management by Henri Fayol. Max Weber's theory is based on standardized procedures and a clear chain of command. Besides, officials acquire positions basing on their area of specialisation. In this regard, the planning, organising and controlling of distance education offered by the Zambia College of Distance Education need standardized procedures, clear chain of command and specialised officials for it to provide quality distance education.

1.10 Ethical Considerations

Ethical considerations are norms for conduct that distinguish between acceptable and unacceptable behaviour. Additionally, norms of the research promote a variety of other moral and social values, such as social responsibility, human rights, animal welfare, compliance with the law, health and safety (www.niehs.nih.gov/research/resources/bioethics).

Thus, for this study the researcher obtained an introductory letter from the Directorate of Research and Graduate Studies. The researcher required a research permit before embarking on the study. Ethical issues may arise from any of the following; the context of the study, methods of data collection, the nature of participants, the type of data collection and that which is to be done with the data (Msabila et al, 2013). The researcher ensured that the participants were treated with due respect and that data collection was done with the participants' consent. Those who were not willing to participate were let free. The researcher also assured the participants that the data collected were to be treated confidentially and for the purpose of the study. The researcher upheld the confidentiality of the respondents by encouraging them not to write down their names on the questionnaire.

1.11 Operational definition of terms

Leedy and Ormrod (2005) claim that operational definition of terms are "terms used in the study that are extraordinary or not widely understood by everybody" Therefore, the terms below were used by the researcher in this study:

Distance Education: a mode of education in which the learner is physically separated from the facilitator/teacher or tutor in terms of space and time.

Planning: to highlight the process of developing instructional materials.

Organising: to mobilise resources in order to successfully deliver quality distance education.

Controlling: ensure the right task is done by the right person at the right time in terms of delivering quality distance education.

1.12 Organisation of the study

Chapter 1 offers background of the study. It also presents the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of the study, delimitations of the study, the theoretical framework, ethical considerations, the organisation of the study and the operational definitions of terms. It concludes with a summary of the chapter.

Chapter 2 presents a review of literature related to this study. It expounds the importance of planning of distance education regarding the development of instructional materials, the organisation of distance education offered by the Zambia College of Distance Education and the controlling of distance education offered by the Zambia College of Distance Education.

Chapter 3 provides the methodology that was used for this study. It discusses the research design, the population and sample size, sampling techniques, the data collection instruments and data analysis methods and procedures.

Chapter 4 describes the analysis of the findings for the study. The findings are presented using research questions.

Chapter 5 presents the discussion of the findings. To discuss the findings the research objectives, literature review and theoretical frame are used.

Chapter 6 offers a conclusion for this study and also the recommendations.

Summary of chapter one

This chapter highlighted the background of the study. It specified the problem of the study, the purpose of conducting the study, the research objectives and the research questions. Additionally, this chapter presented the significance of the study, delimitations, theoretical framework and ethical considerations. Moreover, it indicated the organisation of the study and clarified the operational definition of terms. The next chapter presents the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The preceding chapter presented an introduction to the study on *an assessment of the planning, organising and controlling of distance education offered by the Zambia College of Distance Education*. It started with the background of the study, followed by the statement of the problem, purpose of the study, research objectives, research questions and significance of the study. It also presented the delimitations of the study, theoretical framework, ethical considerations, operational definition of terms and organisation of the study. This chapter deals with the literature review.

In the opinion of Fink (1998:3), literature review denotes “ a systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars and practitioners”. Therefore, this chapter presents literature review that justifies the study and in doing so; the research objectives are restated and used as themes.

2.2 Planning of distance education regarding the development of instructional materials

The first research objective was to assess the planning of distance education regarding the development of instructional materials.

Rumble (1986) states that the success and growth of distance learning systems and learner satisfaction is crucial. This necessitates the production and distribution of materials at a time table and the availability of mechanisms for learner support in a manner that facilitates the pacing of individualised learning. The production and distribution of materials for distance education need specific plans to be put in place. Instructional materials need to be well developed and structured in such a way that they lead to effective learning to the satisfaction of the learner. Debra (2010) puts it that, understanding the learner will assist the instructional writer to develop the material that motivates and encourages the learner to learn. The realisation that most of the time, the distance learner studies alone encourages the material developer to develop the material that incorporates interactive learning. Debra argues that learning materials for distance education are developed within a framework involving the context of the learner, the curriculum and the institution. In order to ensure that the

instructional materials are relevant to the curriculum and institution, planning is an essential element in the process of developing the instructional materials. Planning helps the instructional material developer to select the appropriate design, content and form of the instructional material. Gagne and Briggs (1998), note that interactive learning is one of the important features of instructional materials. Interactive learning reduces the learner's loneliness, motivates the learner, and sustains the learner's enthusiasm to continue learning. Nyirenda (1989) suggests that when writing study materials, lecturers/tutors are expected to consider principles of learning such as supplying the learner with appropriate practice or activities, providing the learner with chance to obtain feedback, selecting and using appropriate instructional media. The authors' perspectives of learner satisfaction are really critical in distance education. Therefore, to ensure that the learner is involved in the learning process the design of the instructional material has to provide a two-way - process of interaction between the instructional material and the learner. However, the production and distribution of Instructional materials for distance education and how it has been planned at Zambia College of Distance Education is unknown.

At institutional level, management of distance education requires detailed planning, timely and appropriate decision making and skilful coordination of activities. Thus, it is imperative to successfully plan and manage the organisation and its operations such that it not only imitates reform and change, but also sustains them for organisational growth and greater learner satisfaction (Panda, 2006). Panda (2003) argues that comprehensive planning in distance education can only gain emphasis as the need for broader institutional responses to continue fiscal restraints become more evident. It is not known whether or not the Zambia College of Distance Education has a detailed planning, timely and appropriate decision making and skilful coordination of activities.

Chifwepa (2006) discusses that course materials development is a crucial part of distance teaching, since the learners spend most of the learning time on their own. They depend a lot on the course materials, because of their dependence on the course materials, and then the teaching staffs that develop course materials require thorough planning. In the study he conducted Chifwepa revealed that the designing, developing and producing of course materials for distance learners have to be of quality. This is in line with the definition of distance education which states that, it is a mode where learners are physically separated from the tutor in both space and time. Therefore, their course materials have to be interactive

(Rumble, 1992). However, the development of course materials for distance learners at the Zambia College of Distance Education is not known.

Chiyongo (2010) cites that distance education is a system that requires proper methods of communication, structured planning, well designed courses and administrative arrangements. He further mentions that effective management is central to all good distance education practices, principally because the activities involved in developing and teaching distance education programmes differ in key respects from conventional education. Nonetheless, it is not known whether the human resources at the Zambia College of Distance Education offering distance education programmes have the skills required to manage the programmes.

According to Panda (2006), one of the reasons that have made distance education tremendously successful in meeting the needs of the learners is the planning and management of operations within distance education. Panda based his argument on the outcomes that he noted from the institutions and the satisfaction of the learners of his time. The success of distance education is based on the content of the dialog among teacher, learner and the effectiveness of the communication system in an educational process. Additionally, communication between the teacher and the learner is a vital element of successful distance education. For communication to take place, at a bare minimum, there must be a sender, a receiver and a message. If this message is intended as an instruction, then beside the learner, the teacher and content, the environment in which the educational communication occurs should be considered (Melton, 2002). Nevertheless, it is not known whether the distance education provided by the Zambia College of Distance Education successfully meets the needs of the learners.

Picciano (2006) states that one of the major issues facing those planning a new distance education systems is to decide on the kind of institutional framework which should be established. The mixed or dual mode of institution is nevertheless much more common. It arises when a department within a conventional institution decides that it wishes to enlarge its market by teaching learners at a distance, or that a particular distance or programme of study would have a market beyond the walls, which can only be met by distance means. However, it is not known whether, the Zambia College of Distance Education has a dual mode of institution.

The main strategic issue which those planning for distance education need to face is the crucial importance of political backing for government-sponsored projects. This can be

coupled with a tendency to isolate the planning process for innovative projects such as distance education institutions from the normal bureaucratic process of government (Rumble, 1986).

Moore and Kearsley (2005) opine that the best way to plan distance education facilities is to do in a sequential roll-out fashion. Distance Education planning starts with strategic planning, followed by development of policies for alignment with all efforts, strategies and process. The greatest effort will be to put the system in place for distance learning delivery and support. It might be a good strategy to start distance learning with teacher education since teachers are invariably keen, disciplined students. Moore indicates that producing distance education materials involves many kinds of design expertise. Since instruction is provided through media and delivered by technology, the media materials need to be designed by individuals with knowledge of instructional principles and techniques as well as knowledge of the technology. He adds on that the instructional designers should work with the content experts and together agree on such matters as objectives of the course, the exercises and activities the learners will undertake the layout of textual materials, the content of recorded audio- video or computer conferences. Col (2004) argues that planning of Distance Education is very cardinal because most academics came from face- to-face (traditional) institutions and course development in distance education mode with Open and Distance Learning philosophies may be unfamiliar to them. Academics and other staffs need time to develop Open and Distance Learning skills. It can take up to five years to build up a core staff establishment that is equipped to fully operate Open Distance Learning. The researcher is in accord with the views of Moore, Kearsley and Col to the effect that planning of distance education at an initial stage is very fundamental for the practitioners so that they can deliver quality distance education. Though, the Zambia College of Distance Education is already in existence, the researcher's interest is to assess how the planning of distance education is done regarding the instructional materials.

