

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSING THE CHALLENGES FACING STUDENT PURSUING
DISTANCE EDUCATION AT UNIVERSITY OF EDUCATION, WINNEBA**



**A Thesis in the Department of Educational Administration and Management,
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of the Requirements for the Award of the Degree of
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JUNE, 2021

DECLARATION

STUDENT'S DECLARATION

I hereby declare that this thesis, with the exception of quotations and references contained in published, works which have been identified and dully acknowledged, is entirely my original work, and it has not been submitted, either in part or whole for another degree elsewhere.

NAME OF STUDENT: **LYDIA AVORNORKADZI**

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DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for the supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **PROFESSOR EDISON PAJIBO**

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DATE:

DEDICATION

I unconditionally dedicate this work to my coach and mentor, Mr. Julius Nutifafa Korsu Necku, my precious and darling husband. You are my source of strength and inspiration. You have sacrificed a lot to see me through this study, without you, I cannot achieve it. Also, to my children, Nathanael Nuitkaorkoe Mawunenyoga and Chystal Grace Nusinyo Mawunenyoga



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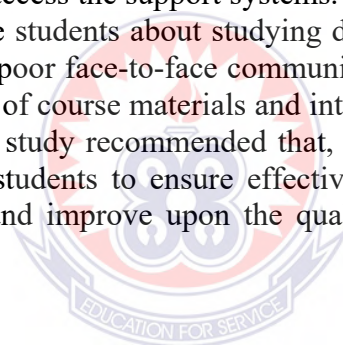
LIST OF ABBREVIATIONS

CODeL	College for Distance and e-Learning
DE	Distance Education
DFID	Department of International Development
IEDE	Institute of Education Development and Extension
ODA	Overseas Development Administration
ODL	Open Distance Learning
SDGs	Sustainable Development Goals
UEW	University of Education, Winneba



ABSTRACT

The purpose of the study was to assess the challenges facing students pursuing distance education at the University of Education, Winneba. The study focused on the satisfaction level of Distance Education to student, affordability of the programme, student support services and feedback systems, and the problem student encounter on the distance problem. The study was conducted at three study centres; namely Ho, Hohoe and Dambai. The population of the study comprised students, coordinators and administrators in the study areas. A combination of sampling techniques was used, Simple random sampling and stratified sampling was utilized to select a sample of 150 respondents. Mixed methods were used to collect quantitative and qualitative data from student, coordinators and administrators using questionnaires and interview respectively. Data was analyzed using descriptive statistics (Mean and Standard Deviation) and thematic approach was used to draw pattern in the interview data. The study found out that inadequate feedback from course tutors, inadequate modules, inadequate support system, delayed modules and inadequate motivation of tutors were the major challenges facing the University of Education, Winneba (UEW) distance education programs. The findings further revealed that a huge gap existed between the level of importance the students placed on the various support systems and the rate at which they were able to access the support systems. The study also found that most of the non-motivation of the students about studying distance education was because of lack of support services, poor face-to-face communication, unsatisfactory counselling services, non-availability of course materials and internet facilities as identifies during the study. Therefore, the study recommended that, adequate support system services should be provided for students to ensure effective teaching and learning so as to boost students' morale and improve upon the quality of education on the distance programme.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in the course of human existence has become the instrument of individual, community and national development. Also central to the teaching and learning process in addition to the students are teachers who must be well equipped with the requisite tools and materials to enhance their performance. The United Nations Sustainable Development Goals (SDGs), Target 4c seeks a substantial increase in the supply of qualified teachers through teacher training by the year 2030 (Akrofi, 2010). Furthermore, the Africa Agenda, 2023 seeks to promote a knowledge-based society through a well-educated citizen. In the same vein no country has achieved its developmental goals or target without good solid foundation in education. Konadu (2010) has observed that a country with more literates is healthier and wealthier. This observation is very significant as education helps deepens our understating of political, economic and social issues.

A classic example of the benefits of education is North America which has become the envy of the world. A lot of resources and effective management in their educational system saw a massive transformation in technology (Antwi, 1992). According Akyeampon (2009), North America in the last few decades has been facing competition around the globe including Japan, Taiwan, Germany and other European union nations. Apart from individual countries, how well organization survive in the global economy depend on the educational level and performance of its workforce.

Currently, in Ghana, the desired quality of education has suffered drastically due to recruitment of untrained teachers into the education service. The statistics provided by

ministry of education indicated at pre-university level, between 2006, 2007 and 2008, 10582, 17743 and 7728 untrained teachers were recruited at the KG, Primary and Junior High School respectively (Akeampong, 2009). In every educational system, teachers constitute an important force and the qualification of teacher in terms of their pedagogical and content knowledge is very important. Hence, the need to train more teachers in any educational endeavor is very paramount (Bell, 2005). But a disturbing phenomenon over the last two decades has been the inability of the teacher training institutions in Ghana to enroll thousands of prospective students wanting to enroll, and many who sought to be trained as teachers in the Universities for the purpose of upgrading their skills are employed as part of the workforce after initial teacher training. Hence, they find it difficult leaving their jobs to enroll in schools (Amoateng, Cobbinah & Owusu-Adade 2013), This development posed a great challenge to the quality of train teachers in the Ghanaian educational system.

As noted by Amonteng, Cobbinah & Owusu-Adade (2013), there are many empty classrooms due to teachers leaving for study leave and other areas of the economy. A survey by the ministry of education revealed that about 652 primary schools without teachers at all (Ministry of Education, 2018). According to Prof. J. Anamuah-Mensah if each school had one stream per class, 6, 912 teachers would be needed and with the addition of 2-year kindergarten then 30, 280 trained teachers will be needed. Before 2001 over 10,000 teachers left their classrooms annually to pursue further studies with pay whereas the Teacher Training Colleges produced only 6, 500 certificate 'A' teachers annually. The government annually spends more than 47.25 million cedis on study leave for teachers pursuing further studies in the Universities and the Polytechnics (Harry, 2003). Providing teachers with adequate training at the tertiary institutions requires a huge financial outlay, which the economies of developing

countries such as Ghana find difficult to support. This calls for the adoption of a strategy of training teachers that should address the qualitative aspects of teacher education.

Therefore, to increase access to education, distance education since the last century, that is 20th Century, has increasingly evolved due to onset of high level of technology and varying student needs. Distance Education is essentially an education delivery system that allows a person to learn without always coming into direct contact with the teacher or the providing agency as it is the case with the normal school system. Distance Education as a practice started on the African continent in South Africa in 1916 and has now been embraced by countries such as Kenya, Zimbabwe, Tanzania and Ghana.

Distance education in Ghana is not a new phenomenon. It was introduced in the country in the mid-1990s and formerly referred to as Corresponding Education or Open Distance Learning (ODL) system which began at the University of Education, Winneba (Onwe, 2013; Akrofi, 2010). The University of Education, Winneba in 1996/1997 academic year began distance education programme which was previously known as Institute for Education Development and Extension (IEDE). This programme was implemented as a result of the material, technical and financial assistance provided by the British Overseas Development Administration (ODA), now the Department of International Development (DFID). It represents a major means beyond traditional education by which a large number of the working class upgrade themselves. Again, according to Asare (2011) the adoption of Distance Education as an alternative approach to the conventional educational system was necessitated by the increase in the population of prospective students seeking higher

education. Accordingly, it has become a means of manpower training in many parts of the world (Antwi, 1992; Konadu, 2010).

In deed as stated earlier, demand for higher education has risen to exponential levels and today, in many parts of Africa in general and Ghana in particular, the current surge in the demand of higher education has risen as a result of the introduction of two key policies by the government of Ghana. These are the Free, Compulsory Universal Basic Education (FCUBE) which started in 2005 and the Free Senior High School policy which was implemented in 2017 (Harry, 2003). In the view of Agyeman (2007), over 60% of applicants who have the full entry requirements failed to gain admission to the country's universities due to lack of physical space and other resources. He noted that distance education in term of cost is effective and if the developed countries are training teachers through distance education how much more a less endowed country like Ghana. But he iterated that such education be characterized by quality delivery in terms of course content, technological services and teaching learning materials will put the country's educational system on a sound footing. Sekyi (2013) opines that distance education is a major avenue towards opening additional frontiers to higher education in Ghana and many other African countries but it must be of quality in all of its processes.

The University of Education, Winneba, which is the object of this research is a tertiary educational institution primarily established to train teachers for basic education in Ghana. According to Owusu-Menash and Agyei-Bieni (2014), the University of Education, Winneba according to its charter is mandated to producing professional educators to spearhead the National vision of Education for ultimate social economic development of Ghana. The University of Education, Winneba executes its distance education programs through the College for Distance and e-

Leaning (CODeL) at the university and the university is to provide the needed educational leadership aimed at providing and maintaining an effective distance educational extension services in preparing teachers. It additionally aims at providing greater access to higher education in a much more efficient manner with the application of better equipment and manpower (Kwapong, 2007). This initiative has helped in extending access to tertiary education to thousands of students in the country. According to Ministry of Education report (2018), about 64,194 teachers have so far been trained through distance education in 2017. However, like any other education institution, there are perception of inherent problems that appear to bedevil the DE programme at the UEW (Mensah & Owusu-Mensah, 2002). Every human institution, due to limited resources, differences in the perceptions and satisfaction level, is engulfed with challenges and in order to surmount these challenges, the study sought access the challenges facing students-teachers pursuing distance education at the University of Education, Winneba in order to spur discussion in academia.

1.2 Statement of the Problem

Since the distance education programme has been in operation for many years now, it is needful to ascertain the perceived challenges the students face because as a human implemented programme, there is bound to be a challenge in its execution. (Owusu-Mensah & Adjei-Beini, 2014). Research on education have contributed to a significant increase in the adoption of distance education program across world. But most of these studies originate from the western world which has developed industries with effective educational systems with existing literature showing that there are few studies in developing countries (Roblyer & Edwards, 2000; Stepich, Lehman & Russell, 2000; Gagne and Shepherd, 2001). Imonana (2018) explained that compared

with developed countries, developing countries have their own social, political, and educational dynamics. So, institutions cannot use issues in advanced countries to measure issues in developing countries (Konadu, 2010). He pointed out that the socio-cultural values and ideologies that reinforce development in advanced countries cannot be used to scrutinize the development in the developing context. Therefore, more research is needed in developing countries, especially Ghana which has experienced several educational reforms over the years.

Admittedly, some studies have been done in terms of the justification of policy and perhaps benefits for the introduction of the concept distance education (Mensah and Owusu-Mensah, 2002; Kwapong, 2007; Agyeman, 2007). However, the challenges facing students currently on the programme seems to have escaped the attention of scholars. In other words, the debate has not engaged students as it does with programme implementers, yet the lack of such data can potentially compromise the programme's overall objectives and sustainability. Additionally, most of the recent literature relating to distance education is focused on increasing access to distance education on which debate are on-going. Although studies have been conducted on distance education in Ghana (Owusu-Mensah, Anyan & Denkyi 2015; Osei, 2013, Sekyi, 2013, Mensah & Owusu-Mensah, 2002) but they very scanty. On the other hand, majority of the existing literature in this regard is either in the form of practitioner or consultant articles based on personal observation, views, and experience. So, there are inadequate research-based evidence for such insight. As noted by Jones et al. (2007), evidence is needed from other jurisdictions. Thus, further studies need to be conducted focusing on the challenges facing student-teachers pursuing distance education in order to contribute to the debate by helping to fill this gap.

