Distance Education

An Assessment of Service Delivery on Student Satisfaction at Jigdan College, Addis Ababa, Ethiopia

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Chapter One

Introduction

This chapter deals with the background, statement of the problem, significance of the study, delimitation of the study, the research design, organization of the study and definition of the terms used.

Background

Customer satisfaction has been a subject of great interest to organizations and researchers alike. The principal objective of organizations is to maximize profits and to minimize cost. Profit maximization can be achieved through increase in sales with lesser costs. One of the factors that can help to increase sales is customer satisfaction, because satisfaction leads to customer loyalty (Wilson et al., 2008), recommendation and repeat purchase. Customer satisfaction is the main concern of business sectors of today, their researchers are always conducting research about the customers especially on what relates to their satisfaction.

Distance education is the system of education in which education is imparted to students from a distance. It contains two basic elements: (a) the physical separation of teacher and learner; and (b) the changed role of the teacher, who may meet the students only for selected tasks such as counseling, giving tutorials or solving students' problems. The system is heavily dependent upon the printed material and too limited to face-to-face contact sessions (Reddy, 1996).

Inspite of this, at present the major challenge of higher education institutions in Ethiopia is to ensure and maintain quality and efficiency. It is assumed that quality education in universities requires investing in the important inputs-human, financial and physical resources (Mulu, 2012). It is evident in the rapid growth in the number of students in higher education however, that there is a great challenge in improving the quality and effectiveness of tertiary education in Ethiopian and Sub-Saharan Africa Materu, (2007).

In the context of education system of Ethiopia, the program of distance education is being conducted in various institutions at different levels of which Jigdan College is one.

Therefore, this paper focuses on pointing out certain problem areas in the approach of effectiveness of education programmer's services in Jigdan College at Addis Ababa Center other regions suggesting some possible solutions to problems observed.

Statement of the Problem

Most developing countries are facing challenges in keeping to the required high standards of education (Hasan et. al., 2011). In Ethiopian especially, the Ethiopian ministry of education, several times closed difference private campuses and stopped accreditation of some colleges and universities. This comes as a result of some college and universities offering programs that have not been approved by HERQA (Caleb et. al., 2017). Learning in some universities has been seriously challenged due to insufficient facilities and quality of the needed infrastructure and luck of lecturers in some faculties to handle the tasks and failure to attain the required curriculum standard set up by various regulating bodies HERQA report, (2011).

The government for example may not compromise on the quality of education given to its citizens and they require all public and private universities to observe the set standards. This of course synchronizes with the world over education offered which must be of the highest quality. Students may be forced to champion for quality service in higher education as this makes them better members of the society Raphael, (2014). The subject of service quality has in the recent past sparked lots of concerns from different quarters in the bid of trying to foster an appropriate system that can align Kenyan youths and learners to the global demands in the professional environments, which are entirely dependent on academic achievements (Rodrigues, 2013). Nevertheless, it is more complex to conceptualize the quality of service as opposed to that of goods.

Given the fact education is purely a service provided to the public; its measurement can only be measured against some indicators that are different from those used in goods. Some of the approaches include the use of SERVQUAL model, which expounds on the five service dimensions Jayanth, (2015). Ideally, the dimensions can be measured based on the distance education student's perceptions of the customers who receive the service, and in this case the students (Raphael, 2014). The first aim of this study therefore was to identify how the students' perceptions are affected by the nature and quality of services offered in private college in Jigdan, taking into consideration the challenges faced by private college in the country such as material distribution, lack tutorial access, lack of funding among others. Customer perceptions play a key role in the theory of "Service Gaps in distance education", which tries to study the service delivery and students satisfaction. As shown we observe, the overall gap that results in dissatisfied customer is caused by one (or more) of the following earlier gaps we observed Promotional, understanding and perception gap Schneider & White (2004). It is against this background that this study wanted to find out the impact of service quality in distance student satisfaction on the context of private college in the Jigdan higher education sector.

In this attempt, the study will seek to answer the following basic questions.

a) What is the level of satisfaction of students with the different components of educational quality services deliver at Jigdan College?
b) What is the overall satisfaction of students regarding all about educational service deliveries at Jigdan College?
c) What are the factors affecting the level of student satisfaction at the Jigdan College?

❖ Hypotheses

a) H1: There are no significant factors related to service quality in Jigdan college distance and continues program services.

b) H2: Service delivery has no significant bearing on the customer satisfaction level Jigdan College distance and continues education.
c) H3: There is no significant difference in customer satisfaction level for any factor of service quality.
d) H4: There is no significant difference in customer satisfaction level for any factor of service quality Jigdan College distance and continues education.

❖ Objectives of the Study

The purpose of this study is to assess the existing approaches distance education service delivery and students satisfaction at Jigdan College especially at Addis Ababa and same selected regional center thereby forward recommendations for further improvement.

In this attempt, the study will seek to the following specific objectives.

a) To evaluate the level of satisfaction students with the different components of distance educational services at Jigdan College
b) To identify the overall satisfaction of students regarding all about distance service deliveries at Jigdan College?
c) To assess the factors affecting the level of students satisfaction at the Jigdan College

❖ Significant of Study

An improved and customer centric in distance education service delivery will end up bringing the desired students satisfaction. So in essence educational consumer satisfaction research projects aim to basically measure on the quality and value of services they receive (Nelson & Steele, 2006). The organization conducting the research can use the knowledge gained from the research to improve its services by changing the way the services are offered, modifying the content and quality of the services to properly suit the customers' desires. Distance education efficient service delivery and customer satisfaction is the major concern of educational organization improvement and development. If there is a distance education complex to give service system and inefficiency in the education, the students may not be satisfied with the service delivery. This study has, therefore, the following possible significance.

a) The finding of this study may be used as a means to give an insight to reduce the gap observed in the distance education service delivery and students satisfaction of Jigdan College.
b) It provides a better understanding on the existing organization and administrative obstacles to students' service delivery in Jigdan College.
c) This study, furthermore, will probably be used as an information source for other researchers.

⌘ Delimitation of the Study

Even though the distance education service delivery and students satisfaction is being carried out in various centers of the Jigdan College, due to time and financial constraint, the study is restricted only to Addis Ababa center and some select regions like Oromia, Afar, Amhara and south nations and nationality only.

❖ Organization of the Study

The study is composed of four chapters. Chapter one consists of introductory information concerning the problems to be researched and ways of approaching. The second chapter deals with the review of related literature, while the third chapter consists of the analysis on the interpretation of the data gathered. The last chapter presents the summary of the findings, the conclusions and the recommendations.

Chapter Two: Related Literature Review

⌘ Service Delivery and Customer Satisfaction

❖ Distance Education Service Delivery

Services are defined as the means of delivering intangible economic activities that add value to customers, implying interaction between service provider and consumer through a process of transaction (Frauendorf, 2006). In order for a company's offer to reach the customers there is a need for services. These services depend on the type of product and it differs in the various organizations. Service can be defined in many ways depending on which area the term is being used. An author defines service as "any intangible act or performance that one party offers to another that does not result in the ownership of anything" (Kotler & Keller, 2009: 789). In all, service can also be defined as an intangible offer by one party to another in exchange of money for pleasure.