Chiyongo (2010) observes that planning skills are essential for planning of an educational programme particularly for programmes offered through distance education. He further indicates that distance education can be effective if they are run by qualified distance education managers. He argues that management skills in areas such as instructional design and development, student support services and student assessment are basic.

Gatsha (2010) minutes that learner support appears to be of lesser concern in some distance education institutions as planning strategies for learner support do not exist. An absence of such plans could imply that issues related to learner support, including perception and experiences of learners from marginalised communities in underdeveloped context, may not be known. Bishop and Spake (2003) claim that Policymakers are faced with an array of choices related to planning Open and Distance Learning, such as infrastructure, student support, support to academics for their changing role as distance educators, and costs. Additionally, distance education delivery is faced with changes such as the movement from correspondence type of delivery to open access and technology, enhanced learning where technology is changing constantly. Moore and Kearsley (2005) maintain that political, economic and social challenges need to be taken into consideration in strategic analysis and planning for Open and Distance Learning. If this risk analysis is not done, the risk of failure might be high. However, the current research seeks to gauge how the planning of instructional materials is done by the Zambia College of Distance Education.

2.3 The organisation of distance education offered by the Zambia College of Distance Education

The second research objective was to examine the organisation of distance education offered by the Zambia College of Distance Education.

Panda (2003) notes that development, production and distribution of instructional materials need to be scheduled and coordinated. Panda's observation is very basic in the sense that if the instructional materials are not developed, produced and distributed to the learners on time then the learning process cannot take place. As a result, the learners may drop out. Nyirenda (1989) claims that print is the main medium of instruction in distance education programme particularly in Zambia. Additionally, he mentions that the print study materials are mailed to all enrolled learners, wherever they are in the country. Nevertheless, the national postal system is still developing hence the distribution of study materials has been affected. Learners receive their study materials late, learners' written assignments are received late and returned late by the lecturers/ tutors. However, it is not known how the production and distribution of instructional materials at the Zambia College of Distance Education is organised.

The design and organisation of appropriate administrative system are major tasks facing distance education supervisors. For example, the enrolments of learners, collection of fees and marking of assignments have to be undertaken at a distance. With learners scattered far and wide, often many miles/ kilometres from the central institutional facilities, the conduct of examinations becomes problematic and distance education system managers may have to plan and organise locally held examinations which are accessible to the learners. In addition, many institutions, departing from pure distance education, feel that it is desirable for distance learners to have an opportunity to meet their tutors face-to-face. Residential schools and face-to-face tutorials may be incorporated into the courses, to mitigate the isolation of the long-distance learner. The planning and organisation of these events is another significant task facing managers in distance education (Rumble, 1986). The University of Tanzania (2013) opines that an effective distance education programme has to meet the instructional needs of learners using appropriate media technologies. However, it is not known how the administrative system is organised at the Zambia College of Distance Education.

Chiyongo (2010) postulates that distance education learners enrol to study through distance education for a number of reasons:

- i) leave school early but still want to continue learning;
- ii) some are working and cannot afford to give up their job to attend a face-to-face programme;
- iii) it costs less to study through distance education than it does to attend a face-to-face mode of learning;
- iv) improve qualifications;
- v) live far from a face-to-face institution; and
- vi) work shifts or have other awkward working hours.

Kanwar and Pillai (2001) observe that individuals who learn at a distance have ongoing obligations such as employment, family responsibilities, or live in geographically isolated areas. This is in link with Ipaye (2007) who notes that the organisational pattern and operating practices of distance education institutions depend on a number of factors. These include: the philosophy underlying the establishment of the institution, economic restrictions, societal demand, political dictates and institutional control.

Therefore, it can be said that distance education is well suited to the needs of adults who for social, economic or educational reasons missed out on the opportunities available through initial education, or study for personal interest and enjoyment. The researcher commends the stated sentiments in that practitioners of distance education need to organise the necessary resources such as instructional materials in order to ensure that learner satisfaction is attained. This is also in line with (John, 2010) who argues that adequate instructional materials mean a sufficient number of students. (Rechard,2006) states that the organisation of instructional materials and resources in distance education need to be provided in a variety of formats that are appropriate, timely and essential to the attainment of specified educational objectives and are free of bias, stereotypes and distortions. Additionally, 'adequate instructional materials' mean a sufficient number of student, sets of materials and have intellectual content that by design serve as the major tool for assisting in the instruction of a subject or course.

Col (2004) claims that practitioners of distance education should establish procedures for the requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports and management practices, and property accountability concerning instructional materials. Besides, instructional organisation is a determining factor in the success or failure, ease or stress and fulfilment as a professional educator. Lave and Wenger (1991) argue that instructional materials should provide quality learning experiences for students enrich and support the curriculum and be consistent with the state standards. Furthermore, consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages and maturity levels .Materials intended for students' use should be appropriate for the subject area and for the age, social development, ability level, special needs, and learning styles of students served by the collection. Vrasidas and Isaac (1999) indicate that when designing a course, one of the first steps of the instructional design process is content analysis. During content analysis the distance educator breaks down the content in small chunks, analyses it and identifies the major issues. Issues such as content relevance to the overall goal of the department offering the course and important components and specific knowledge from specific domain that should be taught to the learner. Duffy and Cunnigham (1996) also argue that in a distance education course, a variety of assessment techniques should be employed that will provide information about learners' ability to perform in real-world situation, thinking processes and self-reflective skills. Fagbamiye (2000) notes that the performance of distance learners is to a greater extent dependent on the quantity and quality of teaching materials, tutoring and counselling services. Nyirenda (1989) observes that there are four (4)

functions that a distance education institution or system undertakes which require to be organised in one way or another. These are: i) the development and production of teaching materials; ii) the storage and distribution of teaching materials; iii) provision of a two-way communication channel between learner and teacher/tutor and; iv) record keeping. He further states that tutoring a distance learner is a specialist job. It requires the tutor to correspond warmly and sympathetically with the learners as Perraton (1984) points out that a tutor has a slightly different function from that of marking, which is to build up a relationship with the learner. If the learner feels that his tutor is a real person, and gets to know him through correspondence even if he never meets him, then each will get much more out of the relationship. Perraton adds that a record system is a nerve centre of any institution. Therefore, a distance education institution or system must organise for the following types of records: Learner records; tutor or lecturer records and teaching materials records. Lorenzetti (2014) opines that distance education is here to stay. Consequently, she argues that the educational institutions should have a vision for what type of distance learning programmes they will implement and the standards they should hold on to. Jennifer suggests that a quality distance education can be attained by the institutions if the following components are well organised:

i) course design- a quality course design involves an equitable use, flexible use, simple and intuitive, perceptible information, community of learners and support and instructional climate.

ii) course content- one of the elements that contributes to course content is “ensuring it is up-to-date and relevant” which means that “every module of content in the course should revolve around specific course objectives.

iii) course instructor- an instructor is actually a critical component of quality, with the instructor having an impact on learner involvement in the course and learning as measured by objective performance, course grades and learner satisfaction. In this case, distance learning need to be taught by instructors who are passionate about their subject, approachable and able to encourage engagement in the distance medium.

iv) support services - quality distance learning courses require robust support system in the areas of academic support, administrative support, and technical support.

However, it is not known how the organisation of distance education is done by the Zambia College of Distance Education.

2.4 Control of distance education at the Zambia College of Distance Education

The third research objective was to establish the extent to which distance education was controlled by the Zambia College of Distance Education.

Keegan (2005) points out that the day-to-day management of distance education system requires constant attention to details, all with the aim of controlling changes to the basic input-output flows through the programme. He mentions that operations control, covering the control of materials and services outputs, quality and reliability, flexibility and responsiveness, timely delivery to the learners and their tutors and counsellors, capacity utilisation of the production and delivery systems, efficient use of human resources and materials. In line with Keegan, distance education programmes need to be controlled at all levels to ensure quality assurance and that the material is user-friendly. The control of instructional materials development has to be considered as an important activity of the distance education institution as noted by Ahmed (2010), who argued that the range of courses available should be relative to the needs and demand. He further states that the institution should assess the quality of academic staff both full-time and consultants assigned to develop instructional materials. The production of instructional materials needs to be controlled in terms of human resources utilised on production, the production budgets in regards to cost of internal and external production facilities. The author indicates that specialised human resources in the development and production of instructional materials are fundamental in distance education. Additionally, the existence of adequate control systems is a pre-requisite for the efficient and effective management of the distance education institution.

Draft (2010) opines that an institution exists when people interact with one another to perform essential functions that help attain goals. Recent trends in management recognise the importance of human resources, with most new approaches designed to empower employees with opportunities to learn and contribute as they work together toward the common goals. Furthermore, he posits that managers deliberately structure and coordinate institutional resources to achieve the institution's purpose. Nevertheless, even though work may be structured into separate departments or sets of activities, most institutions today are striving for greater horizontal coordination of work activities, often using teams of employees from different functional areas to work together on projects. Draft also reveals that a structural dimension in an institution is very cardinal for it involves the following:

- i) formalisation that pertains to the amount of written documentation in an institution. Such documentation includes procedures, job descriptions, regulations, and policy manuals. For example, large state universities, tend to be high on formalisation because they have several volumes of written rules for such things as registration, dropping and adding classes, student associations, hostel governance and financial assistance;
- ii) specialisation is a degree to which institutional tasks are subdivided into separate jobs. If specialisation is extensive, each employee performs only a narrow range of tasks. If specialisation is low, employees perform a wide range of tasks in their jobs. Specialisation is sometimes referred to the division of labour;
- iii) Hierarchy of authority describes who reports to whom and the span of control for each manager;
- iv) centralisation refers to the hierarchy level that has authority to make a decision. When the decision is kept at the top level, the institution is centralised. However, when decisions are delegated to lower institutional levels, it is decentralised; and
- v) professionalism is the level of formal education and training of employees. Professionalism is considered high when employees require long periods of training to hold jobs in the institution.