Also, a review of literature reveals that most studies on distance education are based on either quantitative approach or qualitative approach with inconclusive findings. So, the need to adopt other methods to explore issues in distance education in a different dimension. Hence, the adoption of a mixed method approach to this research to help make generalization in the education sector regarding distance educational as a mode of educational delivery in higher institutions. Therefore, this study tries to fill the gaps in literature by a systematic search for and review of distance education issues and the challenges facing distance students that have been found in academic literature by scholars and contribute to the field of education. The main research question is what challenges do students-teachers face in the Distance Education Program of the University of Education, Winneba.

1.3 Purpose of the Study

Distance Education, as a viable alternative mode of teacher education has witnessed a phenomenal growth over the last twenty years in Ghana. Many teachers have embraced the distance education programme. There is therefore the need to conduct a research to ascertain the challenges the student-teachers who opt for distance education encounter. The study will focus on the satisfaction of Distance Education to student- teachers, affordability of the programme, student support services and feedback systems, and how students combine normal teaching load with their studies.

1.4 Research Objectives

The following are the objectives:

1. To determine the level of students' satisfaction with the distance education programme of the University of Education, Winneba.

2. To find out how affordable is the distance education programme to students at University of Education, Winneba.
3. To assess the effectiveness of support services of the distance education programme of the University of Education, Winneba.
4. To examine the problems student's face in pursuing the distance education programme of the University of Education, Winneba.

1.5 Research Questions

The research will seek to find answers to the following questions:

1. How satisfied are student-teachers with the distance education programme of the University of Education, Winneba?
2. How affordable is the distance education programme to students at University of Education, Winneba?
3. How effective are the support services of the University of Education, Winneba Distance Education programme for students?
4. What students are the problems student's face in pursuing the distance education programme at the University of Education, Winneba?

1.6 Significance of the Study

The outcome of the study will be significant in contributing to policy, practice and knowledge in the following ways: It will be a guide for policy makers and administrators of distance education in the formulation of policies concerning in-service distance education for teachers. The study sought to help personnel of Ghana Education Service (GES) in charge of the granting of study leave with pay to teachers who go in for residential university programmes to reduce their numbers by encouraging them to opt for distance education programmes.

The study will also serve as a guide to teachers who opt for distance education on how to combine their teaching with their studies and the challenges they are likely to face. The findings from the research will unearth the challenges that are confronting students pursuing the distance education programme of the UEW and it will assist the University to promote quality delivery of distance education services. The results from the research and the accompanying recommendations will constitute an importance resource document for practitioners in improving communication between learners, and tutors and administrators of the distance education programme, thereby improving students.

Lastly, the study sought to add to the body of knowledge and serve as a reference material to potential researchers who intend to conduct related research in distance education as well as other educational research.

1.7 Delimitations of the Study

The Institute of Distance Education and e-Learning of the University of Education, Winneba has forty (40) study centres spread throughout the country. However, only three of the centres were selected for the study. This was primarily due to time and financial constraints. The study therefore was limited to the study centre in Dambai, Hohoe and Ho. The study was delimited only to student-teachers pursuing distance education between the period 2018-2020.

1.8 Limitations of the Study

The research limitations are the setback that characterize a study and quite naturally this work was accomplished against this background. the researcher identified and acknowledge the shortcoming of the study and developed serious strategies that help to minimize the range of scope of limitations through at the research process. Some

respondents were not willing to provide answers to the questionnaires. However, the researcher was able to explain the objective of the research and assured them that it was meant solely for academic purpose. It very frustrating meeting with interviewees as schedule interview date were rescheduled many times. At time during an interview session, an interviewee could call off the interview to attend to an urgent issue and interview has to be reschedule for another time. The researcher was aware of the busy work schedule of participants so she always books for appointment in advance about two weeks and follow up with phone calls to remind participants. More so, due the nature of data collection method used, both qualitative and quantitative data were collected. As a result, the data generated from the field was very voluminous and this made data analysis process very cumbersome and overwhelming.

1.9 Organization of the Study

The study embodies five separate chapters. Chapter one dwells on the background to the study which is followed by the problem statement, purpose of the study, objectives and research questions, the significance of the study. In chapter two, relevant literature is reviewed. Chapter three focuses on the methodology which entails the research philosophy, approach and design, the population, sampling instruments and methods of data analysis. Chapter four encompasses results and discursion, the object of chapter five is the summary, conclusion and recommendation as well as area for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

The previous chapter concentrated on the background to the study in terms of the problem being investigated, the guiding objective and the research questions and the significant of the study. This study, as articulated in chapter one sets out to investigate the problems facing student- teachers pursuing distance education in the University of Education, Winneba. This chapter constitutes the review of related literature which is centered mainly around the thematic issues contained in the research questions. The sources of the review were both primary and secondary and included books and documents. In this chapter related literature was reviewed in the following areas:

- a. Theory of human Motivation: Maslow's Hierarchy of Motivational Needs and Herzberg Two-Factor Theory
- b. Fundamental concept of education
- c. Distance Education: concept and practices,
- d. Satisfaction of distance education to students.
- e. Affordability of Distance Education.
- f. Student Support Services and
- g. The problem students encounter in combining teaching/work with studies.

2.2 Theoretical Framework

One imperative goal of scientific work in educational psychology is the application of theoretical understanding to issues affecting teaching and learning in the educational setup. The domain of motivation is predominantly important to this goal because it is aligned with the processes underlying the initiation, maintenance, and quality of

people's action (Brophy, 2004; Schunk, Pintrich, & Meece, 2008; Wentzel & Wigfield, 2009). Therefore, the theoretical framework that underpins the study is the theory of human motivation, specifically, Maslow Hierarchy of Needs and Herzberg-Two-Factor Theory.

The theory of human motivation in the field of educational has dealt with a varied phenomenon, including the intensity and quality of student engagement in schoolwork; learning and performance; off-task behavior such as avoidance of engagement, disruptive behavior, cheating, and procrastination; and teacher-student's satisfaction, engagement in teaching, and burnout (Schunk et al., 2008; Wentzel & Wigfield, 2009). Thus, the application of human motivational theory in educational settings is of much interest to all stakeholders such as teachers, principals, counselors, psychologists, parents, curriculum designers, and policymakers (Wentzel & Wigfield, 2007).

Motive derive everything including our behaviors disposition and even future plans. Unless one is motivated to do something, he or she will not be satisfied to do it. However, one is motivated and satisfied, he/she will gather the courage to do it, even if that venture comes with a cost and is characterized by some problems

Over the past years, various contemporary authors have attempted to define the concept of motivation. According to Lunenberg and Ornstein (2010) the word motivation is derived from a Latin word "movere" which means (to move) and it is a critical element of performance in organizations. They defined motivation as a desire directed towards a positive stimulus or away from a negative one as well as the activated and consummated. In the opinion of McPheat (2010), motivation is a force acting either on or within a person to initiate behavior. It's what get one going. It's what potentially make one enjoy the job. In this vein, a description of a person's

motive to action can be low if a person takes a long time to begin or even to complete his project, and it can be highly motivated if a person drives toward objectives, goals or target.

Again, it is likely those who are highly motivated find it easy to fulfill and achieve their goals in their lives. On the other hand, Yu-Hui, Yeh and Chen (2008), defines motivation as the factors which moves or activates the organism. In their view, motivation factors are recognized when people work to achieve a certain goal, or the action taken or established to reach their goals. In this regard, motivation is a driven force that influence the way people behave or act in certain manner. Motivating other people is about getting them to act in a certain direction in order to attain an anticipated outcome. Motivation in this context relates to two dimensions. First, the way and manner in which DE programmes are organized can motivate student-teachers to pursue them. Second, if DE programmes are not properly organized, students can be demotivated. In fact, the cost- element of DE programme, when not affordable, can demotivate student-teachers aspiring to pursue them.

According to Kpalan, Katz and Flum, (2012) human motivation theories in education are phenomena that are essential to any educational project. These human motivational theories aim to answer questions such as “Why do some students engage deeply, cooperate with others, enjoy learning, perform well, and thrive in school, whereas others procrastinate, avoid or fail to learn, disrupt the lesson, and drop out?” These questions have spurred the development of theory and programs of research for centuries.

Over this and the past century, several theoretical constructs and models concerning scientific study of motivation were developed in the attempt to explain some or many

of these phenomena (Brophy, 2004; Schunk et al., 2008). Two major approaches that have led to the researcher understanding of motivation and that forms the basis of the theoretical review are Maslow's need-hierarchy theory and Herzberg's two-factor theory.

2.2.1 Maslow's hierarchy of motivational needs.

Maslow first introduced his concept of a hierarchy of needs and motivation in his 1943 paper "A Theory of Human Motivation" and his subsequent book in 1954, "Motivation and Personality." According to Maslow, our actions as human beings are motivated in order to accomplish certain needs. Again, Maslow was the founder of the new movement of humanistic psychology that reached its peak in the 1960s, and whose main argument was to highlight on the positive potential of human beings. The development of Maslow theory of motivation has deeply influenced the paradigm of the development agenda, both in theory and in practice, and sets the foundation for moral thinking on individual entitlements (Mawere, Mubaya, Reisen & Stam, 2016).

Maslow's theory of human motivation is focused on the overall description of the priorities of humans needs and wants. The theory of hierarchies of needs and motivation as propounded by Maslow has contribute significantly within the contexts of perspectives on growth and even equality, as the theory emphasized the potential of every human being. However, Maslow views the 'individual' as an important actor whose individual agency supersedes other motivations of action (Mawere, Mubaya, Reisen & Stam, 2016, Schacter, Gilbert and Wenger, 2012)

On the other hand, Maslow was more concerned in learning and understanding what motivates people. As a humanistic psychologist, he believed that every person has an innate desire to realize his or her full potential, to reach a level of 'self-actualization'.

He was also much interested in understanding what people do, in order to attain what makes them happy. that is, the desire to be all they can fully be. However, Maslow proposed that in order to realize these ultimate goals of what people really want to be, a number of more basic needs must be met, such as the need for food, safety, love, and self-esteem, among others. Maslow's hierarchy of needs theory relates to the aspirations of student-teachers pursuing the DE programmes at the University of Education, Winneba. In their quest to pursue higher education, and improved themselves professionally, these student-teachers were striving towards economic security needs, esteem and social need, all of which will eventually cumulate into self-actualization needs.

The five different levels in Maslow's (1943) hierarchy of needs are as follow:

Physiological Needs **Physiological:** these needs include the most basic needs that are essential for human survival, such as the need for water, air, food, and shelter. In Maslow's view, these needs are the most rudimentary and inborn needs in the hierarchy because all needs become secondary until these physiological needs are met. He emphasized that most of these lower level needs are perhaps fairly apparent. This point to the fact that everyone human needs food and water to survive. Also, human beings need to breathe and maintain a stable body temperature aside eating, drinking, and having adequate shelter and clothing, Maslow also highlight on sexual needs as other important physiological basic need (Mawere, Mubaya, Reisen & Stam, 2016). Implicitly, without the physiological needs, the student-teachers will not be able to pursue other related needs. They need to first and foremost satisfy these physiological needs before any other needs. These are survival needs that serve as fundamental needs.