The service concept refers to the outcome that is received by the customer (Lovelock & Wirtz, 2004) and is made up of a "portfolio of core and supporting elements" (Roth & Menor, 2003) which can be both tangible and intangible (Goldstein et al., 2002). It is a description of the service in terms of its features and elements as well as in terms of the benefits and value it intends to provide customers with (Heskett, 1987; Scheuing & Johnson, 1989). As alternatives to service concept, academics coined the terms service offering, service package, and service or product bundle (Roth & Menor, 2003).

Availability refers to physical access to or reachability of services that meet a minimum standard. The reachability of service often requires specification in term of the elements of service delivery such as basic equipment, drugs and commodities, health workforce (presence and training), and guideline for treatment. Data on the population disruption are required to estimate physical access. More precise estimate of physical access use travel time and Cost rather than distance though it is difficult to measure.

Affordability, on the other hand refers to the ability of the client to pay for the service. Data can be collected by facilitating visits or by household interview. Household interview is affordable though it depends on the client ability to pay which complicates measurement.

Acceptability of the service predominantly has a socio psychological dimensions which can best be measured through household surveys. These dimensions of access are a precondition for quality. Monitoring service delivery is not about the coverage of intervention, which is defined as the proportion of people who receive a specific intervention or service among those who need it. Coverage depends on service delivery and the utilization of the service by the target population (Murray and Evans; 2003).

❖ Customer Satisfaction

• Definition of Customer Satisfaction

` A customer is defined as anyone who receives the output or products of our works and who makes value judgment about the service provided or those who buy the goods or services provided by companies are customers. Sometimes the term customer and consumer are confusing. A customer can be a consumer, but a consumer may not necessarily be a customer. Another author explained this difference. I.e. a customer is the person who does the buying of the products and the consumer is the person who ultimately consumes the product Solomon, (2009).

When a consumer/customer is contented with either the product or services it is termed satisfaction. Satisfaction can also be a person's feelings of pleasure or disappointment that results from comparing a product's perceived performance or outcome with their expectations Kotler & Keller, (2009). As a matter of fact, satisfaction could be the pleasure derived by someone from the consumption of goods or services offered by another person or group of people; or it can be the state of being happy with a situation. Satisfaction varies from one person to another because it is utility. "One man's meal is another man's poison," an old adage stated describing utility; thus highlighting the fact that it is sometimes very difficult to satisfy everybody or to determine satisfaction among group of individuals.

Client happiness, which is a sign of customer satisfaction, is and has always been the most essential thing for any organization. Customer satisfaction is defined by one author as "the consumer's response to the evaluation of the perceived discrepancy between prior expectations and the actual performance of the product or service as perceived after its consumption" Tse & Wilton, (1988) hence considering satisfaction as an overall post-purchase evaluation by the consumer" Fornell, (1992). Some authors stated that there is no specific definition of customer satisfaction, and after their studies of several definitions they defined customer satisfaction as "customer satisfaction is identified by a response (cognitive or affective) that pertains to a particular focus (i.e. a purchase experience and/or the associated product) and occurs at a certain time (i.e. post-purchase, post-consumption)"Giese & Cote, (2000).

• Measuring Customer Satisfaction

Measuring customer satisfaction could be very difficult at times because it is an attempt to measure human feelings. It was for this reason that some existing researcher presented that "the simplest way to know how customers feel, and what they want is to ask them" this applied to the informal measures Levy (2009) in his studies suggested three ways of measuring customer satisfaction: A survey where customer feedback can be transformed into measurable quantitative data: Focus group or informal where discussions orchestrated by a trained moderator reveal what customers think and Informal measures like reading blocs, talking directly to customers.

Asking each and every customer is advantageous in as much as the company will know everyone's feelings, and disadvantageous because the company will have to collect this information from each customer NBRI, (2009). The National Business Research Institute (NBRI) suggested possible dimensions that one can use in measuring customer satisfaction, e.g.: quality of service, Innocently, speed of service, pricing, complaints or problems, trust in your employees, the closeness of the relationship with contacts in your firm, other types of services needed, and your positioning in clients' minds.

There exist two conceptualizations of customer satisfaction; transaction-specific and Cumulative Bounding, et al., (1993); Andreessen, (2000). Following the transaction specific, customer satisfaction is viewed as a post-choice evaluation judgment of a specific purchase occasion (Oliver, 1980) until present date, researchers have developed a rich body of literature focusing on this antecedents and consequences of this type of customer satisfaction at the individual level (Yi, 1990). Cumulative customer satisfaction is an overall evaluation based on the total purchase and consumption experiences with a product or service over time. (Fornell, 1992, Johnson & Fornell 1991) This is more fundamental and useful than transaction specificity customer satisfaction in predicting customer subsequent behavior and firm's past, present and future performances. It is the cumulative customer satisfaction that motivates a firm's investment in customer satisfaction.

- **Service Quality**

In order for a company's offer to reach the customers there is a need for services. These services depend on the type of product and it differs in the various organizations. Service can be defined in many ways depending on which area the term is being used. An author defines service as "any intangible act or performance that one party offers to another that does not result in the ownership of anything" Kotler & Keller, (2009). In all, service can also be defined as an intangible offer by one party to another in exchange of money for pleasure.

Quality is one of the things that consumers look for in an offer, which service happens to be one Solomon, (2009). Quality can also be defined as the totality of features and characteristics of a product or services that bear on its ability to satisfy stated or implied needs Kotler et al., (2002). It is evident that quality is also related to the value of an offer, which could evoke satisfaction or dissatisfaction on the part of the user.
Service quality in the management and marketing literature is the extent to which customers' perceptions of service meet and/or exceed their expectations for example as defined by Zeithaml et al. (1990), cited in Bowen & David, 2005) Thus service quality can intend to be the way in which customers are served in an organization

which could be good or poor. Parasuraman (1988) defines service quality as "the differences between customer expectations and perceptions of service". They argued that measuring service quality as the difference between perceived and expected service was a valid way and could make management to identify gaps to what they offer as services.

- ## Customer Satisfaction and Service Quality

Since customer satisfaction has been considered to be based on the customer's experience on a particular service encounter, (Cronin & Taylor, 1992) it is in line with the fact that service quality is a determinant of customer satisfaction, because service quality comes from outcome of the services from service providers in organizations. Another author stated in his theory that "definitions of consumer satisfaction relate to a specific transaction (the difference between predicted service and perceived service) in contrast with 'attitudes', which are more enduring and less situational-oriented," Lewis, (1993) This is in line with the idea of Zeithaml et al (2006).

According to Oliver(1980), in both the service and manufacturing industries, quality improvement is the key factor that affects customer satisfaction and increases purchase intention among consumers (Oliver, 1980). Some other theorists have also mentioned that the quality is the key determinant of consumer satisfaction Omar and Schiffman, Gremler, Radwin, (2001). Many companies are focusing on service quality issues in order to drive high level of customer satisfaction Kumar et.al. (2008).

Regarding the relationship between customer satisfaction and service quality, Oliver (1993) first suggested that service quality would be antecedent to customer satisfaction regardless of whether these constructs were cumulative or transaction-specific. Some researchers have found empirical supports for the view of the point mentioned above (Anderson & Sullivan, 1993; Fornell et al 1996; Spreng & Macky 1996); where customer satisfaction came as a result of service quality. According to Suresh Chandar et al., (2002), customer satisfaction should be seen as a multi-dimensional construct just as service quality meaning it can occur at multi levels in an organization and that it should be operationalized along the same factors on which service quality is operationalized.