Simonson and et al (2006) allude to the fact that the control of instructional materials delivery that the correct course materials, to the right address, in due time is important in distance education. However, it is not known how the basic input-output flow through the programmes at the Zambia College of Distance Education is controlled.

Nyongesa (2007) discusses that the third theoretical concept receiving attention in the distance education literature is that of independence and learner control. Studies such as that examine locus of control conclude that students who perceive that their academic success is a result of their own personal accomplishments have an internal locus of control and are more likely to persist in their education. Students with an external locus of control feel that their success, or lack of it, is due largely to events such as luck or fate outside their control. Thus, externals are more likely to become dropouts. Factors of control that influence dropout rate have been of concern to distance educators as they search for criteria to predict successful

course completion. He developed a model to examine the concept of control as it is defined by independence, competence, and support. He notes that control is more than independence. It requires striking a balance among three factors: a learner's independence (the opportunity to make choices), competence (ability and skill), and support (both human and material). This factor analysis confirms the significance of these three factors and suggests other factors that may affect the concept of control and which should be examined to portray accurately the complex interaction between teacher and learner in the distance learning setting. What Nyongesa mentioned was very cardinal because for the process of learning to be complete, learners have to control their learning in terms of decision making, having abilities and skills to successfully accomplish their goals. This is in line with Perkins (1992: 163) who reports that learners have to take control of their own learning otherwise they will never be able to become “autonomous thinkers”. Therefore, one skill that the learners have to develop is task-management. In order to succeed in this, the distance educator should coach the learners to manage their tasks and help them take control of their learning. In contrast, Beaudoin (1990) observes that self-directed learning does not mean that learners have complete control over the choice of instructional materials development to suit their capacity to carry on self-learning. Hogue (2010) argues that distance education practitioners should make learners to be critical thinkers by routinely and explicitly giving them structured practice opportunities to critically examine their own thinking. They can also squeeze two or three cognitive activities into a hectic semester. Lave and Wenger (1991) postulate that the situation in which knowledge is constructed as an integral part of the learning process of enculturation as learners are immersed in real life situations and act as experts. In analysing the elements and values of students in distance learning, Moore and Kearsley (2005) attempt to redress the balance of control in distance education. Their objective was to defend the learner and the value of freedom and control against the encroachment of the industrialised distance education organisation. Onyon (2012) observes that the twenty- first century skills necessitate the implementation of instruction that allows learners to apply course content, take ownership of their learning, using technology meaningfully, and collaboratively. Through collaboration and inquiry, learners can cultivate problem solving, metacognitive skills, engagement in learning and intrinsic motivation. However, it is not known whether or not learners at the Zambia College of Distance Education have control over their distance education.

2.5 Identified Gaps and Justification

In regard to the reviewed literature, it was noted that the three (3) research objectives and the problem for this study were not previously talked about by other researchers. The writings and studies reported findings from external countries which could not be generalised to the Zambian set-up. Furthermore, the three local studies reviewed had their objectives different from what the current study sought to achieve. Chifwepa (2006), Chiyongo (2010), and Nyirenda (1989) focused on the Application of Information Communication Technology in Distance Education, Management of Distance Teacher Education in Zambia and Organisation of distance education at the University of Zambia: Analysis of the Practice respectively. However, the present study opted to assess the planning, organising and controlling of distance education as offered by the Zambia College of Distance Education. Therefore, the problem for the recent study was not yet addressed.

Summary of Chapter two

The chapter discussed the relevant literature for the study and themes used were derived from the research objectives. The next chapter will describe the methodology that was used in the collection of data.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter presented the literature review. This chapter highlights the research methodology that was used in the study. Wellington (2000:22) perceives methodology as "... the activity or business of choosing, reflecting upon, evaluating and justifying the methods used to collect data". Methodology can also refer to the systematic, theoretical analysis of the methods applied to a field of study by the researcher (Msabila, 2013).

Therefore, this chapter presents elements of the research methodology that were used in this study. These included, research design, universe population, sample size and sampling techniques, data collection procedure, data collection instruments and data analysis instruments.

3.2 Research Design

A research design is a program that guides the researcher in the process of collecting, analysing and interpreting data (Kombo, 2006). A research design gives an over view of the method that the researcher has chosen and the reasons for the choice. According to Cooper and Schindler (2000), research design is "... a plan that expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on those relationships". In the perception of Ngoma (2006), research design is the set of logical steps taken by a researcher to answer the research questions. It is the blue-print or recipe for the study and determines the methods used by the researcher to obtain participants, collect data, analyse the data and interpret the results. Consequently, the purpose of the research design is to ensure that the evidence obtained answers to the research questions.

Thus, the research design adopted was a mixed-method. The researcher used the mixed-method design in order to collect and analyse both qualitative and quantitative data. For example, the researcher used the mixed methods design in data collection methods and data analysis. Cronholm and Hjalmarsson (2011) as quoted by Phiri (2015), indicates the following as some of the strengths of a Mixed-Method Research Design: ... 1)it can

increase the capacity to generalise the results compared to using only one study design; 2) it can handle a wider range of research questions because the researcher is not limited to one research design; 3)it can add insight and understanding that might be missed when only a single research design is used;4) it offers enhanced validity through triangulation (cross validation); 5)it can present a more robust conclusion; and 6)it points out that words, photos, and narratives can be used to add meaning to numbers while numbers can add precision to words, photos, and narratives.

Generally, there are three types of mixed-method research designs and these include explanatory, exploratory and triangulation mixed designs (Hanson and Creswell, 2005). Therefore, this study used a Concurrent Triangulation Mixed – Methods Design. The researcher chose this design in order to collect and analyse both qualitative and quantitative data at the same time. As stated by Hanson and Creswell (2005:229):

...in concurrent triangulation designs, qualitative and quantitative data are collected and analysed at the same time. Priority is usually equal and given to both forms of data. Data analysis is usually separate and integration usually occurs at the data interpretation stage. Interpretation typically involves discussing the extent to which the data triangulate or converge...

3.3 Universe Population

Hair and Celsi (2011) posit that a population is a “complete group of objects or elements that are relevant to the research project”. As Kombo and Tromp (2014:76) observed, the population is an “entire group of persons or elements that have at least one thing in common. It also refers to the larger group from which the sample is taken.” Consequently, in this study, the universe population simply indicates a group of individuals that had the same characteristics from which the sample was drawn. Thus, the universe population for this study encompassed of the following: administrators, lecturers and learners.

3.4 Sampling procedure and Sample size

3.4.1 Sampling Procedure

Sampling procedure is a method used to select a sample from the population. It is an important step in the research process for it assists to inform quality of inferences made by the researcher that stem from the underlying findings. Sampling procedure is very cardinal for it supports to produce a group that make accurate generalisations about the population (Cargan, 2007).

Thus, for this study, purposive and snowball sampling procedures were used to select the sample. The researcher used purposive sampling to select the administrators and lecturers. Cohen, et al (2007:15) show that in purposive sampling, “the researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought” The learners in this study were selected using snowball or chain sampling procedure. Snowball or Chain referral sampling is a sampling procedure whereby the researcher begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people he/she started out with (Kombo, et al, 2014). Biernacki and Waldorf (1981:141) note that snowball or chain referral sampling is a sampling procedure that “... yields a study sample through referrals made among people who share or know of others who possess some characteristics that are of research interest....”

3.4.2. Sample size

Bless and Craig (1995) state that a sample size “is a portion of the population. It refers to the number of participants selected from the universe to constitute a desired sample.” Gratton and Jones (2010:110) note that a “... sample is a subset of a specific population”. A sample is selected precisely for the researcher to understand the particular population in depth and not to find out what is generally true among many (Merriam, 2002). Thus, the researcher would use purposive and snowball sampling to select the sample.

Therefore, the sample size for this research was 100 respondents. This was segmented as follows: 5 administrators, 15 lecturers and 80 learners.

3.5 Data Collection Procedure

Data collection procedure is said to be a section in research that outlines and justifies all data collection methods, tools, instruments, and procedures. It also includes where, how when, and by whom data were collected (Bloomberg, et al, 2008).

For this study, the researcher started the data collection procedure by obtaining an introductory letter from the Directorate of Research and Graduates Studies at the University of Zambia. The letter was presented to the Principal at the Zambia College of Distance Education in Luanshya. The researcher was granted permission to conduct a research.

Consequently, to collect data for this study, semi-structured questionnaires were distributed to lecturers while interviews were conducted with administrators. The researcher personally distributed the questionnaires to the lecturers. However, in the distribution of the semi-structured questionnaires to the learners, the researcher was helped by the research assistants. The administrators were interviewed in the offices by the researcher and each interview session lasted for 20 to 30 minutes. Additionally, the responses from the interviews were recorded using a smart phone and written down in the diary during the course of the interview by the researcher.