Security Needs: Security needs include the longings for safety and security. Security needs are key for survival, but they are not as demanding as the physiological needs. For instance, security needs include a craving for steady employment, health care, safe neighborhoods, and shelter from the environment. These needs become a bit more intricate at this point in the hierarchy as they are considered 'higher' than physiological needs. And when the more basic survival needs have been satisfied, people begin to feel that they need more control and order to their lives. People begin to worry themselves with safety in terms of where they live, financial security, physical safety, and staying healthy (Mawere, Mubaya, Reisen & Stam, 2016). Implicit in the needs for security which can be applied to the student pursuing the DE programmes is the need for steady employment. One apparent reason why student-teachers pursue higher qualification is to be able to compete in the labour market and be able to be in steady employment. This will obviously enable them to earn more and cater for the other needs which are largely physiological. In Ghana, the Ghana Education Service gives promotion on the basis of higher qualifications and long-service. Even some appointments such as headship and directorship require higher qualifications, hence, the need for the student-teachers to pursue higher learning.

Social Needs: Social needs include desires for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfil this need for companionship and acceptance, also involvement in social, community, or religious groups (Mawere, Mubaya, Reisen & Stam, 2016). Attending school and being part of a student year group is a social need fulfilled. Student-teachers pursuing DE programmes are in a way fulfilling this fundamental social need.

Esteem Needs: When the first three needs have been fulfilled, esteem needs become progressively imperative. Esteem needs include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment. At this stage, it becomes essential to gain the respect and appreciation of others. People have a need to achieve things and then have their efforts recognized. Satisfying this need and gaining acceptance and esteem helps people become more confident. Failing to gain recognition for accomplishments, however, can lead to feelings of failure or inferiority (Mawere, Mubaya, Reisen & Stam, 2016). Linking esteem needs as are motivation for student-teachers pursuing the DE programmes is exemplified in that the acquisition of higher qualifications enhances the self-esteem and self-confidence of these students.

Self-actualization Needs: Self-actualizing needs take up the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested in fulfilling their potential (Mawere, Mubaya, Reisen & Stam, 2016). One can relate self-actualization needs to student-teachers motive for pursuing the DE programmes in that this need constitutes the crowing element of all the other needs, it is the highest of the hierarchy of needs. When a student-teacher is able to fulfill other needs, he or she finds himself fulfilled or self-actualized and reflects on his achievements of other needs. Although, Maslow's theory is very useful in the educational context, it was criticized because the theory is seen perhaps as more of a program than a theory and practitioners have lamented that the theory is not aligned with realities. Benedek and Molnar (2015). asserted that due to lack of empirical support, Maslow's concepts have failed to meet current expectation of human motivational need and are no longer valued seriously in the world of academic psychology.

Even though, Maslow's theory is taught as an explanatory general model, Maslow's theory is not validated in contexts or environments other than those where the theory was created. This validation outside of a western framework, is important, given that Maslow's theory emerged from an American cultural setting, characterized by individualism. In this cultural context, the individual is the point of reference and the realization of the 'individual' is the highest goal (Trompenaars & Hampden-Turner 2011). Despite this criticisms, Maslow's motivational needs theory has taught that man's needs are not static. There is always the inordinate desire to rise. In the pursuit for knowledge, the implication is that people whose desires for progress have been frustrated by conventional education and other factors will find other means to rise through learning. For such people any alternative learning format that will make them achieve their ambitions and this is welcome. This is where Distance Education becomes relevant.

Many of the participants of distance education have ambitions to go to school at some point in time but were frustrated as a result of many factors. Some of these factors include examination failures, financial constraints, sicknesses and family problems. For such people distance education becomes an intervention towards attaining the academic and professional development they wish to see. Majority of teachers therefore are using distance education for upgrading and enhancing their careers properly, the link of this theoretical framework to the study is that it will help explain the motives of the student-teachers regarding the distance education programme.

2.2.2 Herzberg two factor theory

The second human theory considered in this study is Herzberg Two-Factor Theory. Fredrick Herzberg (1959) developed the theories from existing theories of Maslow's Need for Hierarchy and Alderfer Existence Relatedness Theory (ERG). This

Motivation-Hygiene Theory has widely been recognized and well accepted in the working environment. Herzberg's Two-Factor Theory was able to subscribe and distinguished between the factors that satisfied employees, and the factors that dissatisfied employees.

Herzberg's study was grounded on accountant and engineers who were employed in diverse firms and came out that managers must set up and guarantee the adequacy of the hygiene factors to avoid the worker's dissatisfaction, which means the employees are influenced by two factors (motivators and hygiene factors). Motivators are those factors which create job satisfaction because they fulfill an individual need for psychological growth, in other word known as intrinsic factor, which includes achievement, recognition, work itself, responsibility, advancement personal growth, and all other instinct factors. Hygiene Factors known as Extrinsic Factors to prevent any dissatisfaction among works. However, Herzberg stressed that full supply of Hygiene Factors will not compulsory result in employees' job satisfaction. Therefore, to enhance employees' performance or productivity, Motivation factors must be considered.

Herzberg-Two-Factor Theory is closely linked to Maslow's hierarchy of needs but it introduced more dynamics to measure how individuals are motivated in the workplace. Thus, the theory highlights that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. So, higher-level needs (intrinsic or motivation factors) must be provided to motivate employees (Robbins, 2009). The implication for institutions to use this theory is that meeting student-teachers extrinsic or hygiene factors will only preclude them from becoming keenly dissatisfied but will not motivate them to contribute additional effort toward better performance. To

motivate student-teachers, institutions should focus on supplying intrinsic or motivation factors.

These factors motivated the employees to the high level of work performance refers to the job satisfaction, and according to Herzberg, the motivational factors yield positive satisfaction (Abdulrahman & Hui, 2018). The aspect of motivation can be either desire or behavior that drive a person to achieve his/her goals and can be something within or outside the person that energizes behavior.

Therefore, educational leaders cannot deny that all types of motivation are likewise significant especially for increasing optimum level of arousal, and not to disregard it in their educational policies. It is the aim of students-teachers in this sense to have and feel a certain level of satisfaction, engagement, and productivity in their or her educational endeavors. Thus, Hygiene factors, are those factors are that essential for existence at the distance education centre, and do not lead to positive satisfaction for long-term. These factors are associated with the surrounding environment and adequate/reasonable job, conditions needed to pacify the students and do not make them dissatisfied these are also known as dissatisfiers or hygiene factors (Abdulrahman & Hui,2018).

2.3 Fundamental Concept of Education

The term ‘education’ is derived from the Latin words—“Educare, Educere, Educo and Educatum”. These words are translated as ‘Educare’- ‘to bring up or to nourish’, ‘Educere’ means ‘to draw out or to manifest’. ‘Educo’ means ‘to lead out of’ and ‘Educatum’ means ‘Act of teaching or instruction’. These terms mainly denote development of the dormant faculties of the child (Patra, 2021). Traditionally, education means controlling or disciplining the behaviour of an individual to become

a meaningful person in the society. It is a gradual developmental process and is regarded as the process of socialization. The aim of education is to develop a person's physical, mental, emotional, social, moral and spiritual aspects of life. At the center of education is the teacher or the educator who take appropriate methods to develop those powers of a learner in this case, the teacher in the process of education is regarded as a friend, philosopher and guide (Patra, 2021).

Education is a lifelong process that begins at birth and continues till the end of life of a man. It is a concept that involves the process of learning and knowing. It is not limited only to the schools because the home is referred to as the first school of children. In actual fact education starts from the mother's lap. Parents and family teach children good manners and make responsible citizens out of their children (Muhammad, 2016). However, formal education begins from the school, where children are taught, how to behave and understand what is going on around their environment logically and clearly. The process of education focuses on individual development from pre-school until graduate education. In the view of Moore (2010), education relates to the commitment by society to have a desirable type of people and an expected value from them. He stresses that the expected characteristics, attitudes, knowledge and skills that the society would like to see in a person are acquired through education. So according to Moore, an educated man is a person who has an intellectual ability and at the same time is very sensitive about moral issues, mathematical efficiencies and has a scientific vision as well as historical and geographical perspective.

Additionally, education involves a total change in a man's conduct of life. Education upgrades the ability of a man to choose the best alternative available in any situations he faces. On the other hand, it is the development of a person to prepare him to adopt

to a suitable approach to a given problem at a point of time (Idris, et al., 2011). Hence, education entails the ability of an individual to adjust to a changing circumstance and environment. Muhammad (2016) highlights that education is a vital input upon which life, development and the survival of man depend. So, it is more than economic investment. Education is a share responsibility of everyone in both develop and the developing nations; whether parent, adult, children or teacher, in the public or the private sector. It is a mandate for everyone to be educated because it provides opportunity for every citizen to develop their full potential as fast as possible. Idris, et al. (2011) are of the view that education serves as a means to empower children and adults alike to become active contributors in the transformation of their societies. Only educated individual has the ability to take practical decisions and make right moves at the proper time. Education plays an essential role in shaping an individual to be a better, responsible citizen and an active member of the society. Muhammad (2016) pointed out that education enables individuals to put their potential to best use and do something productive in the unforeseeable future. It takes an educated person with self-confidence and precise moves to know how to transform the world. Education provides the ladder for achieving success in life and enables a person to utilize skills and caliber in a constructive way. Thus, it's the prime responsibility of an individual to get educated and live a prosperous life while being a responsible citizen.

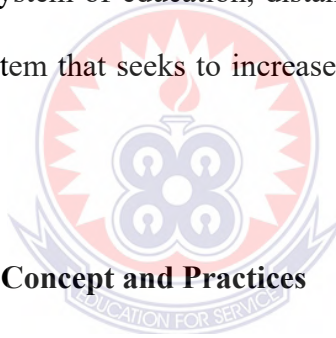
According to Konadu (2010), education is a major tool in eradicating poverty and preventing ignorance and disease among citizens across the globe. Through education, the world has been brought together, making transactions of business very easy and sharing of information through improved technology. This is why governments across the world devote a lot of their resources into the education sector in order to derive numerous benefits. Education therefore has a critical long-term role in developing a

knowledge and understanding of human rights, the values base they represent and the skills required to strengthen a democratic culture. It involves learning that focus on attitudes and behavior which enable an individual to learn to live together in a world characterized by diversity (Bampo, 2008). However, the role that education play is inevitable in producing new generation that enable in solving the real-life problems in our society. Currently, ever growing numbers of people mostly are not satisfied with their basic education and attempt to have access to secondary or tertiary education in order to meet the rapid demands of contemporary society. This move has made individuals to sacrifice their time and money and sometimes even their health to raise educational level because they realize that education is their gateway to the future and better tomorrow (Idris, et al., 2011).

Furthermore, education can be classified into two broad categories which are formal education and non-formal education. Ngaka, Openjuru and Mazur (2012) describe the formal education as a hierarchically structured and chronologically graded educational system, which begins at pre-school and continues through university and includes academic studies, a variety of specialized programs and institutions for full-time technical and professional training. On the other hand, Ngaka, Openjuru and Mazur (2012) defined, non-formal education as a type of education which does not take place in formally structured schools such as adult literacy and continuing education programs for adults and out of school youth which does not necessarily emphasize certification. Non-formal education is intended for citizens who have never had the opportunity to enter formal educational system to develop their skills in order to have a better professional career.