Parasuraman et al., (1985) suggested that when perceived service quality is high, then it will lead to increase in customer satisfaction. He supports that fact that service quality leads to customer satisfaction and this is in line with Saravana & Rao, (2007) and Lee et al., (2000) who acknowledge that customer satisfaction is based upon the level of service quality provided by the service provider.

- ## Principles of Marketing on Service Quality at Education

A consideration on the principles and the theories of marketing also shows that service quality is not only important to both service providers and service seekers, but also a very significant tool of promoting and marketing the services of an institution, irrespective of the nature of services provided Fares et. al., (2013). A critical consideration in this regard is the need for the universities to attract learners into their institutions without violation of x standards on quality by absorbing the numbers that they can comfortably accommodate and handle based on their resources. Marketing principles or philosophies basically concentrate on four main theories which include product, place, price and people. In this sense, the universities should develop products or services (faculties or courses) which are relevant to the market demands especially in the current 21st century. Many at times universities have offered programs to students who upon graduation find themselves irrelevant and cannot be absorbed in any places of work or positions. This trend purely reduces the reliability such students can have on those universities hence causing dissatisfaction among service seekers Hernon and Whitman, (2011). Secondly, the place theory or philosophy is basically a consideration of the physical properties and structures such as lecture halls, offices, serenity of the environment, strategic location of the environment away from noise pollution and other environmental degradation, which is aimed at providing a suitable location for studies to take place. Such implementations will definitely attract customers without necessarily compromising on quality such as fake grades and certificates in order to attract students. Thirdly, the concept of price is ideally an issue of concern in which case some universities have been reported as charging extremely low fees in order to compete with others, while others charge extremely higher rates hence making it difficult for other service seekers to access education. Standards should be followed in order to curb fee escalation or reduction beyond certain limits in order to harmonize the market and restore sanity and quality services. Fourthly, the concept of people is basically to lay more emphasis on the welfare of the target customers, who in this case are students. By doing so, proper mechanisms and strategies will be formulated that are aimed at ensuring customers are delighted by providing them with the deserved services Hoffman and Bateson, (2016).

Ideally, customer service means helping customers solve problems in such they reliably depend on your services that you offer in any industry. To carry out this function effectively, customer service has to be easily accessible, knowledgeable, and reliable to deliver results. Quality assurance identifies these requirements and measures how well customer service performs with respect to each one. You can define quality assurance in customer service as a means to evaluate the characteristics that make customer service effective Raphael, (2014).

• Goal Attainment Distance Education

Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no mystery to the way effective distance education programs develop. They don’t happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators.

Distance Education Good or Bad for Adult Learners

According to the social constructivist learning theory online education has huge potential to help adult learners develop their competences as revealed in the literature. Although it may not be manageable to present all the studies that documented success stories of online education, some illustrative cases can be used as a guide to “good practice” in designing and implementing online education. Three studies that I reviewed showed that course design, instructor facilitation, and discussion among participants are milestones for the success of online education. First, Swan (2001) made empirical study on design factors are affecting perceived learning and found that the clarity of design in addition to interaction with instructors and active discussion among course participants has significantly influenced perceived learning. She further reviewed the literature and suggested some design principles like. Instructors acting s facilitators, use of a variety presentation styles, learner control of pacing, clear feedback, consistent layout and clear navigation

Although Swan’s (2001) study has focused on design factors, practically design factors do relate to the other two components: interaction with instructors and peer discussion among participants.
Hence, an instructor who interacts frequently and constructively with learners can help them develop competences.

Secondly, (LaPointe and Reiesetter 2008) have studied the efficacy of online learning community by comparing with the f2f one and suggested some ways to maximize learners online peer connections. Even if they underline the importance of accessibility expertise, and caring conveyed by online instructor for leaner-instructor interaction, factors affecting learner-learner interaction are less clear.

Finally, (Dennen, Darabi, and Smith2007) studied the importance of particular instructor’s action and concluded that those instructors that maintain frequency of contact; have a regular presence in class discussion space; and make expectation clear to learners are contributing to online learning success. Despite these guides on “good practice” for designing and implementing online education effectively, there are still loopholes worth further investigation. Any discussion on the contribution of online education for competence development should not be considered as yes or no argument but rather as a reflection on the extent to which the potentials of the new technology could have been tapped hence, the focus of this paper is to reflect on the gap between the rhetoric and the realities of designing and implementing online education for adult learners.

Building and Maintaining Sense of Community for Distance Learning

According to Collis and Davis (1995) cited in Yoon (2003) technology, pedagogy and institutional support are important components for effective distance learning. However, this part the paper is focused on the pedagogy of online learning. Particularly, it discusses the challenges associated with building and maintaining community of learning and the perceived value of distance learning community. It addresses problems associated with developing, maintaining, and effectively using of sense of community for online based on research evidences.

Community of learning heavily draws on the social constructivist theory of learning. It is analogues to group of learners in a classroom in traditional face-to –face f2f instruction. Community refers to group of people that have some shared concerns, interests and goals. Conrad defines sense of community as "a general sense of connection, belonging, and comfort that develop over time among members of a group who share purpose or commitment to a common goal" (2005:2). Drawing on the social learning theories, researchers emphasize the importance of community in an online learning environment. For instance, Gunawardena and colleagues (1998) cited in Wallace (2003:8) have developed a model of how learning occurs, which includes the following phases. Sharing and comparing of information; discovery and exploration of dissonance or inconsistency among ideas, concepts; negotiation of meaning/co –construction of knowledge; testing and modification of proposed synthesis or co-construction; and agreement statement(s)/ application of newly constructed meaning

This model presupposes the creation and maintenance of sense of community among online learners. However, the difference between the ideal and actual working of community of learning relates to the challenge of creating such a community. Who creates a community? /Learners? Although all have considerable stake in its development, sense of community emerges from sustained association, connections and mutual trust over time. The available research findings reveal the presence of significant challenges in developing, maintaining and utilizing community of learners to enhance online learning.

• Interaction and the Learning Community

Interaction is used to understand how learners construct knowledge in an online learning environment. Seen from a social constructivist theory of learning, online interaction enables learners experience the insights of others and facilitate the change of perspective and meaning of learning experience. Rooted in collaborative community of learners, interaction is the main route to effective learning. For instance, Yoon (2003:3) argues that "learning should emerge from students interactions with meaningful contents, the course instructors and peers." Then, learner-learner, learner-instructor, and learner-content interactions determine the effectiveness of online community and the learning of its members. The following paragraphs reflect on these types of interactions.

To begin with, educators assume that learner-learner interactions prevail or should prevail over learner-instructor ones and lead to effective learning. This assumption is made on the basis of new a paradigm of learning-learner-centered whereby learners will be responsible for their own learning and instructors act as facilitators. Particularly, the social learning theory places the locus of learning in the learners' ability to interact within the community and construct meanings socially. There is contradicting evidence if online learning fulfils this promise. For instance, La Pointe and Reisetter (2008) studied the perception of learners about efficacy of such interactions and found that online learners experienced significantly "more interaction with their online instructors than they did with their online peers."