3.6 Data Collection Instruments

Data collection denotes the process of finding information to the research problem. It may involve administering a questionnaire, conducting an interview, a focus group discussion or observing what is going on among the subjects of the study (Kombo and Tromp 2006:30). Parahoo (1997:52) says that a research instrument is “a tool used to collect data. It is a tool designed to measure knowledge, attitude and skills of research respondents.”

The main instruments that this study engaged were semi-structured questionnaires and a semi-structured interview guide. A semi- structured questionnaire is one that consists of both open ended and closed ended questions. The researcher employed the questionnaires and interview guide in order to capture both qualitative and quantitative data.

3.6.1 Questionnaire

Brown (2001) states that a questionnaire is “... any written instrument that presents respondents with a series of questions or statements to which they are to respond either

by writing out their answers or selecting from among existing answers” The advantages of using a questionnaire is that it is simple, versatile and is not costly (Adejimi, et al, 2010).

3.6.2 Interview guide

Kasonde - Ng’andu (2013: 43) observes that an interview guide is “a written list of questions or topics that need to be covered by the interview”. For this study, a semi-structured interview guide was used to collect data from the administrators.

A semi-structured interview includes the implementation of a number of predetermined questions or special topics where the questions are typically asked of each interviewee in a systematic and consistent order then permit the interviewee appropriate freedom to deviate. The interviewers are allowed to probe far beyond the answer to their prepared and standardized questions (Berg, 1989).

3.7 Data Analysis

Gosh (1992:261) indicates that... *after collection of research data, an analysis of data and the interpretation of results are necessary*. Therefore, data analysis is said to be a mechanism for reducing and organising data in order to produce findings that require interpretation by the researcher (Burns & Grove, 2003:479). Hence, this study had both qualitative and quantitative type of data as explained below.

3.7.1 Qualitative

Qualitative data are detailed descriptions of situations, documents, correspondence, events, people, direct quotations from people about their experiences, records and case histories, interactions and observed behaviours (Merriam and Simpson, 1995). In order to analyse qualitative data, the researcher used codes based on the themes that emerged.

3.7.2 Quantitative

Quantitative data are data collected in quantities or in a numerical manner (Babikir, et al nd). Therefore, quantitative measurements use objective and standardised instruments to limit data collection to prescribe categories of response (Merriam and Simpson, 1995) consequently, in this study, quantitative data from questionnaire were analysed, entered into excel and were presented using charts, tables and percentages.

3.8. Limitations of the Study:

Meredith et al (2003) observe that “limitations are factors which the researcher foresees as restrictions, problems and other elements that might affect the objectivity and validity of the research findings.” Limitations are said to be the challenges that the researcher anticipates to face or faces during the study.

The researcher should state the ways in which the challenges faced are to be overcome (Kombo and Tromp, 2006). For this research, the major limitation was about the sampling technique that the researcher used. That was the snowball or chain referral. The researcher had difficulties in reaching the first respondents. However, the researcher was given more contact numbers for the learners and by the involvement of the research assistants the learners were met and the questionnaires were administered.

3.9. Summary of Chapter three

This chapter presented the research methodology that was used to conduct the study. A mixed- research design was engaged, because it permitted collection and integration of both qualitative and quantitative data at the same time. The population consisted of administrators, lecturers and learners from the Zambia College of Distance Education. A sample of 100 was selected which included: 5 administrators, 15 lecturers and 80 learners. Furthermore, purposive sampling was used to select administrators and lecturers while Snowball or Chain referral was used to select learners. Qualitative data was analysed using thematic analysis and quantitative data from questionnaires was entered into Microsoft excel and findings were presented using charts, tables and percentages.

The next chapter focuses on the presentation of findings for this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

The foregoing chapter discussed the methodology that was used for this study on *an assessment of the planning, organising and controlling of distance education offered by the Zambia College of Distance Education*. This chapter presents the findings of the study based on the research questions that were raised. By way of reminder, the following were the research questions that this study sought to answer:

- i. How is the planning of distance education regarding the development of instructional materials done?
- ii. How is the organisation of distance education carried out by the Zambia College of Distance Education?
- iii. To what extent is distance education controlled by the Zambia College of Distance Education?

The summary of the chapter will be given after the presentation of the findings.

The research findings for this research are more of qualitative than quantitative.

4.2 Research Question number one (1): how is the planning of distance education regarding the development of instructional materials done?

The first research question sought to assess how the planning of distance education regarding the development of instructional materials was done. In order to answer this research question, a semi-structured interview guide was conducted with administrators that yielded qualitative and quantitative data and semi-structured questionnaires were administered to the lecturers.

4.2.1 Findings from the administrators

There was a consensus among the five (5) administrators that planning of distance education regarding the development of instructional materials was done in various departments by the lecturers. It was noted that the Part-time lecturers were not contracted to develop instructional materials. One administrator said that:

the development of instructional materials is done by us lecturers department by department. We have a housing style and we follow certain steps in order to develop quality instructional materials. There is what we call a course blue print, then development of draft materials, followed by content editing, language editing, developmental testing, re-editing and finally printing the instructional materials.

Another administrator stated that:

The planning of instructional materials for distance learners is very interesting in the sense that you have to plan for the learner who is physically away from you. Therefore, when it comes to content and language editing, the editing committee ensures that both the content and language are suitable for distance learning.

Furthermore the respondents (administrators) mentioned that there were challenges that they faced during the planning of instructional materials. They indicated that planning is an important stage in any institution if it has to succeed. They said that planners need resources for them to accomplish their tasks, which could be human, materials or finances.

One of the administrative interviewees reported that:

planning for the development of instructional materials for distance learners is a challenge. We don't have internet connectivity which can be used for research purposes for latest information on how best we can develop interactive instructional materials, insufficiency funds and material resources.

Other administrative interviewees said that:

we have challenges when we are planning for the production of instructional materials. The printing machine that we have fails us in most cases. We can plan to produce enough instructional materials to meet the demand of enrolled learners, but it is sad when we fail to produce and distribute the required instructional materials to the learners in time. We clearly know that our learners depend on these instructional materials for them to learn.

4.2.2 Findings from the lecturers

In order to collect data from the lecturers, a semi-structured questionnaire was administered. The lecturers were also asked how they planned for distance education regarding the

development of instructional materials. In response, they indicated that the planning of instructional materials was done by departments. They detailed that each department had its own specialists (lecturers) who organised all the necessary materials, venue, and a programme for them to carry out an activity. One of the lecturers said that:

the departments plan for the development of instructional materials. We collect different sources of material depending on the course to be developed. Then we prepare a course blue print, writing of drafts, editing of the content and language. Thereafter, we conduct a departmental testing this is whereby the materials have to be assessed whether or not they are suitable for distance learning.

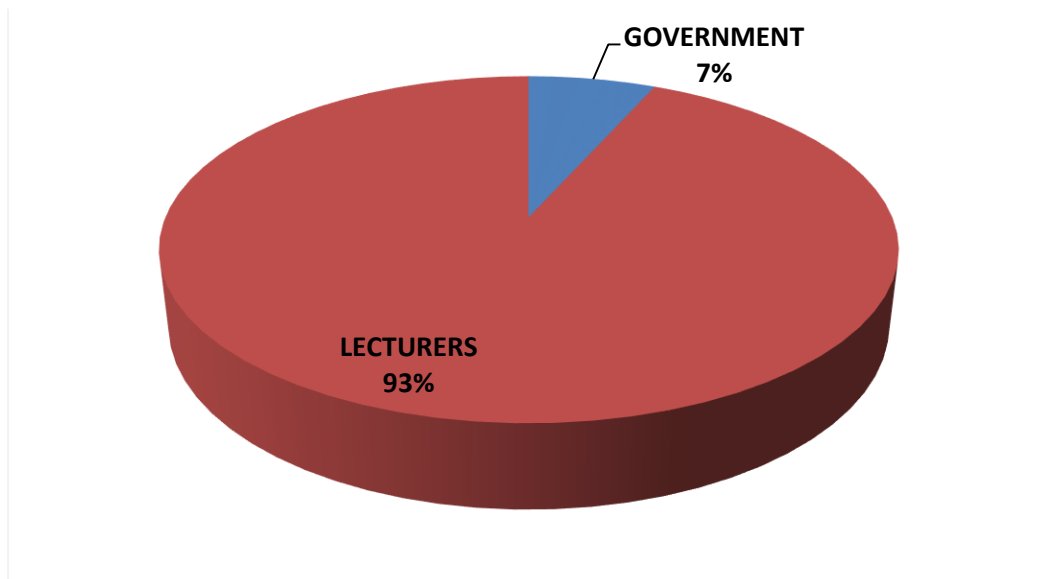
Another respondent stated that:

the planning of the development of the instructional materials is done by course specialists and we have what we call housing style. This means that as an institution we have a common style of planning and writing of instructional materials. We first write manuscripts, which are then typed, and editing by lecturers (course lecturers), final editing is done by the main editorial board after which printing of the instructional materials is done.

There was a consensus among the lecturers that they faced challenges when planning for the development of instructional materials. They indicated that they had a challenge with the printing machine. They said that when planning for the development of instructional materials, they found it difficult to plan for the production of the learners' materials. One of the lecturers specified that *we lack printing materials during the planning of instructional materials and also inadequacy of funds.* Another one said that:

Sometimes, I find it difficult to incorporate cross-cutting issues in the planning for the development of instructional materials because of inadequacy reference materials and since the planning is carried out according to various departments, we do not plan at the same time to agree upon certain cross-cutting issues. All these challenges are faced due to inadequacy of funds.