However, educational gains have mainly shift from public to individual gains as one attends a higher level of school each year. Moore (2010) opined that the educational

system has not been successful in training the expected educated man. In 2017 a survey by UNESCO shown that over 2.1 million students between the ages of 16 to 24 would not enroll in school and have not earn higher school credential either Diploma or an equivalent. Besides, Statistics from the United nation (2018) shown that over 265 million children are out of school due to lack of facilities, poor conditions at schools among other problems. According to UNICEF (2018) report, people without skill for lifelong learning face greater barrier to earning potential and employment later in life. This worry situation is causing an outcry among nations both the advance countries and the developing countries. Therefore, as part of an attempt by shareholders in the educational sector to seek remedy to the challenges facing the conventional system of education, distance education was adopted as part of formal educational system that seeks to increase access to all inclusive education. (Oteng-Ababio, 2011).



2.4 Distance Education: Concept and Practices

Education is an absolute imperative in the emerging globalization challenges and as such new ways of providing access to a greater percentage of the population are to be devised. Distance education surely provides such an intervention. Distance education since its inception has come to be a worthwhile alternative to classroom-based teaching and learning processes. Also, Distance Education has globally become one of the important solutions for increasing admission into the universities, decongesting campuses and efficient utilization of time and space. For the past decade, the Universities has had to decline lots of applications from otherwise, many qualified candidates annually as a result of their inability to meet the increasing application (Mensah & Owusu-Mensah, 2002). This situation has been partly attributed to the

limited and deteriorating infrastructural facilities. Distance education is thus uniquely seen as a tool for widening access to higher education (Tagoe, 2007) and bridging the gap between those who have ambition for scholarship but are challenged because of limited infrastructure or their peculiar financial or social or occupational circumstances. The uniqueness of this concept is that it aims at bringing education to the door-step of people resonates with government desire to make tertiary education highly accessible to all citizens. This has given opportunity to many public and civil servants to engage in work and study, which is undoubtedly, contributing to the development of human resource capacity.

Today the concept of distance education is fairly well-understood, and the potential importance of distance education in the future of education is also generally acknowledged. With advances in multimedia and communication technologies, distance education is being adopted by corporations as well as universities. Thus, distance education plays an increasingly important role during this decade in helping address the growing shortage of teachers, educational administrators and other educational professionals experienced in both developing and developed countries. The United States Distance Learning Association view this concept as the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance (Roblyer & Edwards, 2000). In addition, Stepich, Lehman and Russell (2000) identified distance learning as an organized instructional program in which teacher and learners are physically separated. In India, due to lack of resources and limitations of the formal system of education, policy makers attracted towards non-conventional modes of education for providing non-residential studies like correspondence courses. The Distance

Education mode, in which it is not necessary to bring all the students together to listen face-to-face lectures, was considered worthwhile.

However, in distance education system, the provision of occasional meetings between the teachers and the students is made. These meetings are popularly known as Personal Contact Programs (PCP). The learners receive their study material through postal services for study at their home or workplace. The efforts of the students are supplemented by assignments, which are checked and evaluated by the concerned subject experts (Rashid, 2009). So, Correspondence education is a piece and part of open learning. Distance education system is also known by some other common names like Correspondence Courses, Correspondence Education, Distance Education and External or Private Appearance (Roblyer & Edwards, 2000). This system of education is suitable for the persons who wanted to enhance their qualifications but were not in a position to attend classes on a regular basis. Such distance courses proved a boon for the service persons as well as others desirous of pursuing higher education. As a result, a large number of in-service persons, professionals, entrepreneurs, job-less youth, school teachers, housewives and old aged free persons made a medium for admission to distance education study programs.

The emergent awareness of the urgency by any country to make its populace literate, highly educated and sensitize the existing illiterate and semi-literate millions about the development and modification of society led to successive governments to unveil numerous education programmes. These consistent efforts have resulted in various terms like Distance Education, Correspondence Education and open education that have been added to the terms; Formal, Non-formal, and Informal education. The concept of Distance Education has been generally recognized as an alternative system

to the institutional teaching to offer a second chance for providing higher education to those who lost the opportunity of getting the same at their normal stage.

All societies and groups have their own ways of life. Students want to learn in different way and learn at their own pace. They want liberty in the teaching and learning process. Pace of teaching is also a matter of concern. Distance education can enable students to learn at their own pace and interest and provide flexibilities in terms of age, curriculum, time and others (Ahamad & Aqil, 2015). The term distance education constitutes various mode of learning as opposed to residential classroom and face to face teaching learning processes (Stewart, Hong & Strudler, 2004). A very comprehensive characteristics of distance education is the one put forth by Annan, Ofori-Dwumfuo and Falch (2012) as: the quasi-permanent separation of teacher and learner throughout the length of the learning process. The influence of educational organization of learning materials and the provision of student support services. The use of technical media-print audio, video or computer to unit tutors and learner in carrying out the content of the course. The provision of two-way communication so that the students may benefit from or even dialogue. The quasi-permanent absence of the learning group throughout the length of the learning processes that people are usually taught as individuals and not in groups with the possibility of occasional meetings for both didactic and socialization purposes.

Analytically, these five definitional characteristics connote distance education is not the same as conventional education, it does not fit into the definition of private study in which a learner teaches himself, and it is face-to-face to a limited extent. Again, the definition underscores the fact that it may involve greater use of technology in term of the communication and teaching system. Hence, it is right to argue that distance education serves a purpose. For example, it serves the interests of working adults who

due to either work, family or other pressure could not prefer face-to-face teaching. Further, in distance education, the providing agency, school or college or university produces the learning material and develop a delivery system for students. This delivery system encompasses facilitating, counselling, provision of administrative services and limited student-tutor face-to-face interaction. Third, it is an adult education enterprise and largely for adults who seek higher education or who need remedial education to update their knowledge and skills.

As a nontraditional learning format, distance education implies learning apart most of the cases or situations wherein facilitators more often than not students are separated from the facilitators by means of communication through print, mechanical or electronic devices. And per the underpinning variables of this research, there are factors which are worth mentioning regarding and conceptualization of distance education. These factors according to (Keegan, 2002) are: Organizational structure; Media attributes involved in the production of materials of instruction; Factors relating to teaching as well as the formation of learning communities; Individual differences in perceptions, information processing, cognitive ability, motor behavior and affective positioning; and Attributes in emerging digital media.

Analytically, these factors collectively or individually affect learners and even facilitators and ultimately influence learners' perception and satisfaction. This renders distance education in its nature as a complex process as narrated by Keegan (2002):

Distance study is a rationalized method involving division of labour of providing knowledge which as a method of applying principles of modern and extensive use of technology. Thus, facilitating the production of effective teaching activities for a comparatively large number of people regard less of their place of residence and occupation (p.18).

Stewart, et. al. (2004), citing Ripley Sins draws a clear dichotomy between distance education and conventional education as the basic differences in the means of communication. He says "In the contiguous learning environments, communication may be face-to-face; in the non-contiguous environments communication may be face-to-face for limited period of time, but it is largely written, mechanical, electronic or by some other means of communication at a distance.

Distance Learning is fundamentally an individual process and each person enters the process with techniques and levels of achievement uniquely on his own" (Stewart, et al., 2004). The method of distance education study provides simultaneously three distinct criteria, student ability, variety of course offerings and flexibility for time and plan of study. What constitutes the basic difference between distance education and conventional education is that distance education is often viewed as an industrialized form of teaching and learning (Peters, 2003). Distance education is a mode of educational delivery that is not under the continuous, immediate supervision of instructors present in the classroom. A clearer understanding of distance education is provided by Keegan (2000) who underscores the following characteristics:

It involves the Quasi: Permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not groups with the possibility of occasional meetings for both didactic and socialization purposes. It encompasses the influence of educational organization both in planning and preparation of learning materials and in the provision of student support services. There is utilization of technical media-print, audio, video or computer to unite teachers and learning in the delivery of course content. It constitutes a sort of Quasi-permanent separation of teacher and learner throughout the length of the teaching/learning process (This distinguishes it from conventional education).

Analytically, these characteristics of distance education render higher education accessible to a large number of prospective students who are adults. It makes learning very flexible for the learner since the teaching and learning process is done through various technologies. Holmberg (2003) says the definition of distance education covers the various forms of study at all levels which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which nevertheless, benefit from the planning, guidance and tuition of a tutorial organization. What is basic to Holmberg's definition are two elements both of which can be considered essential. That is the separation of teacher and learner and the planning of an educational organization.

The separation of teacher and learner is fundamental to all forms of Distance Education whether print-based, audio/radio based, computer-based or satellite-based. This definition differentiates distance education from all forms of conventional, face-to-face, direct teaching and learning, (Holmberg 2003). The second definition to be looked at is the French Law on Distance Education enacted on 12th July, 1971. This law seeks to regulate the conduct of distance education. It implies that the teacher ought to be completely absent or present occasionally to perform some selected tasks. The two basic elements of the definition are the separation of teacher and learner; and the possibility of occasional seminars or meetings between student and the teacher. A very significant application of distance education which links to the modern period is the utilization of technical media-print such as audios and videos which are made possible through the introduction of the computer (Keegan, 2000). This makes print and media broadcast as well as tele-conference possible. The introduction of worldwide Web in the late 20th Century brought into existence media such as email, chat rooms and technologies designed for online learning. This improvement in

distance learning improves communication between learners and teachers and makes provision for group work-and the narrowing of social distance between teachers and learners.

However, due to the poor telecommunication infrastructure in the Developing world and in some tertiary institutions, there are often problems associated with the success of these modern mode of distance education. For example, electric power is not one hundred percent regular and this can disrupt learning formats such as video conferencing and other online teaching modes such as Zoom, WhatsApp and Facebook. Moore and Anderson (2003) also defines distance education as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that are in a contiguous situation and which are performed in the learner's presence, so that communication between the teacher and the learner is facilitated by print, electronic, mechanic or other devices (Moore & Anderson, 2003). Moore's definition highlights three elements which are, the separation of teaching behaviours from learning behaviours; the use of technical media; and the possibility of two-way communication.

The analysis divides teaching into two areas of the normal face-to-face teaching where a teacher's preparation is done apart from his student and sometimes teachers in the presence of students. Flinck (2004) opine that the emphasis on technical media and two-way communication are valuable additions to what has been presented. Khurshid (2009) further elaborated Moore's definition and presents it as follows:

Distance Education is a learning system where the teaching behaviours are separated from learning behaviours. The learner works a/lone or in a group guided by study materials arranged by the instructor who together with the tutors are in a location separated from the student, who however has the opportunity to communicate with tutor/tutors with the aid of one or

more media such as correspondence, telephone, with various forms of face-to-face meetings."

Stewart, et. al. (2008) is of the view that this development of Moore's thought is more comprehensive, and introduces the notion that the teaching role may be shared and that different study situations are available to the learner.

Peters (2003) has also defined Distance education as:

"The family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation performed in the learner's presence so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices."

Basic to this definition are two elements already identified: separation of learner and teacher and the use of technical media. Peters' analysis leads to the conclusion that didactical structure of distance education can best be understood from industrial principles especially those of productivity, division of labour and mass production. The mechanization and automation of teaching methodology and the dependence of teaching effectiveness based on prior planning and organization probably led Peter to posit a radically different role for the teacher in distance education from that which is exercised in lecture halls or seminar rooms.

Critical examination of the four definitions highlights six characteristics which are essential for any comprehensive distance education. These are separation of teacher from student, Influence of an educational organization especially in the planning and preparation of course materials, use of technical media. Other characteristic includes, provision of two-way communication, possibility of occasional seminars as well as participation in the most industrialized form of education (Peters,2003).