This trend clearly indicates that there is a gap between the assumptions of how distance learning community operates and actual learners' preferences. Even when learner-learner interactions prevail, the depth of such interactions and its learning values are questionable. Does it lead to meaningful learning? Wallace (2003) observes that learners rarely move beyond sharing of information and clarification of technical matters. If learners are not able to negotiate with their peers to change their own insights and not be able to create a new meaning, the effectiveness of online learning will be defeated. This is so because access to information does not guarantee learning although it could be necessary condition. In line with this, Tallent- Runnels et al. (2000) cited in Lapointe and Reisetter (2008) speak of their fear that "online interactions have been shown to be more perfunctory than in depth" and these exchanges conclude before learners have achieved higher level of processing.

Why learner-learner interactions are of limited depth and learner-instructor interactions are so prevalent? First it can be argued that learners attach lesser value to learner-learner interactions than their interactions with instructors despite the assumptions held by educators. These could be explained by the fact that today's attendants of online learning had once enjoyed f2f instructions and probably depended on their instructors' expertise. As a consequence of these prior experiences they might attach greater value to learner-instructor interactions. Secondly, unlike young people, adult online learners have formed their perspectives and experiences which form the basis for their identities. Even though it is not impossible to change perspectives, it could be more challenging than thought to be. For instance, Kanuka and Aderson (1998) cited in Wallace (2003) alternatively hypothesize that" it is much easier to ignore or not to respond to online messages that are incompatible with existing knowledge than it is in a face-to – face environment…." This hints at the possibility that online learners prefer independent learning to collaborative one advocated by social constructivist learning theorists. This questions the effectiveness of online learning community and the peer dialogue and collaboration it allows.

Similarly, (Youngblood, Trede and DiCorpo 2001) have studied what instructors and learners actually do in an online learning environment and the expectations and learners' preferences of instructors' tasks. They found that learners preferred instructors' tasks such as clarifying expectations, assessment systems for online discussions but showed lesser interest in instructors' role of facilitating critical thinking, monitoring participation and promoting learner-learner interactions. (Youngblood, Trede and DiCorp 2001) also found that instructors' facilitation roles reported to be well done in these tasks of providing clarifications, expectations and welcoming learners to discussion. This finding indicates that learners look up to their instructors for procedural information and practical guidance mainly. And this has an implication for learning.

Although clarification information on procedures for online discussion is necessary but it may not be sufficient to lead to learning that involves meaning making. Under such circumstances, online learners use surface instead of deep learning approach, according to Mimirinis and Bhattacharya (2007). Accordingly, rote learning aiming at securing certificate of completion instead of meaningful learning would prevail.

Chapter Three

⌘ Research Design and Methodology

❖ Introduction

This part of the paper sets out research design and methodology. A specific, related research design will be identify to ensure the accomplishment of the set objectives of this study. It may also be state that the research design and related methods will be develop with the aim of obtaining reliable and valid quantitative and qualitative to answer those research questions, as well as to address the objectives of the study. In addition, the study areas are described; research design and methods are discussed; target population, sampling method, and procedures are outlined; data collection procedures and tools/instruments, including data sources will be describe; and statistical techniques or tests employed in the analyses of quantitative and qualitative data are explained. Finally, it dwells on ethics which were considered when collecting different types of data on the issues under investigation.

❖ Research Design and Methodology

To begin with, it is worth highlighting theoretical framework and paradigm which have dictated this empirical study. One of the challenges facing the researcher is the difficulty in relating to and understanding the role and the importance of theory in research. Consequently, the concept of theory necessitates some clarification. In this regard, Blumberg, Cooper and Schindler (2011) express that the main role of theory is to guide the researchers. Paraphrasing Best and Khan (2006), a theory can best be described as an attempt to develop a general explanation for some phenomenon. More specifically, a theory, according to the same authors, defines non-observable constructs that are inferred from observable facts and events, and are thought to have an effect on the phenomenon under study. It further implies that a theory describes the relationship among key variables for explaining a current state or predicting future concurrences.

Mixed methods researchers will be use and often make explicit diverse philosophical positions. These positions often are referred to as dialectal stances that bridge post-positivist and social constructivist worldviews, pragmatic perspectives, and transformative perspectives (Greene, 2007). Hence, mixed methods research also represents an opportunity to transform these tensions into new knowledge through a dialectical discovery. A pragmatic perspective draws on employing "what works," using diverse approaches, giving primacy to the importance of the research problem and question, and valuing both objective and subjective knowledge

Morgan, (2007). A transformative perspective suggests an orienting framework for a mixed methods study based on creating a more just and democratic society that permeates the entire research process, from the problem to the conclusions, and the use of results Mertens, (2009). Generally, all studies draw upon one or more theoretical frameworks from the social or behavioral sciences to inform all phases of the study. Mixed methods studies provide opportunities for the integration of a variety of theoretical perspectives.

Paradigms play a fundamental role in social sciences. In general, a paradigm is best described as a whole system of thinking (Neuman, 2011). Accordingly, a paradigm refers to the established research traditions in a particular discipline or a philosophical framework Collis & Hussey, (2009). Specifically, a paradigm would include the accepted theories, traditions, approaches, models, frame of reference, body of research and methodologies; and it could be seen as a model or framework for observation and understanding Creswell, (2007; Babbie, (2011). A paradigm is thus a basic set of beliefs that guide action. Thus, the use of the concept paradigm is metaphorical when applied to the social sciences, as opposed to the natural sciences.

In such sciences, paradigms affect the practice of research and therefore, they need to be stated (Creswell, 2009). Lincoln et al. (2011) contend that the roots of the qualitative and quantitative approaches extend into different philosophical research paradigms, namely, those of positivism and post-positivism. The post-positivism (post-modernism) is characterized by two sub-paradigms, viz, interpretivism (constructivism) and critical theory (critical post-modernism), while realism is seen as a bridge between positivism and post-positivism Bellamy, (2012).

According to Positivism, human beings are seen objectively, and as a result, social scientists look to different avenues to study human society De Vos et al., (2011b). Positivism firstly entails a belief based on the assumption that patterns (trends), generalizations, methods, procedures, and cause-and-effect issues are also applicable to the social sciences. This view of positivism maintains that the objects of the social sciences - people - are suitable for the implementation of scientific methods. The positivist researchers generally maintain that it is possible to adopt a distant, detached, neutral and non-interactive position Morris, (2006). Hence, an alternative approaches are now becoming more widespread. One of these approaches is known as post-positivism.

Dissatisfaction with positivism became increasingly widespread thereby increasing the appeal of post-positivism Teddlie& Johnson, (2009). Because of the increasing appeal of post-positivism, post-positivistic works gained credibility throughout the social science community. Post-positivism will not be considered a distinct philosophical tradition in its own right. Creswell (2009) sees post-positivism as an extension of positivism, since it represents the thinking after positivism, challenging the traditional notion of the absolute and objective truth of knowledge in the social sciences. For (Gratton and Jones, 2010), post-positivism in reality argues that it is not possible to gain understanding merely through measurement. Post-positivist approaches show a much greater openness to different methodological approaches, and often include qualitative, as well as quantitative methods. Additionally, researchers in this paradigm normally believe in multiple perspectives from participants rather than a single reality Creswell, (2009).