Pie chart 1: Distribution of respondents by their responses on the planning of instructional materials



From the above Pie chart 1, it was clear that lecturers had a huge task of designing and developing instructional materials to use in the college looking at their responses of 14 (93%) against 1 (7%). Lecturers to this effect had a number of challenges regarding planning and development of instructional materials for distance learners.

4.2.3 Findings from the learners

The semi- structured questionnaire was administered to the learners in order to capture both qualitative and quantitative data. The learners were asked to give their opinion on how the planning of distance education could be improved at the Zambia College of Distance Education. It was noted that most of the learners had a view that the institution should involve them in the planning of the instructional materials so that they could share the challenges that they encountered when using the course materials.

One of the respondents reported that: *the college should invite learners to give their opinions at the planning stage and be able to fulfil the plans.* Another one indicated that: *the college should improve on the planning of modules, produce more modules and send them to the learners on time. The college also should improve on the planning of sessional dates which take place in study centres.*

4.3 Summary of findings on research question number one

Question one sought to assess how the planning of distance education regarding the development of instructional materials was done. Both categories of respondents (administrators and lecturers) had a common view that the development of instructional materials was done by various departments and that they used the housing style to develop the instructional materials. They had to follow a set standard that was a course blue print, then develop draft materials, followed by content editing, language editing, developmental testing, re-editing and finally print the instructional materials. However, both categories stated that they faced many challenges during the planning of the development of the instructional materials, such as, insufficient funding and lack of printing materials.

It was established that the general view by administrators and lecturers was that the planning of distance education regarding the development of instructional materials was done by lecturers from various departments. The learners on the other hand, had a view that the college should invite them to give their opinion on the planning of distance education especially on producing more modules and planning of sessional dates in various study centres.

4.4 Research Question number two: how is the organisation of distance education carried out by the Zambia College of Distance Education?

To answer this question, information was captured from administrators, lecturers and learners through the use of a semi-structured interview guide and questionnaires which yielded qualitative and quantitative responses respectively. In order to examine how distance education was organised by the Zambia College of Distance Education, all the categories of respondents were asked to detail the type of learner support services that the institution organised. Their responses are presented below:

4.4.1 Findings from administrators

For the administrators the general response was that the institution had organised learner support services. They pointed out that as providers of distance education, it was their mandate to organise learner support services to their distance learners. They further mentioned that distance education was a mode that separated the learner from the lecturer both in time and space. Hence, they were obliged to organise learner support services which included career guidance and counselling.

One of the administrators interviewed had this to say:

the institution organises learner support services such as career guidance and counselling where learners are guided on what courses they should take, visiting learners in their various study centres, mailing, and telephoning, by telephoning both by landline and mobile phones. We also organise administrative counselling whereby the learners ask about their social problems, examination centres, tuition fees to be paid and being counselled if a learner wants to withdraw from a course due to financial problems.

Another administrator said that:

the institution has a system whereby the lecturers occasionally talk to the learners on phones to discuss the areas of study where the learners have difficulties in. For example, we have what we call Tutor Marked Assignments. If the learner is not clear about the questions asked in the Tutor Marked Assignment he/she can call the lecturer and discuss those academic issues.

4.4.2 Findings from the lecturers

To examine lecturers' opinions on the learner support services organised by the Zambia College of Distance Education, the majority of them responded that the institution had organised the way learners should access the services. They indicated that the institution had the learner support committee which provided education on administrative counselling and career guidance and counselling to distance learners.

One of the respondents reported that:

learners are given assignments that are embedded in the instructional materials and are sent to learners through the Zambia Postal Services. The learners have to send back their work to the college which we then mark and post back to the learners.

Another respondent indicated that:

the institution had organised the learner support services through the learner support services committee. We offer administrative and academic/career guidance and counselling. The visitation of study centres is also the service that the institution organises.

4.4.3. Findings from the learners

To ascertain learners' views on how distance education is organised by the Zambia College of Distance Education, learners were made to respond to a question: What type of learner support services are organised by the Zambia College of Distance Education? It was established that learners received various learner support services from the institution.

One of the respondents indicated that: *the institution provides for us instructional materials together with the Tutor Marked Assignments and we receive services on the payment of tuition fees whereby learners are guided on how to pay the fees in instalments.*

Another respondent had this to say:

all my parents are dead and I do not have anyone to pay for my tuition fees, but I thank the institution for allowing us to pay the fees in instalments, at least am managing. I do receive the guidance from the administration and lecturers on things that I should do as a distance learner in order to achieve my dreams.

Furthermore, another respondent reported that:

am happy with the way the institution has organised the learner support services. It provides administrative and academic counselling for us. When it gives advice on what courses to take, the tutors in the guidance and counselling committee always help us.

The learners were asked another question: How do you get the feedback from lecturers and administrators? The majority of the learners indicated that they got the feedback from both the lecturers and administrators through the mobile phones and the Tutor Marked Assignments.

One of the learners specified that:

We get feedback from the lecturers and administrators through the Tutor Marked Assignments which the college sends to us by Postal Services. If the college wants to communicate to us information that is urgent then telephones/mobile phones are used.

Another respondent indicated that:

If I want to get the information from the administrators or lecturers, I just visit the college and see the coordinator of my programme. If he is not in the office then I just call him for further instructions.

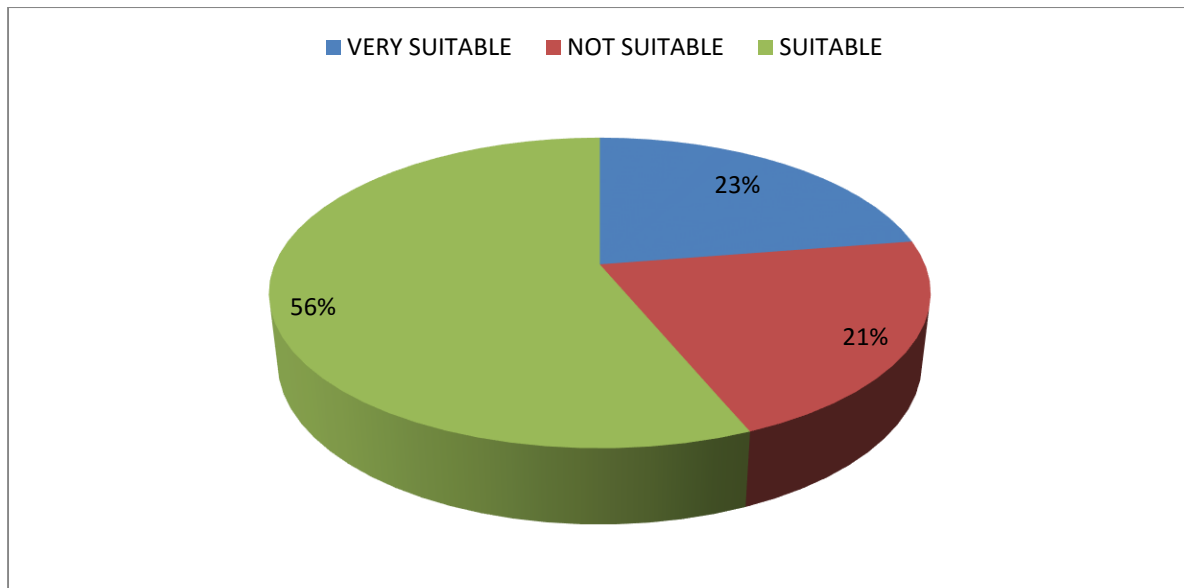
The respondents were further asked to give their opinion on the concept of “distance education”. They indicated that distance education was one way of receiving education without necessarily being in a classroom situation. They further pointed out that the learner and the tutor were physically separated in time and space.

One of the respondents indicated that: *distance education was the way of learning where you are not physically in class.* Another respondent reported that: *distance education is studying or learning the lectures through correspondence without the student attending school.* The respondent further mentioned that: *distance education is a method of learning or teaching which does not involve the teacher or lecturer physically.*

i. Suitability of the learner support services provided by the institution

The respondents had different views on the suitability of the learner support services provided by the institution. The scores were as indicated in Pie Chart 2 below.

Pie Chart 2: Distribution of respondents by their responses on: how suitable are the learner support services provided by the institution?



It was noted that majority (45=56%) of respondents indicated that the learner support services provided by the Zambia College of Distance Education were suitable, 18(23%) of respondents indicated that the learner support services provided by the institution were very suitable while 17(21%) reported that the learner support services provided by the institution were not suitable.

To determine the learners' opinions, the researcher asked them to justify their views. For those who indicated that learner support services were suitable they said that the system was flexible in terms of payments of tuition fees.

To this effect one of the respondents said that:

it is suitable because the lecturers can be contacted at any time through phones to explain where you do not understand. And the institution makes sure you receive the instructional materials together with the Tutor Marked Assignments.

Another respondent had this to say:

the guidance and encouragement given to us can make one perform well. I study on my own time and do the assignments; I have found that the instructional materials have clear instructions, that is why the learners do their work at home or at place of work.

For the respondents whose views were that the learner support services provided by the Zambia College of Distance Education were very suitable, they said that the hand-outs and the modules were beneficial to the learners. One of them indicated that: *the institution is very committed to work. You can find that lecturers send the marked assignments with comments which are very encouraging.*

The respondents who indicated that the learner support services provided by the institution were not suitable, they stated that the college should change the current system of doing things in order to offer appropriate learner support services.