What is very important about these six definitional characteristics is that learning through the virtual mode or through distance education helps the learner to have greater control over the nature and pace of learning and to engage in independent study whether at home or in the work place.

2.4.1 Distance Education and Teacher Education

The objective of this research hinges on investigating the challenges that distance education learners pursuing basic education face in the University of education, Winneba. This stresses the significance of distance education in the training of teachers. Indeed, teacher education is among the numerous professions in both developed and developing countries. Peters (2003) notes the impact of distance education on the development of various professions has been as a result of media such as print media, radio and television. These media essentially are the methodologies of distance education and the extent of the increase popularity of these media, so has been the influence of distance education on the various professions in terms of their development.

Everywhere in the world the simple largest profession is teaching profession and distance has expanded the scope of teacher education more than ever before. According to Morgan and Smitt (2001), the influence of distance education on teacher training can be seen in the initial training of teachers, before they enter the world of work, or for in-service teachers who are pursuing further provision of continuing education for qualified teachers who pursue self-directed learning as opposed to centrally managed programs. In Britain, training of teachers through distance education began with the establishment of the British Open University. During this period, teachers in search of training qualification enrolled for the purpose of raising their professional status and improving their promotional prospects (Sekyi, 2013).

2.5 Satisfaction of Distance Education to Students

Distance Education is playing an increasingly important role in both formal and non-formal education. Industrialized as well as developing countries require education systems, which are flexible, accessible, cost effective and gives lifelong access (Hall, 1996). It provides extensive coverage, individual choice and quality assurance for an outlay often well below the one required by traditional alternatives. There is tremendous growth and diversity in distance education both in numbers and types of individuals learning outside the traditional classrooms. With the variety of providers and the range and effectiveness of new technologies serving as delivery tools for learning, many of the single mode universities will become "a big wasteland in the next 25 years" without distance education Dunk citing (West, Pudsey, & Dunk-West). Taylor (2001) opine that "distance education is becoming increasingly global, creating myriad of new alliances as traditional educational institutions join with' business, foreign governments and international organizations to offer an increase use of distance learning. Developing countries now have new opportunities to access knowledge and enhance the development of their human capital. Distance education is used in a variety of settings and for a broad range of purposes. Universities use it to increase access to higher education; companies used it for their professional development; governments use it to provide on-the-job-training, especially for teachers to enhance quality of teaching and instructional delivery to underserved areas.

Teacher upgrading is a major application of distance education, particular in developing countries where a large member of teachers is either untrained or under trained. In such countries distance education becomes a priority in teacher upgrading.

Although most distance education programmes are provided through print technology and aimed at practicing teachers, some countries or school systems are making more of technology-based distance education. (Taylor, 2001). Magagula (2003) asserts that distance education caters for all types of people regardless of their age, gender, citizenship, social standing, commitment, social responsibilities and geographical location. It has the potential to meet the needs of a large pool of people from different levels and types of education; basic, secondary and tertiary. Disadvantaged people who are unable to enter conventional education for a variety of reasons. Training or retraining of professional, technical and vocational persons with the view of upgrading and updating their skills, knowledge and attitudes (Rumble, 2001).

Implicitly, distance education enables the learner to study at their own time, any place convenient to them and at their own pace (Viljoen, Du preez & Cook, 2005). For example, people who may have left school for some reasons and wish to continue can do so through distance education. Magagula (2003) contends that distance education is suitable for workers who wish to upgrade and update their professional qualification but cannot afford to leave their jobs for conventional schooling. These various characteristics of distance education should to all intents and purposes, be acceptable to educational practitioners and stakeholders, especially teachers and prospective teachers. Deductively, by these characteristics, distance education should bring greater satisfaction.

In addition to enhancing the course of formal education, distance education has also been a useful instrument of lifelong learning. In many countries (developed, developing and industrialized) national programmes have been instituted to assist people realize their dream of lifelong education, particularly for adult learners. However, for developing countries where information communication technology

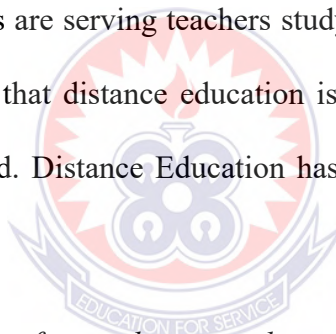
(ICT) and other logistic are limited, creating a broad diversity of programme offering remains a challenge. For example, there are challenges relating to online library database which are very expensive and which learners have to pay for each time they seek to access library materials. Again, some of the library sources may not be available all of the time. A third challenge for the lifelong learner is that if there is low bandwidth channel, the download may be slower thereby causing variations in students' cost. Again, there is another challenge whereby institutions off-load access charges to students and students are frequently charged more for electronically mediated courses (Sekyi, 2013). These deductively can be very problematic for the lifelong learner who has a wide range of daily activities and chores.

Today, landscaping for distance education in Africa is changing rapidly. Experimentation with various methods is underway in many African countries. Ghana and Namibia, as a matter of policy, have opted for the dual-mode system whilst Botswana, Cameroon and Zimbabwe are using the university-based Internet system. Zimbabwe Open University already enrolls about 10,000 students in nine programmes including a Master's degree in Education for in-service teachers. Uganda enrolls 1,400 students in Bachelor of Commerce programme in Distance Education and it is planning to expand into areas of Law, Technology and the Science. Nigeria Centre for Distance Learning (Abuja) offers degrees in 14 subject areas, (Saint, 2009).

Most of these changes occurring in the landscape of distance education are as the result of policies that are formulated in various countries. These policies provide a framework for the operation of distance education. The policies in Ghana, for example according to Trait (2000) forms a set of agreed rules that explain the role and responsibilities of providing institution and learners. Policies further the standard method of operating distance education programmes and they are spelt out in

students' handbooks and institution brochure. In the IDeL, relate to academic calendar, accreditation of programmes, course quality, course and programmes evaluation, grading admission and curriculum review and other policies focus on the tuition rates, examination, copyright and students and institutional liabilities. The policies that relate to students' concerns are students support services, advising and counselling, library resources and equipment. All these policies when properly streamlined, enhance the smooth functioning of distance education programme.

Distance education is the largest sector of formal teacher development in South Africa, with more than a third of existing teachers involved in some form of distance learning in 1995 (South Africa Institute of Development Education (SAIDE), 2005) Majority of these teachers are serving teachers studying to upgrade themselves. What is stated above indicates that distance education is acceptable to teachers whenever and wherever it is offered. Distance Education has a great potential as Rose (2005) asserts:



"In various forms, distance education has proven that it has the capability for educating groups of people who would not probably attend higher education otherwise"

When learning is configured in terms of cognitive gains, distance learning appears to be more efficacious than traditional forms of educational provision. Several countries including Nigeria, Kenya, United Kingdom, Canada and Norway now train the bulk of their professionals in distance learning (Dodd, 2006). Studies have shown that no differences in professional competencies exists between teachers trained by distance and those trained by conventional system (Ankomah, Koomson, Bosu, & Oduro, 2005). Since distance education is cost-effective and it is widely acceptable to teachers, it would be expedient for governments of developing countries to invest

substantially in it. But the key inquiry is: given the nature of telecommunication infrastructure in Ghana, how acceptable is distance education to student-teachers pursuing their studies through it? And if the student-teachers wholly accept distance education as an alternative learning mode, how satisfied are they with its implementation? Particularly for the student-teacher enrolled in the distance education at the Institute of Distance and E-learning, how satisfied are they with the implementation? What are some of the problems? Owusu-Boateng, Essel and Mensah (2008) enumerate key indicators that constitute standards of measurement regarding student-teachers level of satisfaction with distance education programs. These include library services, completion rates of students, adequacy of facilities and materials, course development and technology by faculty, and availability of computers, video equipment and communication software.

All these questions collectively dwell on the issue of quality assurance, especially as it pertains to communication technologies such as fax machines, emails, library facilities languages labs, chat room and videos which allow geographical distance students to interact with the instructor and with each other (Ibarra, 2008). Indeed, as electronically mediated instruction become more prevalent, students often expect the quality of these technologies are intact. Assurance of quality in this vein will enhance student-teachers confident in the certificate they are seeking to acquired.

2.6 Affordability of Distance Education to Students

The question this section seeks to address is the affordability of distance education. Those who opt for the programme are generally in the low-income bracket. In developing countries, majority of those who opt for it are teachers who are among the least paid workers. Koomson (2020) says, in our present situation where teachers'

home pay cannot take them home, how can they pay for distance education materials? Since the cost of distance education is primarily borne by the students themselves, one stands to reason that the income levels of applicants would determine the number of students who register for the programme. He stresses the need for academic tutorials support for the learner. Again, Lawton (2008) says there is the need to offer support for distance learning students. Koomson (2020), suggests that there should be a naturally designed financial support package for teachers who study by distance education. For example, they could benefit from the Social Security and National Insurance Trust (SSNIT) loan scheme, as those in conventional universities, to meet the cost of textbooks and stationery.

Konadu (2010) argues that as regards the cost of distance education, there is some evidence to show that teacher training by distance education can be lower, ranging from between one-third to two thirds of the cost of conventional programmes. For example, an evaluation report on the performance of the programme in some Latin American countries such as Brazil according to Bof (2004) reveals that almost 100% of the teacher trainees thinks that it is more cost-effective compared to conventional face-to-face programme. However, unless otherwise proven y data, the same cannot be said of the distance education programme in the University of Education, Winneba where the student teachers are part of a low-income earning economy. Burge (2003) observes that in many parts of the Third World, incomes are comparatively low, especially for teachers whose numbers are relatively large, thus placing huge burden on the budgets of the government.

Governments have conventionally funded much of education at the basic, secondary and the tertiary, and in fact at pre-service teacher training education. Pressure on government funds had led many countries exploring alternative sources of funding

education especially from students' fees, community support, private and non-government sectors and from donors. Distance education in China and Nigeria for example, are funded partly by government and partly from students' fees. In Brazil, teacher education is funded by a combination of private sector and non-government funding so that capital intensive materials like computers and televisions are provided by the private sector.

In Ghana, teachers who enroll for the distance education are expected to pay fees for their continuing professional development since it is believed that they will benefit personally in terms of salary increase after graduation. Total funding from the government will put much pressure on the budget of the Ministry of Education. Passing on full cost to the learner through the imposition of fees may also hold down enrolment, discourage students and likely to be socially regressive. There is therefore the need for cost-sharing between government, students and the private sector.

2.7 Student Support Services Available to Distance Education Students

A lot of scholars have varying views regarding what constitutes support service, especially as it relates to what students receive as learners during the course of a programme. Dunn (2010) conceptualized learners' support services as:

An umbrella term which is interpreted in a variety of ways, whether it forms the essential part of delivery of its constitutes supplementary provision, it generally includes the administration and delivery operation from the pre-entry period up to the point when the student is certificated.

Judging from this definition, learner support service system will include operating systems provided by the authorities and administrators of distance education agencies and that assist students to get admitted unto a program, support his studies and aid up to the point of certification. It is the Means provided for students to be able to utilized

what the distance education institution provides. It includes course production activities and a wide range of other activities such as computer system, delivery system and other activities that assist the student to cope at ease with the program of learning. Ideally, when students encounter challenges regarding accessing these wide range of services., it become a source of work.