To reiterate, positivism contends that there is an objective reality out there to be studied, captured and understood, whereas post-positivists argue that reality can never be fully apprehended, but only approximated De Vos et al., (2011). Contrarily, (Denzin and Lincoln 2011) consider that post- positivism relies on multiple methods for capturing as much of reality as possible. Meanwhile, emphasis is placed on the discovery and verification of theories. Traditional evaluation criteria, such as internal validity, are stressed, as is the use of qualitative procedures that lend themselves to structured (sometimes statistical) analysis. Computer-assisted methods of analysis that permit frequency counts, tabulations and low-level statistical analyses may also be employed. Therefore, the post-positivist researchers focus on the understanding of the study as it evolves during the investigation. Post-positivism provides the researchers with more subjective measures for gathering information. The degree of honesty of the researchers could be a problem in this kind of research. This means, there could be subjectivity in a post-positivistic study which may influence the data negatively. Thus, the researchers employed mixed methods of research such as quantitative and qualitative research methods to collect the data for the investigation.

Thomas et al. (2011) state that researchers should be prepared to put their research to the test outside the academic world. Hence, it is imperative for the researchers to be absolutely sure as to which research approach or method would provide the information required Clough & Nutbrown, (2010). The research design should be scientifically grounded, as well as trustworthy and reliable Cooper & Schindler, (2011).

- ## Research Design

Fist, let us describe the concept of research. Research can be described as a systematic and scientifically organized effort to investigate a specific problem to provide a solution. Accordingly, its output is to add new knowledge, develop theories, as well as gathering evidence to prove generalizations (Sekaran, 2000). Moreover, Kerlinger (2013) states that a scientific research is a systematic, controlled, empirical, and critical investigation of propositions about the presumed relationships between various phenomena.

Research can further be classified into three basic categories: quantitative, qualitative and mixed methods research Creswell, (2014). (Babbie 2010) expresses that quantitative research employs the traditional, the positivist, or the empiricist method to enquire into an identified problem. Quantitative is generally based on data collected and then measured with numbers.

A research design focuses on the end-product and all the steps in the process to achieve that outcome. In this sense, it is viewed as the functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, and conclusions. The research design thus provides the researchers with a clear research framework; it guides the methods, decisions and sets the basis for interpretation.

Research design, (Welman et al. 2009), is best described as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation, whereas (Babbie and Mouton, 2008) describe research design as a plan or blueprint for conducting the research. Therefore, the main function of a research design is to enable the researchers to anticipate what the appropriate research decisions are likely to be, and to maximise the validity of the eventual results. Generally, the research design should be seen as a mixed-bag approach that implies choosing from different alternatives and options to ensure that the research objectives and perspectives are clarified and achieved. Overall, the research problem determines the research methods and procedures: the sampling design or method, the types of measurement, the data collection methods and the data analyses to be employed for the proposed research Zikmund et al., (2010).

• Research Methodology

Research methodology refers to the researchers' general approach in carrying out the research project Leedy & Ormrod, (2010; Babbie& Mouton, (2008). The scholars view the methodology as focusing on the research process and the kind of research tools/instruments and procedures to be used. The point of departure will be the specific task (data collection) at hand, the individual steps in the research process, and the most "objective" procedures to be employed. Fundamentally, Carter and Little (2007) convey that research methodologies justify research methods, which produce the data and the analyses, and the methods produce knowledge. Accordingly, research methodologies have epistemic content. Succinctly, the research methodology in this research thus refers to the approaches adopted to follow in gathering and analyzing quantitative and qualitative data.

• Mixed Methods Research

To achieve the purposes of the study, the researchers will be used an empirical study, involving a survey, interviews and phenomenology to gain insights into the typical experiences of the participants in order to arrive at sound conclusions. Leedy and Ormrod (2010) revealing that a phenomenological study is one that attempts to understand people's perceptions, perspectives and views of a particular situation. By looking at multiple perspectives on the same situation, the researchers can then make some kind of generalization on what something is like from insiders' perspectives. The phenomenological approach generally aims to understand and interpret the meanings that participants give to their experiences in daily routines of social life various contexts. (Creswell 2007) regards a phenomenological study as one that describes the meanings that those lived experiences of a phenomenon, topic or concept have for various individuals – police officers as well as their supervisors and peers. Consequently, a mixed methods research design was chosen and employed to conduct this research. The mixed methods research design was adopted to increase the scope of the research in order to address the research problem and the related research questions posed.

(Creswell and Plano Clarke, 2011) feel that a definition for mixed methods should incorporate many diverse viewpoints, which in this spirit according to the authors rely on a definition of core characteristics of mixed methods research. The authors continue and state that "it combines methods, a philosophy, and a research design orientation, which ultimately seems to highlight the key components that go into designing and conducting a mixed methods study." Operationally, mixed method research can be defined as " the kind of research where the researcher combines quantitative and qualitative techniques, methods and concepts in a single study or series of related studies during single or multiple phases within a pragmatic philosophical worldview (paradigm) and theoretical lenses that direct the plan for conducting the study" Creswell, (2011). It is also a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem Creswell, (2014).

With regard to rationale and purpose for using such research method, Johnson and Onwuegbuzie (2004) articulate that the goal of mixed methods research is not to replace either the quantitative or qualitative approaches to research, but rather to draw from the strengths of these approaches and to minimize possible weaknesses. The driving motivation behind mixed methods is the desire to get the whole story (picture), as much as possible.

The rationale for choosing a mixed methods research design for this research was generally to gain data about a wider range of interests, understand more fully – and thus get a fuller research picture, generate deeper and broader insights; enhance the significance of interpretation enhance the convergence and collaboration of findings, allow for unexpected developments, clarify underlying logic, facilitate both outsiders' and insiders' perspectives thereby improving research, facilitate a better understanding of the relationship between variables, allow appropriate emphases at different stages of the research process, and to explain idiosyncratic circumstances, approaches, opinions and practices of different respondents (Creswell, 2014).

Additionally, (Scott and Morrison, 2007) share the belief of advocates of mixed method research who argue that "a combination of methods enhances triangulation; a combination facilitates both outsiders' and insiders' perspectives, and the research is thus improved; a combination may facilitate a better understanding of the relationship between variables; and a combination allows appropriate emphases at different stages of the research process." Likewise, advocates of mixed methods research argue that quantitative and qualitative methods of measurement and accompanying analyses are compatible, and complementary to each other in a mixed method research design.

The purpose of the mixed methods research design in the context of this research is to increase the validity of the research by the convergence of the different methods of research because mixed methods research is regarded as a form of triangulation; widen the scope of the research in that expansion calls for the use of mixed methods research to increase both the “breadth and range of a study; and to complement different facets of the inquiry owing to the “overlapping” that occurs between the different methods.

Regarding procedural consideration in mixed methods research, (Creswell 2009, 2014) identifies three strategies for mixing quantitative and qualitative research methods - merging, embedding and connecting the datasets. For the current study the researcher made use of the mixing strategy proposed by Creswell (2014) to connect the qualitative data, in order to “build” or develop the subsequent quantitative data. More specifically, the data are connected in that the qualitative results were used in collaboration with the literature review to design a measurement instrument, namely a questionnaire.

In this research, an explorative mixed method was therefore used in order to determine the needs and competencies required by educators to manage school sport effectively in accordance with the diverse needs of South African schools. For this purpose a semi-structured interview and a questionnaire were used to collect data. Data were connected in that the results of the qualitative section in coherence with the literature review were used to develop a measurement instrument, namely a questionnaire (quantitative method) to determine the needs and competency. Therefore, it is imperative for the researchers to decide on the specific mixed methods design that best addresses the research problem, as well as research questions. Next, the specific mixed methods use for this research will be elaborated upon.