To this effect one of them reported that:

the institution does not hold periodic interaction to offer face to face tuition to the learners and also monitoring the progress of the learners is a challenge. Another thing is that the lecturers do not have time to send feedback because they are busy.

Another respondent indicated that: *the learners' difficulties are not solved because there are no face to face sessions and the learner support services given do not benefit everyone.*

4.5 Summary of findings on research question number two

It was apparent that all the categories (administrators, lecturers and learners) had views that the Zambia College of Distance Education appropriately organised learner support services for distance learners. The learner support services included; administrative and academic career guidance and counselling, feedback among others. The institution also organised the instructional materials together with the Tutor Marked Assignments that were sent to learners through the Zambia Postal Services. It was noted that the instructional materials produced by the Zambia College of Distance Education were suitable for the learners' use. However, few respondents indicated that the learner support services provided by the Zambia College of Distance Education were not suitable. The reason was that, it was not every learner that benefited from the learner support services provided by the Zambia College of Distance Education. These findings mean that the distance education was well organised in terms of material distribution, administration and effective teaching and learning in the different centres although a few learners felt that the support services provided were not suitable.

4.6 Research Question 3: To what extent is distance education controlled by the Zambia College of Distance Education?

The third research question was: to what extent is distance education controlled by the Zambia College of Distance Education? In order to determine the extent to which distance education was controlled by the Zambia College of Distance Education, a semi structured interview guide and questionnaires were used to capture both qualitative and quantitative information relating to control. The answers were obtained from the administrators, lecturers and learners as presented below.

4.6.1. Findings from administrators

The administrator interviewees were of the view that the control of distance education by the institution was something that needed regular attention. They said that the institution had to control the developers of instructional materials, the production of materials and other administrative issues.

To this effect one of them said that:

to control in an institution is to put a milestone. Lecturers who do the work are adults and working with adults needs patience and understanding. Therefore, you do not leave it open. You need to give them deadlines according to the tasks at hand so that we can have tangible results.

Another one had this to say:

to control distance education needs networking with other departments and also people in other provinces. For example, at district and provincial levels, we have Education Standards Officers (ESOs) and Senior Education Standards Officers (SESOs – ODL) whom we can network with so that they help in the controlling of distance education.

He further added that:

Another thing is that, there are no structures at this institution. You find that an officer is carrying out multiple jobs such that at the end that particular officer does not perform as expected. Hence the control of distance education becomes a challenge.

Another interviewee stated that:

we do control distance education in terms of module production. We have what we call stock sheets where we indicate the levels of modules. If we see that the modules are not enough, we re-order them.

He further echoed that:

We also monitor the learners' performance by making a follow up, in case the learner has not sent back the Tutor Marked Assignments. The Tutor marked assignments are very important because it is where we write comments or advice for the learner whether or not to re-do the work.

4.6.2 Quality of Distance Education.

This was an emerging theme that dealt with quality of distance education. There was a consensus among the five administrators that the lecturers were trained in instructional design for distance learning. They also said that Lecturers underwent capacity building. All the administrators responded in assenting that lecturers received training from the Commonwealth of Learning (COL), Ministry of General Education, Canadian Organisation and the Southern African Development Community (SADC) who organised the training in Malawi and Tanzania where each lecturer had a chance to undergo training. They said that In House Training also helped the lecturers to remind themselves of how to produce quality modules.

One interviewee had this to say:

our lecturers are qualified and there is a continuous professional development which is done yearly in areas of distance education. This helps us to control the materials in terms of Quality Assurance.

Another one said that:

the training that we received from the Commonwealth of Learning equipped us to offer quality distance education. For example the kind of instructional materials that we develop go through certain processes in order to ensure that we produce quality modules.

4.6.3 Rating of distance education offered by the Zambia College of Distance Education.

Another theme that emerged was on how to rate the way distance education was conducted at the Zambia College of Distance Education.

The five administrators interviewed had different opinions on how they rated the way distance education was conducted.

One of them said that:

the way distance education is conducted is at average, in the sense that we produce materials that learners need but those materials are not delivered to learners on time. We do not meet our learners especially those outside the Copperbelt due to insufficiency of funds.

Another one had this to say:

In my opinion, I can rate it at average in the sense that today, there are many people out there who want to learn but for them to be connected to the college is very difficult. The problem we have is that we do not advertise our institution very much especially in other provinces.

The other interviewee mentioned that:

I can rate it at good. The reasons are that we are doing distance education our own way. We lack financial support. We do not usually visit centres. We run shortage of modules while learners need those study materials and we only have a library room but no books.

Another interviewee said that *I can rate distance education which is conducted here as excellent because the modules have rich content and learner output is quite good. Our instructional materials are interactive and they are suitable to be used by distance learners.*

4.6.4 Findings from lecturers

The lecturers were asked to state their opinions on the extent to which distance education is controlled by the Zambia College of Distance Education.

There was a consensus among the lecturer respondents that the control of distance education at the institution was to a large extent done by Headquarters of the Ministry of General

Education. In other words, lecturer respondents indicated that the finances and activities were supported by the Ministry. They further stated that the officers at the institution had minimal control in the sense that regulations were formulated by Headquarters.

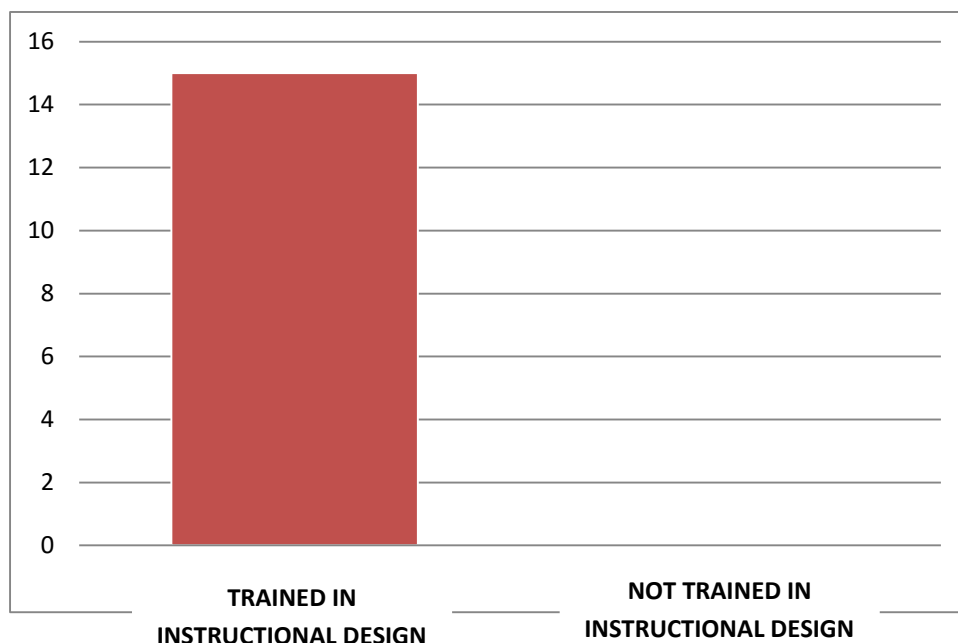
One other respondent reported that:

the problem that we have in terms of control of distance education at this institution is that our administrators do not have power to make regulations. Whatever activity they want to carry out they have to seek for permission from Headquarters and this delays our performance as an institution.

4.6.5 Quality of Distance Education

The lecturer respondents were asked whether or not they were trained in instructional material development. The scores depicting responses were as displayed in Bar Chart 1 below.

Bar Chart 1: distribution of respondents by their responses on whether or not they were trained in instructional material development



As indicated in bar chart 1 above, it was established that all 15 (100%) lecturer respondents were trained in instructional material development in order for them to produce quality distance education materials.

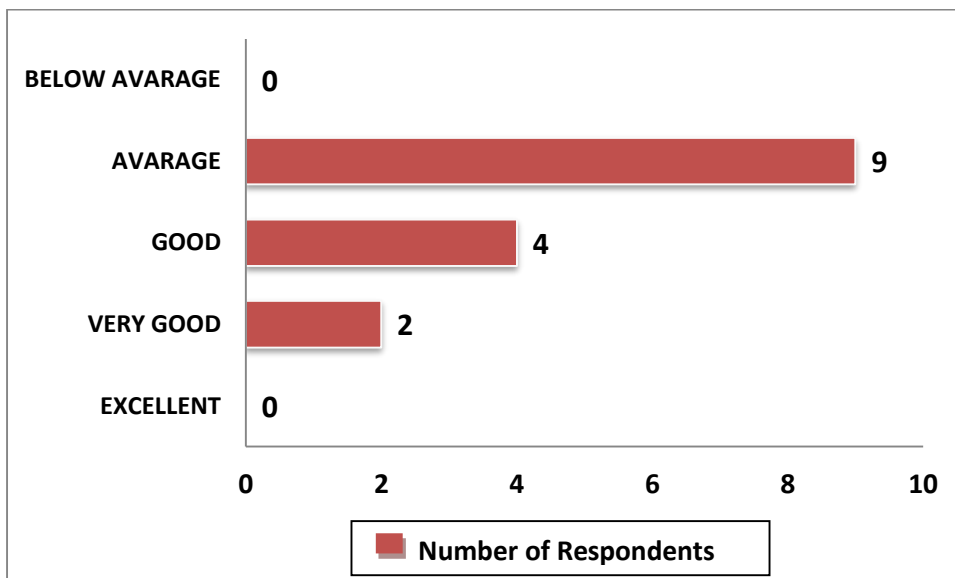
Table 1: distribution of lecturer respondents by their responses on who trained them

Responses	Lecturers	Percentage
In – house training	2	13%
Commonwealth of Learning	7	47%
Southern African Development Community	6	40%
Total	15	100%

As indicated in table 1 above, 2 (13 %) respondents stated that they were trained through in-house training. 7 (47 %) respondents showed that Commonwealth of Learning took the responsibility of training them while 6 (40 %) respondents indicated that they were trained by the Southern African Development Community (SADC).