Owusu-Mensah (2015) conceptualizes support service as tutoring, whether face to face by corresponding, telephone, counseling, organization of learning centres, interactive teaching through television and radio and other myriad of activities that practically support students learning whether individually or in groups. In the context of Owusu-Mensah, support service can be viewed as complementary activities that support students learning. On the other hand, Peters (2003) construes learner support service as:



There are subsystems within distance education-course development and other learners support service (p.10).

Rationally, these supports are all essential feedback mechanisms and efforts that are characteristic of education delivery. The challenge relating to such support service is when there are delays in their production and delivery and when there are huge communication gaps between the students and providing agency. Implicit in these definition by Peters (2003) and Owusu-Mensah (2015) student support services consist of all activities and efforts beyond production and delivery of course materials that assist students in their studies (Peter, 2003).

Analytically, support service can be categorized first as academic or tutorial support which dwells on supporting students with cognitive and intellectual knowledge of course or courses the students are pursuing. This may include but not limited to developing learning skills development, numeracy and literacy. The second category

includes nonacademic activities which may include counseling and other elements that are capable of assisting a learner or group of learners before, during and after the teaching and learning process.

The literature would be looked at in this section on the support services available to the distance learner to enable him learn with ease. Such services include library facilities, accommodation during occasional face-to-face meetings, counselling services and study groups. Support services within the context of student-teachers in IDeL programme is very useful especially so when these student-teachers because of their various teaching assignment are spread or dispersed geographically over the sixteen (16) geographical and administrative regions of Ghana. A significant number of these students need counselling and library services. Although study centres are created to aid students, not all of these study centres nearest to the students may solve their individual problems.

One other the key challenges of which student-teachers pursuing distance education may need support services is the continuing disruptive influence of the internet. The internet is often unstable either due to poor quality installation or due to inability of institutions to pay for it (Trait, 2000). This creates problems relating to knowledge management and dissemination. Knowledge management according to Ozoglu (2009) passing on knowledge from those who possess the knowledge to those who need the knowledge through specific medium such as face-to-face or by online transmission. It also involves converting personal knowledge into organizational knowledge.

Ideally, if learner support service will not be conceived as a challenge, it must have a human face. Course maintenance development should be human-centred or learner centred and interactive. This is particularly true for online distance education which is characterized by electronic access to resources by which learners are expected to be in

regular contact with other learners or facilitators. Admittedly, online learning depicts a learning environment which is virtual and regarding this Dunn (2010) iterates that the service that the facilitators provide characterizes helping learning effectively interacting or communicating with learners. This is especially true as it regards computer-based interaction. Within the context of the University of Education, Winneba, a well functional computer mediated communication system is yet to be realized due to the fact that many learners, especially the students-teachers do not live in the cities where there is constant supply of electricity and access to computers and interest.

Learner support services is conceptualized in varying forms, depending on the institution, the nature of services provided, whether the services are pre-entry or course delivery services that may include counseling. Dunn and Rakes (2010) defines learner support service as a whole spectrum of sub-system within the entire organization of distance education. These support services may include but not limited to library admission, technological, counseling and all other activities beyond the production and delivery of course materials. These are generally academic or tutorial services and non -academic. Analytically, learners support services can be view as students operating system that begin with student admission up to the point that they are certificated. A comprehensive definition of learner support system is provided by Tait (2003) who conceives it as the range of activities that complement the mass production of learning material that constitute the important elements of Open and Distance Learning. It comprises teaching and computer programme services that replace the lecture method as a mean of lesson delivery.

A learner support however, refers to “the range of services both for individuals and students in groups, which complement the mass-produced course materials or learning

resources that are even for all learners, and which are often conceived as the main contributions of institutions using ODL (Open and Distance Learning)” (Tait, 2000). Regarding these range of services, Owusu-Mensah et al. concede that in the UEW, distance education programme providers, especially administrators encounter serious challenges, especially as it relates to malfunctioning technological systems. (Owusu-Mensah et al, 2015).

More so, Tait and Mills (2003) also define learner support as the entire provision of learner support by an institution other than generic teaching materials produced by educational designers’/course producers. According to Ozoglu (2009), learner support refers to the subsystems provided by an institution to help an individual student learn from the mass-produced teaching material. Besides, Arko-Achemfour (2017) defines learning support as a generic word that applies to the range of services that institutions develop to help their learners achieve their learning goals, acquire understanding, expertise and abilities, and achieve success on their programmes of study. Student support services could take the form of feedback, tutoring, assessment, contact between students and support staff, peer contact, study centres, library resources and materials (student manuals, etc.) designed to support the students throughout their study period and even beyond. Other support services include face-to-face instructional courses, workshops, guidelines and advice, telephones, ICT and audio-visual technology Student support services could take the form of feedback, tutoring, assessment, contact between students and support staff, peer contact, study centres, library resources and materials (student manuals, etc.) designed to support the students throughout their study period and even beyond.

Deductively, learner support services are the intermediate and complementary services. It involves the sort of support and feedback that learners receive in the

course of their studies. In the UEW, the problem associated, with learner support services is the delay in the supply of course module. And an area of extreme difficulty that distance learning providers such as the UEW should pay greater attention to is the on-line virtual learning environment. This implicitly brings to the fore the issue of computer-mediated communication. This service is yet to be fully established and functional in the University of Education, Winneba.

Very few students can effectively study on their own. There should be the need to discuss what they do not understand and share what they understand with people who know more about the students. Such help, if it is face-to-face contact or at a distance, is the basis for tutoring and counselling services. These services relate not only to the academic problems but also to personal study difficulties; they consist not only of advice and suggestions but also of encouragement and re-assurance; they should begin before the student enrolls, continue throughout the course, and include assistance in finding ways to follow up and apply what has been learned (Dodd, 2006). In view of the articulations above regarding learner support service there are other views from other writers which are of general application to this study.

Basically, there are two different approaches to students' support, namely; relying exclusively or almost exclusively on non-contiguous communication, that is communication by media, recorded or Tele-transmitted word and so on. Including face-to-face contacts as more or less self-evident elements of distance education. (Dodd, 2006).

The difference in the two approaches here is that the face-to-face session is a method of learner support service which gives opportunity for students to have direct contact with tutors and other students who benefit from supplementary face-to-face, as a result of their inability to complete within a pre-determined target time, have often

been found to be particularly successful (Holmberg, 2007). Dodd (2006) is of the view that, if students of distance education are to study effectively, there should be "regular delivery of teaching materials, contacts with tutors and fellow students and support services and materials". Pecku (1991) intimated that study centres serve as the place where all materials, be they courses or learners' completed assignments, are dispatched and received. In addition, learners go there for tutorials and to meet other learners.

Face-to-face sessions can take place in three places namely: study centres, residential courses and self-help study groups (Dodd 2006:12). The study centres offer the learners a range of facilities like the library, which is unavailable at home. The study centre is the focal point for the learners meeting with tutor-counsellors. Dixson (2010) agree that the main purpose of their contact is to remedy in tutorial sessions any academic weaknesses or deficiencies of understanding and to support counselling sessions and the individual learners' overall progress.

The residential courses allow students to come together to study intensively. In residential accommodation, learners are taught by course tutors but counselors ought to be on hand to develop personal relationships, build moral, self-confidence and motivation. This helps learners to realize that they are part of a larger group. Regarding study centres, these are available in the UEW and are spread over all of the 16 regions of Ghana. The study centres provide a range of support services.

Clennel et, al. (2008) explain that when learners begin studies, they are assigned to tutor-counselors in their local study centres. The tutor-counsellor is normally responsible for all tuition and counselling advices in the foundation year and he is available on fairly regular basis to discuss academic as well as emotional issues with learners. In addition to the centres and residential courses are study groups. Study

groups are more of academic distance teaching projects. Learners usually help each other by sharing their study problems and supporting each other. Some of the factors learners consider in forming study groups are location, personality and interests. Study groups are usually very small and range from two to six members. Students usually use their study groups to get through their assignments (Wright, 2002).

Moreover, Griffiths, Worth, Scullard and Gilbert (2010) suggested that comfort with the amount of support offered was positively related to students' satisfaction with their online learning environment. As more evidence for the significance of support, Griffiths et al. (2010) established that students could feel displeased and dissatisfied with their learning experience if there is lack of resources and outdated materials. Additionally, an investigation by Lee, Srinivasan, Trail, Lewis & Lopez (2011) into students' perception of support had a positive relationship with their degree of course satisfaction. When technological problems or assignments were discussed, there was a misperception, it is imperative that students feel that they can easily contact their instructor. Lee et al. (2011) also institute course satisfaction to have a small yet outstanding correlation with final grades. They are of the view that courses must be designed with a variety of options of support and resources. Also, Lee et al emphasized, "access to a learning experience that is tailored to his/her learning style and this may result in a more favorable course satisfaction" and with that, potentially higher grades.

According to, Felix (2001) there are several other external factors that could have bearing on satisfaction with online courses. Precisely, the study found that time flexibility, reinforced learning, privacy, wealth of information, ability to repeat exercises, and gaining computer literacy were all cited as advantages of online learning by students. This is encouraging, as it advocates that students appreciate the

pedagogical benefits of distance education and that online facilitators should do what is possible to intensify these factors in their classes.

Nevertheless, Boling, Hough, Krinsky, Saleem, and Stevens (2012) found that online classes that relied heavily on text-based multimedia were very unengaging and not effective in helping students to learn. They proposed that the use of interactive Web 2.0 tools could be more effective to support students learning needs. More so, Boling et al. suggested that the accessibility to facilitators and information had a consequence on determining the overall impression of distance education, which was largely based on the design of online programs.

Another factor that can influence students' support service for course satisfaction is experience with technology. Smart and Cappel (2006) noted that lack of experience can interact with the existence of technological problems to intensify dissatisfaction. They advised that students with more technological experience would be more likely to take an online class than those who did not have experience. Smart and Cappel (2006) also suggested that the potential for technological problems and inexperience with technology could make lengthy assignments seem even longer and could possibly account for the frustration students feel with the amount of time required to complete online coursework. They highlighted that 30% of students in their sample felt as if the amount of time required to complete online assignments was not worth what was gained.

Having experiences in an online learning unit in a blended context may likely benefit students in the future as they make decisions about selecting between different educational or training options. The results may suggest that students with more experience with technology and e-learning, rate it more positively. Students taking online courses value control over course content and this can interact with the choice

of learning tools affecting satisfaction. Mockus, Dawson, Edel-Malizia, Shaffer, An, and Swaggerty (2011) demonstrated students' preferences for control in their online learning experience via a mobile learning study. Students used Androids, BlackBerrys, iPhones, iPhone Touches, and iPads as platforms to access course material.

Findings revealed that students found course content delivered to their mobile device to be motivating and they enjoyed learning this way. The authors explained that this pointed towards the desire of students to engage in personalized learning. This demonstrates the importance of taking students' preferences into account, and utilizing effective tools to address these preferences to ensure continuing satisfaction and participation in distance education.

In spite of the numerous amounts of support services that are available from institutions to support their distance education learning, it looks as if there is a huge gap between the services provided and the needs of the individual learners. A study conducted in Turkey by Ozoglu (2009) discovered that the support needs of the learners were not met in general. In the study, the need-gap for counseling services to promote student motivation, face-to-face academic counseling and communication with course instructor orientation to the course media/delivery format were identified. Likewise, a study carried out by Arko-Achemfuor (2017) in South Africa on distance learners, brings to bear that while most of the support facilities are available, learners are not ready to access these facilities appropriately. This has an adverse effect on their academic work.