Among available major types of mixed methods research, the researchers specifically used the Convergent Parallel Design. In design, its philosophical assumptions are best suited to an "umbrella" paradigm such as pragmatism. As the researchers chose to employ the Convergent Parallel mixed methods research design because they were in need of collecting quantitative and qualitative data in on visit of the study areas; both types of data have equal value for understanding the research problem; have quantitative and qualitative research skills; and can manage extensive data collection activities individually or with a team.

The purposes of the Convergent Mixed Methods Research Design are generally to obtain a more complete understanding from two datasets, to corroborate results from different research methods, and to compare multiple levels within a system. In the end, scholars in the field have argued that this design has strengths like being intuitive, efficient and lending itself to team of researchers.

- ## Quantitative Research Methods

The quantitative section deals with the statistical analysis and numerical data to provide quantitative information Thiétart, (2007). Quantitative research requires objectively evaluating the data which consist of numbers, trying to exclude bias from the researchers’ point of views. Typically, quantitative research always involves the numerical analysis of data will be gathered by means of some kind of structured questionnaires. In this research, descriptive and evaluative survey research methods will be used.

- ## Qualitative Research Methods

Semi-structured interviews with key informants were used to generate the required qualitative data from a total of informants in the Jigdan college higher official and regional center coordinators.

❖ Target Population and Sampling Methods/Techniques

- ## Target Population

The reference to target population in this research refers to the members of a group of people defined as respondents to whom the research measurements refer by reported results, findings and inferences (Babbie, 2010; Rubin & Babbie, 2010, 2011). The study population is thus the aggregation of elements from which the sample is actually selected. In this study, the total population consists of total students 4755 sample 470, five each center coordinators, five teacher each center teachers and Jigdan higher officials college president, two vise academic distance education dean and distance supervisors.

- ## Sampling Methods/Techniques

♦ Sampling Techniques

Two sampling methods will be used in this study depending on the type of participants in the study. The first will be sample random sampling for students. The other method employed method in this study will be purposive sampling method for distance center coordinators, teacher, higher officials and distance supervisors. Purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience Bernard, (2002). Thus immediate supervisors of the selected samples and higher officials from each region were selected purposively.

♦ Sample Size

Within a quantitative survey design, determining sample size and dealing with nonresponsive bias is essential. According to (Holton & Burnett, 1997), one of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that will be prohibitively expensive to study. Standard textbook authors and researchers offer tested methods that allow studies to take full advantage of statistical measurements, which in turn give researchers the upper hand in determining the correct sample size. Sample size is one of the four inter-related features of a study design that can influence the detection of significant differences, relationships or interactions Peers, (1996).

Before proceeding with sample size calculations, assuming continuous data. The researcher will be determining if a categorical variable will play a primary role in data analysis. If so, the categorical sample size formulas will be used. Since the data used is categorical data the following sampling formula has been employed given p=.50 t=1.65 and margin error of 95% (Cochran, 1977).

$$\mathrm{n} = \frac{N}{1 + N(e)2}$$

Where

n=sample size

N=population size

e=margin error (0.05)

Accordingly

$$\mathrm{n} = \frac{4755}{1 + 4755(0.05)2}$$

n=369

Then according to this principle 369 samples is the minimum sample and some researchers recommend oversampling for adjusting problems which will be occurred if respondents are indisposed and are not filling correctly. Accordingly, recommendations are forwarded for researchers to take simple random the sample of 10-20% of non-respondents to use in non-respondents follow up (Higgins, 2001).Therefore, the researchers took the minimum10% of the non-response rate.

Total =369*10/100+369

Total sample =60.9+369

Total sample=470

Subsequently having this 470 total sample, the researchers will use proportional stratified sampling for drawing samples from their regions. These strata formed by considering the nature region and their center to get a representative sample from each stratum.

Accordingly, the table below illustrates the amount of sample size for each stratum.

	Region	Center	Population Size	Sample Size	Remark
1	Addis Ababa	Addis Ababa	261	57	
2	Amhara	Bahirdar	1884	110	
		Gonder	1339	111	
		Desie	161	47	
3	Afar	Logia	824	100	
4	Oromia	adama	85	15	
5	Jijiga	Jijiga	201	30	
	Total		4755	470	

Table 1

♦ Research Instruments

Questionnaires and interviews will be the main instruments that will be used in this study. *Questionnaire*-to gather quantitative data, self-administered questionnaires will be developed and used based on the conceptual and theoretical framework of the study designed to capture cross-sectional data from the participants. The questionnaires will be developed based on the Jigdan College goals of distance educational service by which the participants followed their studies. There will be use questionnaires employed in this study.

Questionnaires for students: this questionnaire will be designed to assess distance education service delivery and students satisfaction at Jigdan College. There are also items which ask participants to evaluate tutorial, material distribution, and assessment delivered.

• Data Collection Procedure

The data collection procedure will be covered the Addis Ababa main campus and selected regions. After obtaining the complete list of students from the registrar, random sampling technique will be used to select based on this the deployed data collectors directly went to the each centers of the selected participants and made them fill the questionnaire. Besides, their center and coordinators will be also made to fill questionnaires. The data collectors also interviewed center coordinators and higher officials of respective regional states in which they have deployed.

⌘ Reliability of Data

❖ Reliability of Data

For the current research, a pilot study will be conducted; and then the Cronbach's alpha coefficient (Cronbach's alpha) will be used to measure the reliability of the measurement instrument - the questionnaires.

Internal consistency also refers to the degree of correlation between the various items of a measuring construct. The Cronbach's alpha coefficient is widely used as a reliable procedure to indicate how well various items are positively correlated to one another (Sekaran & Bougie, 2010). The Cronbach's alpha is based on the inter-item correlations. If the items are strongly correlated with each other, their internal consistency is high and the alpha coefficient will be close to one. On the other hand, if the items are poorly formulated and do not correlate strongly, the alpha coefficient will be close to zero.

To interpret the Cronbach's alpha coefficient (α), statisticians and researchers have widely and generally accepted following ranges of value Field, (2009). In this research, the reliability analysis statistical test which will be used to calculate the Cronbach's alpha coefficient to assess the internal consistency of the various question items of the questionnaires (SAS Institute Inc, 2013). Accordingly, the Cronbach's alpha coefficient will be calculated for each group of items in order to illustrate the internal consistency of each subsection in the questionnaires. It also will be served another purpose in indicating the level of measuring the same construct validity. In the different subsections the general coefficient will be higher than the acceptable. Apart from the importance of the concept reliability in the context of measurement, validity is widely considered as important in the context of measurement to ensure the success of any study.

Ethical Considerations

First the ethical approval and clearance will be obtained from Research Institute of Jigdan College. The objective and purpose of the research will be clearly communicated to participants and we also let them know to withdraw if they get discomfort in the process of their participation in undertaking. More over all ethical issues will be considered in the whole process of the research.