Therefore, this study established that the lecturers who developed distance education instructional materials were trained which contributed to the high quality of distance education offered by the institution.

Bar Chart 2: distribution of respondents by their rating on the way distance education is conducted at the Zambia College of Distance Education



In reference to the aforementioned question in bar chart 2 above, majority of the lecturer respondents (9= 60 %) rated the way distance education was conducted at the Zambia College of Distance Education at average. These were followed by 4 (27 %) respondents who

rated it at good, 2 (13 %) respondents rated the way distance education was conducted at very good.

Thus, this study concluded that the lecturers rated the way distance education was conducted at Zambia College of Distance Education at average.

iv. It was established that the lecturer respondents justified their rating of the way distance education was conducted at the Zambia College of Distance Education. Those who rated at average justified that this was due to insufficient funding, management crisis and failure to regularly visit learners in study centres. As for those who rated that exercise at good, they pointed out that the institution had a vast experience in the development of distance learning materials and also modules were delivered on time to the learners. Those who rated it at very good pointed out that the instructional materials were written in a simplified way, content was good for distance learners and lecturers could be contacted by learners to discuss academic issues.

4.7 Summary of findings on research question number three

Research question three (3) sought to establish the extent to which distance education was controlled by the Zambia College of Distance Education. It was noted that the institution had control in the production of the instructional materials and on the lecturers who had targets to accomplish.

The quantitative findings from the lecturers showed that to a large extent, the distance education was controlled by Headquarters because the financial support and regulations were provided by officials from Headquarters.

4.8 Summary of chapter four

Chapter 4 presented the findings on the planning, organising and controlling of distance education offered by the Zambian College of Distance Education. These were presented based on research questions.

In order to analyse this study, information was captured from administrators, lecturers and learners. This information was taken through the semi-structured interview guide and questionnaires. The findings revealed that the planning of distance education regarding the instructional materials was done by departments and that the institution had organised various learner support services for their learners. It was noted that the controlling of distance

education was mainly carried out by Headquarters, reasons; being that financial support and regulations were provided by the same offices. The next chapter presents the discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The preceding chapter presented the findings of the study which sought to *assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education*. The findings were presented using the research questions.

This chapter discusses the key findings using research objectives, literature review and the theory of impersonal management which was popularised by Max Weber in the 19th century. David and Sutton (2004:338) observe that “the discussion section should bring together the main research findings and the key elements of literature review....”

Thus, this study was guided by the following research objectives: to assess the planning of distance education regarding the development of instructional materials by the Zambia College of Distance Education; to examine the organisation of distance education offered by the Zambia College of Distance Education; and to establish the extent to which distance education is controlled by the Zambia College of Distance Education.

5.2 Research objective 1: to assess the planning of distance education regarding the development of instructional materials

Objective one (1) sought to assess the planning of distance education regarding the development of instructional materials by the Zambia College of Distance Education.

The findings of this study revealed that the planning of distance education regarding the development of instructional materials was done by course specialists (lecturers) in their various departments. To achieve this, they made use of a strategy known as the housing style of planning and writing of instructional materials. The housing style is the standardised format that the institution has adopted. The findings were in line with Moore and Kearsley (2005). Moore and Kearsley indicated that producing distance education materials involved many kinds of design expertise. They further stated that materials needed to be designed by individuals with knowledge of instructional principles and techniques as well as knowledge of technology. The findings were also in tandem with Chiyongo (2010) who observed that

planning skills were essential for the planning of educational programmes particularly for programmes offered through distance education. He further indicated that distance education could be effective if it was run by qualified distance education managers. He argues that management skills in areas such as instructional design and developments are very cardinal. This was supported by Max Weber's theory of impersonal management (Christopher, 2015). He stated that division of labour and work specialisation are used to align employees with their organisational tasks. In this way, an employee will work on things with which he/she has experience and knows how to do well. Therefore, there are offices with the same amount of authority but with different kinds of functions operating in different areas of competence.

It was also discovered that learners felt that the college should invite them to give their opinions at the planning stage and be able to fulfil those plans. In support of the forgoing, Panda (2006) opines that one of the reasons that has made distance education tremendously successful in meeting the needs of the learners is the planning and management of operations within distance education.

5.3 Research objective 2: to examine the organisation of distance education offered by the Zambia College of Distance Education

The findings established that all the categories (administrators, lecturers and learners) shared the same feelings that the Zambia College of Distance Education appropriately organised learner support services for distance learners. The learner support services included; administrative and academic, career guidance and counselling, including feedback among others. The institution also organised the instructional materials together with the Tutor Marked Assignments that were sent to learners through the Zambia Postal Services. The findings revealed that the institution had a learner support services committee which ensured that learner support services were effectively provided to distance learners. It was noted that the instructional materials produced by the Zambia College of Distance Education were suitable for the learners' use. The majority (45=56%) learner respondents indicated that the learner support services provided by the Zambia College of Distance Education were suitable, 18(23%) of them indicated that the learner support services provided by the institution were very suitable while 17(21%) reported that the learner support services provided by the institution were not suitable. This is in line with Fagbamiye (2000) who noted that the performance of distance learners is to a greater extent dependent on the quantity and quality of teaching materials, tutoring and counselling services. Nyirenda (1989)

observes that a distance education institution requires to be organised in one way or another. For example, the development and production of teaching materials, the storage and distribution of teaching materials, provision of a two-way communication channel between learner and teacher/tutor and record keeping. This is in support of Max Weber's theory of impersonal management which states that "individuals who hold higher positions will supervise and direct lower positions within the hierarchy (Christopher, 2015).

5.4 Research objective 3: to establish the extent to which distance education is controlled by the Zambia College of Distance Education

It was established that the institution had control in the production of the institutional materials and on the lecturers who had targets to accomplish. This was noted on the quality of distance education offered to the learners. The findings revealed that 15(100%) lecturer respondents were trained in instructional material development in order for them to produce quality distance education materials. The findings correlate with Ahmed (2010) who pointed out that the range of courses available should be relative to the needs and demands. He further stated that the institution should assess the quality of academic staff both full-time and consultants assigned to develop instructional materials. The findings of this study also substantiate Max Weber's theory of impersonal management which states that in a bureaucratic organisation, employees are selected for the purpose of employment based on their competence (Christopher, 2015).

However, the quantitative findings from lecturers showed that to a large extent, distance education at the institution was controlled by Headquarters because the financial support and regulations were provided by the officials from Headquarters. For this assertion, the lecturers were asked to rate the way distance education was conducted at the Zambia College of Distance Education. The findings unearthed that majority (9=60%) of respondents rated the way distance education was conducted at the institution at average, 4(27%) respondents rated it at good while 2 respondents rated the way distance education was conducted at very good. Qualitatively, one interviewee said that: *I can rate it good although we are doing distance education our own way. We lack financial support. We do not usually visit centres. We run short of modules while learners need those study materials and we only have a library room but no books.* These findings revealed that the institution had challenges in the provision of distance education. The interviewee stated that the challenges were as a result of relying on Headquarters.

The aforementioned findings do not authenticate Ahmed's (2010) views to the effect that production of instructional materials need to be controlled by the provider in terms of human resources, finances and production materials. This is also in line with Simonson's (2006) views to the effect that the control of instructional materials, distribution of the correct course materials, to the right address, in due time is important in distance education.

Thus, this study is of the view that lecturers rated the way distance education was conducted at average.

Summary of chapter five

The chapter provided a discussion on an assessment of the planning, organising and controlling of distance education offered by the Zambia College of Distance Education. The findings were discussed in line with the research objectives, various literature reviewed in chapter two which were related to the theoretical framework. The next chapter will give the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed key findings on an assessment of the planning, organising and controlling of distance education offered by the Zambia College of Distance Education. The current chapter provides a conclusion and some recommendations of the study based on the findings and their discussion.

6.2 Conclusion

This study engaged three (3) objectives and responded to three (3) research questions in order to achieve its purpose which was to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education. The objectives and research questions were answered.

The study concluded that the planning of distance education regarding the development of instructional materials was done by the course specialists in various departments. It was discovered that the course specialists faced challenges during the planning of instructional materials. It was outlined that inadequate resources such as printing machines and finances were some of the challenges faced by the course specialists. It was revealed that 15(100%) course specialists were trained in instructional material design. However, the learners wished they could be invited to share their views on difficulties they experience in using the instructional materials.

The second objective and research question sought to examine the organisation of distance education offered by the Zambia College of Distance Education. The study findings revealed that the institution organised the learner support services such as administrative and academic counselling, including feedback among others. The institution also organised the instructional materials together with the Tutor Marked Assignments that were sent to learners through the Zambia Postal Services. It was discovered that the institution had a learner support committee that coordinated the provision of services.