2.8 Problem student encounter combining studies with home routines

The primary role of the learner is to learn under the best of circumstances. This challenging task requires motivation, planning, ability to analyze and apply the information taught. In a distance education setting, the process of learning is more complex for several reasons (Satel, 2005). Many distance education learners are older workers and has families. They must co-ordinate the different areas of their lives which influence each other- their families, jobs, spare time and studies. Distance education learners have a variety of reasons for taking courses. Some learners are pursuing the courses for the purpose of getting a degree to qualify for a better job. Many take the courses to broaden their education. In distance education, the learner is usually isolated. The motivational factors arising from contact or competition is often absent.

The student also lacks the immediate support of a teacher who is present and able to motivate and, if necessary, give attention to actual needs and difficulties that crop up during study (Dodd, 2006). Distant learners and their teachers often have little in common in terms of background and day-to-day experiences and therefore, it takes a longer time for learner-teacher rapport to develop. This implicitly impacts negatively on the learning and therefore makes learners uncomfortable with the learning situations (Peters, 2003).

Although cost-effectiveness may appear to be advantageous to the distance, learner however, there are other problems, which may be disadvantageous to him. Key among these is combining studies with home and job/work routines. For example, generally most of the learners who enroll on the Post-Diploma programme at the UEW are teachers who after initial teacher training, are working in basic schools in the country (Agyeman, 2007). Hence, combining teaching with their studies appears

to prove problematic. Ideally, what time for learning is left for a student teacher who closes from work at 2 or 3 pm, especially in the wake of other domestic chores? Agyeman (2007) alludes to the fact that student- teachers have domestic workload that hinder their individual learning activities.

Besides, there are the problem of lack of electricity in most homes, coping with their pupils' assignments, some have unsupportive spouses, and for females, attending to home chores is an additional burden. There are indeed in stances in which the spouses of female learners ask them to choose between marriage and education (Ozoglu, 2009). Some female learners are single mothers and carry the responsibilities of caring for themselves their child and even other relatives. All of these according to Agyeman (2007) create sleepless nights and undue stress. At the University of Education, Winneba. Owusu-Mensah et al narrates that the problem most distant learners complained about are bereavements, illness, pregnancy and babysitting. These analytically makes the student learner to lose focus and concentration.

In distance education settings, technology is the conduit through which information and communication flow. Until the teacher and the learner become comfortable with the technical delivery system, communication is inhibited. Fresh learners may have some difficulty determining what the demands of a course actually are, ready access to instructors, or familiarity with technology being used as he does not obtain support of an immediate peer group. Morgan (2014) suggests that distance learners who are not confident about their learning tend to concentrate on memorizing facts and details in order to complete assignments and write examinations. As a result, they end up with a poor understanding of course content. Morgan views memorization of facts and details as "surface approach" to learning and summarizes this as follows: Focus on

signs (e.g. the text or instruction itself), focus on discrete elements, memorize information and procedures for test, unreflectively associate concepts and facts, fail to distinguish principles from evidence and new information from old. treat assignments as something imposed by the instructor and external emphasis focusing on the demands of assignments and examinations leading to knowledge that is cut-off from everyday reality.

Relating to the memorization of facts to the UEW scenario, it must be said that until very recently, assessment policy in Ghana was described as assessment of learning which was purely examination-based, and which compelled the learners to memorize facts, and produce those facts during examinations. Generally, in Ghana this is referred to as chew and pour (Agyeman, 2007). However, nowadays, the assessment policy is assessment for learning which is critical and analytical. It is hope that this concept will be fully utilized in the UEW distance learning programmes and both learners and instructors will adhere to this assessment policy.

Distant learners need to become more selective and focused in their learning in order to master new information. The focus of their learning needs to shift them from a "surface approach" to a "deep approach". Morgan (2001) summarizes this deep approach as follows: focus on what is signified (e.g. the instructor's arguments), relate and distinguish new ideas from previous knowledge, relate concepts to everyday experience, relate and distinguish evidence and argument as well as organize and structure context

The act of deep and surface learning is addressed in the UEW. One of the modules for the course "Teaching and Learning in Higher Education" address these two learning formats. The shift from "surface" to "deep" learning is not automatic. Descombe

(2007) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place.

Indeed, the challenges of combining studies with home routines and adult learning challenges are underpinned by the following situations according to (Borrowdale, 2000).

2.8.1 Becoming and staying responsible for themselves

High motivation is required for learners to complete distance learning because the day to day contacts with tutors and other students are lacking. Course instructors' attempts doing this through consistent and timely feedback, encouraging discussion among students and reinforcing student study habits. Essentially, becoming and staying responsible for oneself, the student-teacher for example who is isolated in his or her village is often challenged in becoming responsible for himself when contacts with his instructors are often impeded. Even for some student-teachers who pursue farming as additional income activity find it difficult in coping with studies. This create a lot of disruptions in his study habits or concentration.

2.8.2 Owning one's strengths, desires, skills and needs

Students need to recognize their strengths and limitations. They also need to recognize their learning goals/objectives. The instructor can play a facilitating role in this direction (Borrowdale, 2000). This analytically is importance for self-directed learning and has implications for student progressing or not. For many adult students, the way of realistically owing their strengths and weakness is through educational counseling and in many developing countries such as Ghana, these services are not very much effective.

2.8.3 Maintaining and increasing self-esteem

Distant learners may be afraid of their ability to do well in the course due to the many other responsibilities they have as adults. The instructor can avert these fears by providing timely feedbacks. It is critical for teachers to respond to student's questions, assignments, and concerns in a personalized and pleasant manner (McLoughlin & Marshall, 2000). Self-esteem is obviously one of the criteria which is most needed for the adult learner. In fact, it is for the purpose of acquiring higher self-esteem that many student-teachers seek further qualifications. Again, it requires a lot of counseling for some learners to maintain their self-esteem and self-concept especially when they are confronted with home and school problems.

This implicitly is the basis of group dynamics, group learning and teamwork. Learners who are extrovert may not find this challenging. However, some learners are introvert and may need counselling to overcome this. Another underlining challenge regarding relating to learners and for student-learners who live in separate distance stations, if the interest connectivity is poor, relating to others may be extremely difficult.

2.8.4 Relating to others as Distance Education Students

Students often learn most effectively when they have the opportunity to learn with others. This leads to group problem solving. Assignments which students do together and present in class ensure student-student interaction (Keegan, 2000).

2.8.5 Clarifying what is learned

Distance students need to reflect on what they are learning. Students need to examine the existing knowledge and how these are being added to or changed by incoming information. Examinations and presentations at face-to-face meetings could be used to evaluate students. However, less formal ways of evaluation take place periodically

asking students to write brief reflections on what they have learned, during lecture could be used to assess students learning (Burge, 2003). The challenge with this is a student's inability to distinguish useful and irrelevant materials from the interest. As a result, these students imbibe what is not relevant to their course.

2.8.6 Redefining what legitimate knowledge is

Burge (2003) suggest that adult learners may find it difficult to accept their own experiences as reflections of legitimate knowledge. The instructor must play a facultative rather than authoritative role for learners to accept their own experience as legitimate knowledge. Burge (2003) suggests that encouraging learners to use first-person language will help them claim ownership of personal experiences and insights.

2.8.7 Dealing with Content

Student learning is enhanced when content is related to examples. Instructors of distance learning should use examples that are relevant to their students and they should encourage students to find examples that are relevant to them in their communities. Teaching and learning at a distance is demanding. However, learning will be more meaningful and 'deeper' for distant students, if the student and the instructor share responsibility for developing learning goals and objectives; actively interacting with class members, promoting reflection on experience, relating new information to examples that make sense to learners; maintaining self-esteem and evaluating what is learned (Burge, 2003). all of these have implication for the philosophy of constructivism in learning. Indeed, when a student jointly constructs knowledge with his instructors, this challenge will be overcome.

Collectively, one can interpret deep learning to mean what is referred to in higher education and adult learning as "learning to learn". This analytically implies

independent study and self-directed learning in which the learner is responsible for 70% of the learning endeavor (Keegan, 2002). Learning to learn as a concept involves research and the bringing of one's experiences to the learning context.

2.9 Empirical Review

In 1994, the Italian scientist Reus noted that distance education attracts more females than males and that proportionally females tend to experience more problems than males in distance education delivery. The study, which had a sample of 638 females and 329 males, and which was a cross-sectional survey concluded that single mothers' older women with families and male students with jobs faced more problems in accessing distance learning programme in higher education institutions (Rumble, 1999). A key problem particularly that could be encountered especially by the females is the combination of home chores with studies. In Ghana, females especially single mothers have limited sources of help except for a few who employ house helps. For the males the challenge could largely be cost-related to low wages.

In 2015, another study by Dewayani, Udin and Djastuti (2020) was conducted, and the focus of the study was the role of administrators in managing tutors' learners in distance education programmes. The research was qualitative in approach, using purposive sampling. The participants were selected from three Universities in Malaysia and they were given semi-structured interview. The problem revealed from the finding was that the university authorities did not consider the experiences of tutors in teaching online course and the ability of these tutors to properly use communication tools.

Regarding the distance education programme at UEW, a useful lesson can be learned in this regard. The qualification and the competence of course, facilitators are very important for any programme of distance education. This assertion relates directly to

quality assurance. As frequently as it can, the IDeL should embark on professional development for its instructors in term of their qualification and competencies in handling communication and technological gadgets. Ideally, distance education is all about tele-training, e-learning and knowledge manage or knowledge construction at distance. Hence, instructors, in addition to mastery of content, need skills especially ICT skills in course delivery. Unqualified and incompetent instructional staff will not only lower standards, but have implications for regional and global accreditation of programme.

Moreover, a study was conducted by Fadhel (2002) on Attitudes and Concerns towards Distance Education. The study surveys 7 school directors and 112 school teachers unequally divided among fourteen urban and rural schools. The study revealed that the school directors were undesirable about the possibility of school teachers' training needs been met through distance education. Besides, they concluded in their reports that costly training and the purchase of technologies for distance education are unimaginable. On the contrary, teachers held a more optimistic view of distance education. Though more than 50% of the teachers reported little acquaintance with the specifics of distance education, they reported preparedness to exert more effort needed to familiarize themselves with the new technologies and practices.

The survey by Fadhel (2002) has implication for financing education. In Ghana, budget for financing education are often in the deficit, hence, important services such as workshop, seminars and further education aimed at professional development of facilitators are impeded. Often time, the costs of these activities are passed on to the learners who are often overwhelmed with other expenses and are unable to enroll due to the high school fees.

Ibara (2008) in his investigation about Open and Distance learning as alternatives for higher education in Nigeria, as tackled the significance of open and distance education which is indispensable in meeting the demand of higher conventional education. The researcher in his study confirmed that considering the level of infrastructural decay in the conventional higher education, it has become important for the realization of the primary objectives of higher education. However, literature also indicated that distance education has its own share of infrastructure challenges especially those that hinge on ICT infrastructures (Sekyi, 2013).

Tao and Yeh (2008) conducted study on the issues of teachers' perception toward distance education. The target was teachers in information-related departments in Taiwan's colleges who were more familiar with current technology. In order to achieve their objective, Tao and Yeh employed factor and cluster analysis to derive the typology. The results of their study indicated that five higher – level issues construct emerged from the factor analysis; learning effect, customization, administrative challenges, geographic and resource integration and instructional design challenges. Four groups of teachers; namely, the skeptics, the optimistic, the mild- promising group and the outlier were identified using cluster analysis of teachers' perception on the five higher level issue constructs.