- **Time Schedule**

		Specific time schedule for the activities															
		October		January		February		March		April		May		June			
No	Tasks to be done	1st week	2nd week	3rd week	4th week	1st week	2nd week	3rd week	4th week	1st week	2nd week	3rd week	4th week	1st week	2nd week	3rd week	4th week
1	Proposal submission																
2	Present research proposal for research team																
3	Preparation tools																
4	Tools selection & preparation Data collection																
5	Data collection																
6	Data processing, analyzing & interpretation																
7	Draft submission																
8	Reserve time																
9	Final paper submission																
10	Presentation																

Table 2

- **Budget Schedule**

No	Description	Unit measurement	Quantity	Unit cost		Total cost	
				Birr	C.	Birr	C.
1	Transportation	Trip	05	200x4		10000	00
2	Allowance	Per day	05	200x10		10000	00
3	Allowance	Per day	05	200x10		10000	00
4	Phone	No	05	100	-	500	00
5	Reserve cost	-	-	-	-	7000	00
Total						37500	00

Table 3

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በጅግዳንኮሌጅ

የጥናትናምርምርፕሮግራም

<u>ለተማሪዎቸየተዘጋጀመጠየቅ</u>

መግቢያ

ጅግዳንኮሌጅጥናትናምርምርፕሮግራምለተማሪዎችበሚሰጠውአገልግሎትያላቸውእርካታደረጃጥናትእያካሄደነው፡፡ እርስዎያለውንአገልግሎትበሚገባከትመጠይቅ በመሙላትእንዲሳተፉተመርጠዋል፡፡ ስለሆነምማሻሻምከኮሌጁበገኘትአገልግሎትመሰረትእንዲሆንእንጠይቃለን፡፡ በመጠይቁየሚበሰበውመረጃየጅግዳንኮሌጅየሚሰጠተማሪዎችአገልግሎትለመመዘንእናየእርካታደረጃበጥምወሳኝስለሆነሃቀኛናትክክለኛመልስበመስጠትእንዲተባበሩንበአክብሮትእንጠይቃለን፡፡ **በጥናቱላይ**ማንነትዎየሚገለጽሲሆንምላሽዎምለዚህጥናትአላማብቻይውላል፡፡

መጠይቁንለመሙላትፍቃደኛነዎት? አዎ ☐ አይደለሁም ☐

ለሚደርጉልንትብብርእናመሰግናለን!

ክፍልሀ. ግላዊመረጃ

1. ጾታ፡ 1. ወንድ ☐ 2.ሴት ☐
2. እድሜ 1. 18-25 ☐ 2. 26-35 ☐ 3. 36- 45 ☐ 4. ከ45 በላይ ☐
3. የትምህርትደረጃ: 1. ዲፕሎማ ☐ 2. ድግሪ ☐ 3. ሁለተኛድግሪ ☐
4. ማእከል: _______________

<u>መሪያሶስትለእባክዎንበኮሌጁየሚሰጡአገልግሎትእናያለወእርካታበተግባርያለወንሁኔታበተሟከተየእርስዎንምልከታይግለፁ</u>

1= በጣምአልስማማም

2 = አልስማማም

3 = ለመስማማትምላመስማማትምእቸገራለሁ

4 = እስማማለሁ

		1	2	3	4	5
1.	በጅግዳንኮሌጅበሚሰጠውእርቀትናተከታታይፕሮግራምእረክተዋል?					
2.	የትምህርትይዘቶችአስፈላጊናበጣምደጋፊነበሩብለውያምናሉ?					
3.	የርቀትትምህርትናተከታታይፕሮግራምሞጁልዝግጅትጥራትአለውብለውያምናሉ?					
4.	በኮሌጁየርቀትናተከታተትፕሮግራምአሁንአግባብነትአለውብለውያምናሉ?					
5.	በኮሌጁየርቀትናተከታተትፕሮግራምበቴቶሪያልየተሰጠውትምህርትተግባራዊጠቀሜታአለው?					
6.	በኮሌጁየሚሰጠትምህርትመካሪያዎችለማሻሻልአስተፅኦአለውብለውያምናሉ?					
7.	የተማሪዎችመታወቂያበጊዜውይደርሳሉብለውያምናሉ?					
8.	የተከታታልኩትትምህርትፕሮግራምወጤታማነውብለውያምናሉ?					
9.	የተማሪዎችግሬድሪፖርትበወቅቱይደርሳልብለውያምናሉ?					
10.	ማህራንበቴቶሪያልአስጣጥአስፈላጊውንዝግጅትያደርጋሉብለውያምናሉ					
11.	በኮሌጁየርቀትናየተከታተትየትምህርትፕሮግራምለተግባራዊየሆኑጉዳዮችንበሚአካትቷልብለውያምናሉ					

5= በጣምእስማማለሁ

መመሪያ ሶስት ሐ፡

ከታችየ ተዘረዘሩትን ጥያቄዎች በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም በተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ያሉትን ሀሳብ በበተቀ ማጠወባ ዶቦ ታላይ በዝርዝር ይግለፁልን፡፡

1. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ያለው ጥሩ ጎኖች ወይም ችግሮች ምንምን ናቸው ይላሉ?----------------
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2. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ያ ባለድርሻ አካላት ተሳትፎና ሚናቸው ምን መምሰል እንዳለበት ቢዘረዝሩልን?--
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3. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ሂደት ደስተኛ ነዎት? መልስዎ አዎ/ ደስተኛ ካልሆኑ በምክንያት ቢያብራሩልን?--
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4. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ በሚፈተፍረገ ደያለወጠጥን ነ ትምህርት እንደሆነ ቢያብራሩልን?

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5. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ሂደት እንዴት ይገመግሙታል?--------------------------------
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6. በጅግዳን ኮሌጅ እርቀትና ተከታታይ ፕሮግራም ተማሪዎች አገልግሎት አስጣጥና የእርካታ ደረጃ ላይ ቀረየሚ ሏቸው ሀሳቦች ካለ በዝርዝር ቢያስቀምጡልን?-------------
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ላደረጉልን ከፍተኛ ትብብር ከልብ እናመሰግናለን

በጅግዳንኮሌጅ

የጥናትናምርምርፕሮግራም

<u>ለማእከልአስተባባሪየተዘጋጀመጠይቅ</u>

መግቢያ

ጅግዳንኮሌጅጥናትናምርምርፕሮግራምለተማሪዎችበሚሰጠውአገልግሎትያላቸውእርካታደረጃጥናትእያካሄደነው፡፡ እርስዎያለውንአገልግሎትበሚመለከትመጠይቅ በመሙላትእንዲሳተፉተመርጠዋል፡፡ ስለሆነምማሻሻያከኮሌጁበገኘትአገልግሎትመሰረትእንዲሆንእንጠይቃለን፡፡ በመጠይቁየሚሰበሰበውመረጃየጅግዳንኮሌጅየሚሰጠለተማሪዎችአገልግሎትለመገምገምእናየእርካታደረጃበማወቅስለሆነሃቀኛናትክክለኛመልስበመስጠትእንዲተባበሩንበአክብሮትእንጠይቃለን፡፡ **በጥናቱላይማንነትዎየሚገለጽስለሆነምማሻሻያዎዘህጥናትአላማበቻይውላል፡፡**

መጠይቁንለመሙላትፍቃደኛነዎት? አዎ አይደለሁም

ለሚደርጉልንትብብርእናመሰግናለን!