The findings further revealed that the instructional materials produced by the Zambia College of Distance Education were suitable for the learners' use as indicated in Pie Chart 2 of

chapter 4. Page 35. Quantitative findings revealed that majority (45=56%) respondents indicated that the learner support services provided by the institution were suitable, 18(23%) of them indicated that the learner support services provided by the Zambia College of Distance Education were very suitable while 17(21%) reported that the learner support services provided by the institution were not suitable. Thus, qualitative findings from the respondents were in tandem with quantitative findings. However, the learners had a concern that the institution did not hold periodic interaction to offer face to face tuition to the learners and that monitoring the progress of the learners was a challenge. Therefore, objective 2 revealed that the learner support services organised by the Zambia College of Distance Education were in various categories.

The third objective and research question sought to establish the extent to which distance education was controlled by the Zambia College of Distance Education. The study findings unearthed that the control of distance education by the institution was something that needed regular attention. The respondents said that the institution had to control the development of instructional materials and production of materials. However, the findings from lecturers revealed that the administrators had no power to make regulations. Whatever activity they planned to carry out, they had to seek permission from Headquarters in Lusaka and that delayed their performance as an institution. Quantitatively, the respondents rated the way distance education was conducted at the institution as shown in bar chart 2 of chapter 4. Findings established that majority of lecturers (9=60%) rated the way distance education was conducted at the Zambia College of Distance Education at average, 4(27%) of the respondents rated it at good, while 2(13%) respondents rated the way distance education was conducted at very good. Therefore, this study concluded to the effect that the lecturers rated the way distance education was conducted at Zambia College of Distance Education at average.

6.3 Recommendations

The study findings concluded that there was inadequate fund allocation to the institution, the sessional dates for the learners were not well planned, the course specialists were few and the control of distance education was directed by Headquarters. Thus, the study recommends the following:

- i) the Ministry of General Education should allocate more funds to the Zambia College of Distance Education so that the institution can procure more printing machines;
- ii) the Zambia College of Distance Education should improve in the planning of sessional dates in order for the learners to interact with their lecturers and among themselves;
- iii) the Ministry of General Education should deploy more course specialists to the college in order to increase qualified personnel at the institution; and
- iv) the Ministry of General Education should grant power to the Zambia College of Distance Education so that the institution can generate resources and carry out the activities according to the local demands.

Summary of chapter six

The main emphasis of this chapter was to conclude the study and to provide recommendations. This study was concluded using the research objectives while recommendations arose from research findings. The study concluded that the planning of distance education regarding the development of instructional materials was done by the course specialists in various departments. It was discovered that the course specialists faced challenges during the planning of instructional materials. It was outlined that inadequate resources such as printing machines and finances were some of the challenges faced by the course specialists. The findings also revealed that the learners had a concern that the institution did not hold periodic interaction which would enable lecturers and learners interface with each other. Consequently, monitoring the progress of the learners was a challenge. It was established that the institution organised learner support services such as administrative and academic counselling, including feedback among others. The institution also organised the instructional materials together with the Tutor Marked Assignments that were sent to learners through the Zambia Postal Services. The study findings unearthed that the control of distance education by the institution was something that needed regular attention. The respondents said that the institution had to control the development of instructional materials and production of materials. However, the findings from lecturers revealed that the administrators had no power to make regulations. Whatever activity they

planned to carry out, they had to seek permission from Headquarters, an aspect which negatively impacted on their performance as an institution. Thus the study recommended that: The Ministry of General Education should allocate more funds to the Zambia College of Distance Education so that the institution can procure more printing machines; the Zambia College of Distance Education should improve in the planning of sessional dates so that the learners can interact with the lecturers and among themselves; the Ministry of General Education should deploy more course specialists so that officers cannot perform more than their jobs descriptions; and the Ministry of General Education should grant power to the Zambia College of Distance Education so that it can generate resources and carry out certain activities according to the local demands.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE LEARNERS

Questionnaire No:

Dear respondents,

I am a Postgraduate student pursuing a Master of Education degree in Adult Education at the University of Zambia. In accordance with the requirements for this degree, I am conducting a study to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

To this extent, I humbly request you to participate in this research by answering questions in this questionnaire. The information which will be collected is primarily for academic purposes only.

INSTRUCTIONS

1. Please **do not** write your name on the questionnaire.
2. You are free to choose to participate in answering this questionnaire and if you feel uncomfortable you can withdraw your participation
- 3 .Kindly answer the questions by putting a cross(x) in the brackets next to the answer of your choice or by writing the answers in the spaces provided.

SECTION A: EDUCATIONAL INFORMATION

1. In your opinion what is distance education?

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

2. What support services are provided to the distance learning students by the Zambia College of Distance Education?

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

3. In your view, how suitable are the learner support services offered?

- a) Very suitable ()
- b) Suitable ()
- c) Not suitable ()

Justify your answer-----

4. How do you communicate with your lecturers?

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

5. How do you get feedback from your lecturers and administration?

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

6. In your opinion, are the instructional materials prepared suitable for distance learners?

- Yes ()
- No ()

Justify your answer-----

7. How can the planning of distance education be improved at the Zambia College of Distance Education?

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

We have come to the end of our questionnaire. I therefore wish to thank you very much for the time and effort you spent answering the questions. Should you wish to contact me, below are my details

Esnaty C.M. Mwenya

Ministry Of Education HQ

DODE

BOX 50093

LUSAKA

Cell no: 0977825952/ 0953260145

APPENDIX 2: QUESTIONNAIRE FOR THE LECTURERS

Dear respondents,

I am a Postgraduate student pursuing a Master of Education degree in Adult Education at the University of Zambia. In accordance with the requirements for this degree, I am conducting a study to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

To this extent, I humbly request you to participate in this research by answering questions in this questionnaire. The information which will be collected is primarily for academic purposes only.

INSTRUCTIONS:

1. Please **do not** write your name on the questionnaire.
2. You are free to choose to participate in answering this questionnaire and if you feel uncomfortable you can withdraw your participation.
3. Kindly answer the questions by putting a cross(x) in the brackets next to the answer of your choice or by writing the answers in the spaces provided.

SECTION A: BIODATA

1. Sex

- a) Male ()
- b) Female ()

2. Marital status

- a) Widow ()
- b) Divorced ()
- c) Married ()
- d) Single ()

3. What is your age group?

- a) 20 – 25 years ()
- b) 25 – 30 years ()
- c) 30 – 35 years ()
- d) 35 years and above ()

4. What is your educational level?

- a) Primary ()
- b) Secondary ()
- c) College ()
- d) University ()
- e) Any other ()

5. Are you on permanent employment?

- a) Yes ()
- b) No ()

SECTION B: EDUCATIONAL INFORMATION

6. Explain the procedure of how you develop instructional materials at your institution?

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

7. What major disciplines of study do you develop at Zambia College of Distance Education?

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

8. What is your area of interest among the disciplines of study you have listed above?

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

9. What challenges do you face during the planning of instructional materials?

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

10. How is the organisation of distance education carried out by the Zambia College of Distance Education?

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

11. What are some of the learner support services that the Zambia College of Distance Education offers?

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

12. What challenges does the Zambia College of Distance Education face in the provision of the learner support services listed above?

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

13. How do learners access the learning materials (modules)?

.....

.....
.....

14. To what extent is distance education controlled by the central offices in the Ministry of education?

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

15. What system is there to ensure that the Lecturers in different study areas develop , produce and distribute learning materials to the learners on time?

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

16. What measures are put in place in order to provide capacity building to lecturers?

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

17. Are you trained in instructional material development?

Yes ()

No ()

18. Who trained you in instructional material development?

.....
.....

19. What criteria does the Zambia College of Distance Education use to enrol the learners?

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

20. How are the assignments and examinations organised at your institution?

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

21. How can you rate the way distance education is done at the Zambia College of Distance Education?

- a) Excellent ()
- b) Very good ()
- c) Good ()
- d) Average ()
- e) Below average ()

22. Please justify your response in question 21

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

We have come to the end of our questionnaire. I therefore wish to thank you very much for the time and effort you spent answering the questions. Should you wish to contact me, below are my details

Esnaty C.M. Mwenya
Ministry Of Education HQ
DODE
BOX 50093
LUSAKA
Cell no: 0977825952/ 0953260145

APPENDIX 3: INTERVIEW GUIDE FOR ADMINISTRATORS

Dear respondents,

I am a Postgraduate student pursuing a Master of Education degree in Adult Education at the University of Zambia. In accordance with the requirements for this degree, I am conducting a study to assess the planning, organising and controlling of distance education offered by the Zambia College of Distance Education.

To this extent, I humbly, request you to participate in this research by answering questions in this interview. The information which will be collected is primarily for academic purposes.

1. For how long have you served in the administration position of this institution?
2. How do you plan for distance education in terms of instructional materials?
3. What challenges do your lecturers face in the planning of instructional materials?
4. What are some of the learner support services offered by the Zambia College of Distance Education?
5. What measures have you put in place in order to ensure that the learners receive their study materials in time?
6. What strategies can be used in controlling distance education at the Zambia College of Distance Education?
7. What measure is there for the Zambia College of Distance Education in the provision quality education?
8. How can you rate the way distance education is done at the Zambia College of Distance Education?

We have come to the end of our interview. I therefore wish to thank you very much for the time and effort you spent answering the questions. Should you wish to contact me, below are my details.

Esnaty C.M.Mwenya

Ministry of Education HQ

DODE

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LUSAKA

Cell no: 0977 825952/ 0953260145.

APPENDIX 4: PERMISSION LETTER