ክፍልሀ. ግላዊመረጃ

1. ጾታ፡ 1. ወንድ 2.
2. እድሜ 1. 18-25 2. 2 5 3. 36- 45 ከ45 በላይ
3. የትምህርትደረጃ፡ 1. ዲፕሎማ 2. ድግሪ 3 ተኛድግሪ
4. ማእከል፡ _______________

ክፍልለ እባክዎንበኮሌጁየሚሰጠ<u>አገልግሎትእናያለውእርካታ</u>በተግባርያለውንሁኔታበተመለከተየእርስዎንምልከታይግለፁ

1= በጣምአልስማማም

2 = አልስማማም

3 = ለመስማማትምሆነላለመስማማትአችገራለሁ

4 = እስማማለሁ

5=በጣምእስማማለሁ

		1	2	3	4	5
1.	በጅግዳንኮሌጅበሚሰጠውእርቀትናተከታታይፕሮግራምእረከተዋል?					
2.	የትምህርትይዘቶችአስፈላጊናበጣምደጋፊነበሩብለውያምናሉ?					
3.	የርቀትትምህርትናተከታታይፕሮግራምሞጅልዝግጅትጥራትአለውብለውያምናሉ?					
4.	በኮሌጁየርቀትናተከታተሉትፕሮግራምአሁንአግባብነትአለውብለውያምናሉ?					
5.	በኮሌጁየርቀትናተከታተሉትፕሮግራምበቲቶሪያልየተሰጠውትምህርትተግባራዊጠቀሜታአለው?					
6.	በኮሌጁየሚሰጡየትምህርትመሳሪያዎችለማሻሻልአስተፅአአለውብለዉያምናሉ?					
7.	የተማሪዎችመታወቂያበጊዜውይደርሳሉብለውያምናሉ?					
8.	የተከታተልኩትትምህርትፕሮግራምዉጤታማነውበለውያምናሉ?					
9.	የተማሪዎችግሬድሪፖርትበወቅቱይደርሳልብለውያምናሉ?					
10.	መምህራንበቲቶሪያልአሰጣጥአስፈላጊውንዝግጅትያደርጋሉብለውያምናሉ					
11.	በኮሌጁየርቀትናየተከታተሉትየትምህርትፕሮግራምለተግባራዊየሆኑጉዳዮችንበሙሉአካትቷልብለውያምናሉ					

መጠይያሶስት ሐ፡

ከታችየተዘረዘሩትንጥያቄዎችበጅግዳንኮሌጅርቀትናተከታታይፕሮግራምበተማሪዎችአገልግሎትአስጣጥናየእርካታደረጃላይያሉትንሀሳብበተቀመ ጠወባዶቦታላይበዝርዝርይግለፁልን፡፡

1. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምለተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይያለዉስጣዊናዉጫዊችግሮችምንምንናቸዉ?----------------------

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2. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምየተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይያ ባለድርሻአካላትተሳትፎናሚናቸዉምንመምሰልእንዳለበትቢዘረዝሩልን ?

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3. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምየተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይሂደትደስተኛነበሩወይ? መልስዎአዎ/
   ደስተኛካልሆኑበምክንያትቢያብራሩልን?--

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4. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምየተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይበሚተፍረገደያለዉወሳኝነትምንእንደሆነ ቢያብራሩልን?

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5. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምየተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይሂደትእንዴትይገመግሙታል?---------------------------------------

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6. በጅግዳንኮሌጅርቀትናተከታታይፕሮግራምየተሚዎችአገልግሎትአስጣጡናየእርካታደረጃላይቀረየሚሏቸዉሀሳቦችካለበዝርዝርቢያስቀምጡልን?-------------------

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ላደረጉልንከፍተኛትብብርከልብእናመሰግናለን

ጅግዳን ኮሌጅ

ጥናትና ምርምር ፕሮግራም

ለጅግዳን ከፍተኛ አመራር የተዘጋጀ ቃለ-መጠይቅ

መግቢያ

በጅግዳን ኮሌጅ የጥናትና ምርምር ፕሮግራም አስተማሪዎች በሚሰጡት አገልግሎት ላይ ያላቸው እርካታ ደረጃ ጥናት እያካሄደነው። እርስዎ ያለውን አገልግሎት በሚመለከት ቃለ-መጠይቅ እንዲሳተፉ ተመርጠዋል። ስለሆነ የማሻሻያ ኮሌጁ በሚሰጠው አገልግሎት መሰረት እንዲሆን እንጠይቃለን። በቃለ-መጠይቁ የሚሰበሰበው መረጃ የጅግዳን ኮሌጅ የሚሰጡ አስተማሪዎች አገልግሎት ለመመዘን እና የእርካታ ደረጃ በጣም ወሳኝ ስለሆነ ሃቀኛና ትክክለኛ መልስ በመስጠት እንዲተባበሩን በአክብሮት እንጠይቃለን። **በጥናቱ ላይ ምንነትዎ የማይገለጽ ስለሆነ ምላሽዎ ለዚህ ጥናት አላማ ብቻ ይውላል።**

1. በጅግዳን ኮሌጅ ርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አሰጣጥ ላይ ያሉ ውስጣዊና ውጫዊ ችግሮች ምን ምን ናቸው ይላሉ?
2. በጅግዳን ኮሌጅ ርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አሰጣጥ የኮሌጅ አመራርና አባላት ሚናቸው ምን መሆን እንዳለበት ቢዘረዝሩልን?
3. በጅግዳን ኮሌጅ ርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አሰጣጥ አስፈላጊውን አገልግሎት ከመስጠት ያለው ፋይዳ ምን እንደሆነ ቢያብራሩልን?
4. በጅግዳን ኮሌጅ ርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አሰጣጥ ሂደት እንዴት ይገመግሙታል?
5. በጅግዳን ኮሌጅ ርቀትና ተከታታይ ፕሮግራም ለተማሪዎች አገልግሎት አሰጣጥና የእርካታ ደረጃ ላይ ቀረ የሚሏቸው ሃሳቦች ካሉ በዝርዝር ቢያስቀምጡልን?-

ላደረጉልን ከፍተኛ ትብብር ከልብ እናመሰግናለን

Most developing countries are still pursuing the highest levels of education required. Certain colleges and universities have been recognized by the Ministry of Education for the past several years by destroying individual premises. This is produced by some colleges and universities offering programsnot approved by HERQA. In some colleges, some scholars have been at risk for learning inadequate and inadequate quality and inadequate infrastructure and quality. It is unable to meet the program requirements set by the various systems.

Given the fact education is purely a service provided to the public's; its measurement can only be measured against some indicators that are different from those used in goods, which expounds on the five service dimensions. Ideally, the dimensions can be measured based on the distance education student's perceptions of the customers who receive the service, and in this case the students. The first aim of this study therefore was to identify how the students' perceptions are affected by the nature and quality of services offered in private college in Jigdan, taking into consideration the challenges faced by private college in the country such as material distribution, lack tutorial access, lack of funding among others. Customer perceptions play a key role in the theory of "Service Gaps in distance education", which tries to study the service delivery and students satisfaction. As shown we observe, the overall gap that results in dissatisfied customer is caused by one (or more) of the following earlier gaps we observed Promotional, understanding and perception gap Schneider & White (2004). It is against this background that this study wanted to find out the impact of service quality in distance student satisfaction on the context of private college in the Jigdan higher education sector.

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