Regarding the survey perceived by the teachers in the survey, the most applicable to the UEW scenario is administrative challenges. In indeed, many of the persons employed as administrators in DE institutions have little or no training in issues of distance learning. Hence, they only apply knowledge and skills in conventional administrative practices to distance education structures. This is seen as counter-productive and require significant attention.

Ozoglu (2009) examined the views of the doctoral students at traditional universities on the use of distance education systems, technologies and independent learning in Turkey where there is a great demand for higher education. The researcher found out that there is an excessive demand for higher education in Turkey and the use of distance education systems and technologies in traditional universities is not common. Ural further explained that those traditional universities can make use of the distance education systems and technologies in certain lectures and cope with the pressure of the increasing number of students and they can affect in the mega Turkish education system in a positive way. The result of the findings of his study pointed out that doctoral students do not have a positive attitude towards the use of distance education system and technologies and they did not agree with the idea that distance education systems can support independent learning. Essentially, what one can learn from this study is very important. This study by Ural has serious implications for self-direct learning which is a key hallmark of adult learners of which DE is an element.

Another researcher, Mu-azu (2019) postulated a distance education model for Jordanian students based on empirical study. This research was based on a sample of Jordanian students in distance education system and addressed the need of such education at the national level. The response of his sample disclosed that distance education is contribution a workable and suitable alternative to those who cannot enroll in regular residential education. The study also revealed that the short –fall of the regular and the current form of distance education could be overcome by the use of modern technology.

Ornstein (2010) undertook a diagnostic study of Open University students' perceptions about the problem of distance education application. The focus of this study were the open faculty students with sample size of 45 who attend its courses.

Data collection was done through interviews and showed that students desired mostly the open learning as they worked at different offices. Nargun also highlighted that most of the students had positive attitudes towards the university. Nevertheless, the researcher stated that the students had difficulty in studying by themselves and that they believed they would have problems in finding a job in future. This study by Nartgun has similar characteristics with the study this researcher is undertaking- that is challenges student- teachers experience in distance education programmes. Essentially, one of the reasons why the respondents in this study that is student-teachers opt to pursue the DE programme is for job security and the betterment of their job through promotion. Now, if student-teachers find it difficult learning by themselves as in the case of Nartgun's study, they will not be at ease with themselves.

In, Ghana, a research conducted by Owusu-Mensah, Anyan and Denkyi (2005) revealed that the University of Education, Winneba did not have extensive pre-services training organized for distance education tutors especially as it regards information technology. The study was quantitative and adopted the survey design with questionnaire as the research instruments. Another study conducted by Osei (2013) about the Perceptions of Students towards use of Distance Learning aimed at investigating the perceptions held by graduate students about distance learning offered by the Kwame Nkrumah University of Science and Technology, Ghana. The survey utilized a 20-question survey with 691 respondents, who were adult learners enrolled in an Executive Masters of Business/Public Administration Program. The outcomes of the study specified that distance learning is most patronized by an older (>30 years) and married student population largely because it allows them to combine work and study. The data revealed that students had positive perceptions of distance learning.

Respondents indicated that they were satisfied with teaching and learning by distance and also with learner support provided by the host institute.

The issues/problems identified in the above studies conducted in Italy, Malaysia and Ghana constitute the need for greater attention to the organization and implementation of distance learning programmes by the IDeL at the University of Education Winneba,

Particularly, close attention should be given to the problems faced by females, working males, and tutor preparation and the provision of relevant, quality and adequate infrastructure. This will help distance education providers to avoid pitfalls and barriers to effective teaching and learning.

2.10 Summary of Literature Review

The chapter two review literature relating to the research questions formulated in the previous chapter. The literature review was relevant in achieving the purpose of the study which sought to investigate the challenges facing student pursuing distance education in the University of Education, Winneba. The main themes reviewed in literature relating to the topic under study include; Theoretical Framework, Fundamental concept of education, Distance Education: concept and practices, Satisfaction of distance education to students, Affordability of Distance Education, Student Support Services and the problem students encounter in combining teaching/work with studies as well as Empirical review. In the next chapter, the research methods and methodology used for the study will be discussed.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This research sought to investigate the challenges facing the student-teachers pursuing distance education in the University of Education, Winneba. The previous chapter reviewed literature related to the topic. This chapter focuses on the methodology of the study, it explains the blueprint used to collect and analyze the field data. The chapter three, focuses on the philosophical underpinning of the study. The research paradigm design, the population, sample and sampling techniques instrumentation, validity and reliability, method of data analysis and ethical consideration.

3.2. Philosophical orientation and approach of the study

The ultimate goal of this research was to examine the challenges confronting distance education learners pursuing Diploma certificate in basic education in the University of Education, Winneba. Research is a comprehensive exercise that required myriads of procedures for collecting, organizing and interpreting data to arrive at some conclusion or generalization. This call for certain philosophical learning. The review of related literature and the variables contained in the research questions (determining satisfaction levels of learner, finding out the effectiveness of support services, examining the affordability in term of cost of distance education programmes and examining the extent of the problem encounter by distance education students) all point to the fact that investigating such social realities must embody a pragmatic view of research.

From the researcher's perspective, or school of thought, a research paradigm is a set of shared beliefs, that informs the meaning or interpretation of research data. A

research paradigm inherently replicates the beliefs of the researcher about the world that researcher lives in and wants to live in. It establishes the abstract beliefs and principles that outline how a researcher perceive the world, and how he or she interprets and acts within that world (Neuman, 2006). It is the lens through which a researcher views the world that exist. It forms the conceptual lens through which the researcher scrutinizes the methodological features of their research project to control the research methods that will be employed and how the data collected will be analyzed. The pragmatic philosophical orientation underscores the merger of both positivist and interpretivist approach to data collection and analysis (Neuman, 2006).

A research philosophy denotes the belief regarding the way data is gathered, analyzed and used. A fundamental orientation of positivism is that research will take an objective and scientific approach in observing social behavior, it is deductive and hinges on testing and measuring propositions, and empirical verification (Creswell, 2006). It rests on quantitative data to present large data set. According to this philosophical orientation, social realities or behavior is independent of the context, hence, it should be measured objectively and mathematically.

Regarding the interpretivist orientation, the world is not static, mechanical, but required varies interpretation from researchers. Bell and Bryman (2007) note that the interpretative world varies different from natural sciences. Inductive reasoning is therefore applied in understanding human behavior, and by this pattern are discovered, in-depth analysis and probing are done and individuals differences or perceptions and experiences in judging social reality are applied. In view of these two philosophical orientations, the pragmatic ideology was adopted for this study. This approach combines both positivist and interpretivist ideologies.

3.3 Research Design

Research design constitutes a plan that describes the orderly arrangement or blueprint a researcher or an investigator uses to conduct a research. Hence, based on the research design that information or data are obtained. Neuman (2006) conceptualizes research design as a strategic framework or a plan that guides research activities to ensure that sound conclusions are reached. The purpose of the research design is to direct the researcher to the kind of data to collect, how to collect them and how to organize them in respect of the research questions or hypothesis raised. In the view of Creswell (2006), research design is a general plan that determine how a researcher goes about in answering the research questions. It gives vivid explanation of the variables found in the research questions and guides the data collection and process.

Primarily, qualitative data and quantitative data were collected respectively. The concurrent triangulation mixed-method approach was used for the study. This approach is useful because it interweaves qualitative and quantitative data in such a manner that give research issues a meaningful explanation. The mixed method is superior to using a single method as it offers a rich insight into research phenomena that cannot be easily understood using only qualitative or quantitative method. Also, a mixed method design can integrate multiple data source which can aid in study complex phenomena (Poth & Munce, 2020). Another reason for the use of the mixed method is the belief that both approaches have a value and that in combining them, the quantitative data and the qualitative data complement each other. Therefore, there would be an added value in combining them. The researcher then uses both data set to answer the same research questions which can provide higher certainty and wider implication in the conclusion (Morgan, 2014). The tenets of this method assume that quantitative data and qualitative data are obtained simultaneously, and the qualitative

measurement is used to confirm the quantitative data. Quantitative measurement is underscored whereas the qualitative data stresses verbal/ textual narrative or images. This means that unlike quantitative approach or paradigm the qualitative approach does not utilize statistical analysis or procedures.

This design was deemed appropriate in that it is relevant for describing challenges the student-teacher faced in the distance education programme at the University of Education, Winneba. Ideally, the nature of every research determines the kind of design adopted. Research design can be appropriate depending on the kind of objectives set, nature of the problem or the topic and at times the resources available. Regarding mixed method, they are largely related to data gathered through questionnaire or rating scale or interviews. The design hinges on a describing condition or a phenomenon. When this design is used there is little chance of data manipulation. The design was appropriate because this study sought to obtain the opinion of students-teacher of distance education programme of the University of Education, Winneba. The design aims at collecting standardized data, it is flexible and makes it possible for the researcher to evaluate existing programme.

3.4 Target Population

The population of the study is the group of people, animals or object that are of interest to a researcher. It is the totality of cases that a researcher uses to derive a sample. Creswell (2006) defines a population as a theoretically detailed aggregation of elements. And as stated early, it is aggregate of all the individuals who have certain features a researcher is seeking. A population is defined by characteristics such as age, ethnicity, educated level, location, sex, religion, etc. The target population was one of the stakeholders of the distance education programme.

The total population of the College for Distance and e-Learning (CODeL), UEW, Centre for Distance Education has a total student population of 26864 which comprises of 11390 males and 15474 females in 2019/2020 academic. Out of the total student population offering distance education, Dambai study centre had 149 students, Ho had 364 students and Hohoe had 223 students respectively for 2019/2020 academic year. Due to the nature and the size of the population, it would be extremely difficult, costly, time, and energy-consuming to collect data from all the students in the forty study centre across the country. Hence there is the need to sample.

3.5 Sample and Sampling Techniques

Sampling in research provides a range of methods that enable the researcher to select from a targeted population in order to reduce the amount of data a researcher needs to collect by considering only data from a subgroup rather than all the possible or stated cases or elements. The sample in this vein is the total set of respondents who provide data for a study. Crewell (2008) describes sampling as the process or activity of selecting the respondents or participants for a research activity. Sampling is very vital because it is (due to the time and cost) to use every element of a given population especially when it is very large. Hence, those chosen or selected to provide data constitute the sample and the procedures for selecting the respondents is called sampling.

The sample for this study was the students and study centre coordinators and Administrators of the Institutes for Distance and e-Learning of the University of Education, Winneba. Three study centres were selected for this research which, comprises Dambai Study Centre, Ho Study Centre and Hohoe Study Centre. The setting was chosen because there were report of many complaints of challenges of distance education in Ho, Hohoe and Dambai regarding the numerous challenges they

faced as distance education students. These challenges according to the College of Distance Education at the University of Education, Winneba were more pronounced than challenges in other study centre, hence the justification to select these centres. The researcher experience and knowledge about these study centres will give her a better understanding of the phenomena. The total students' population of the three selected centre added up to 736 out of which a sample size of 74, 46 and 30 participants were selected from Ho, Hohoe and Dambai respectively. Hence a total of 150 respondents were selected for the study forming approximately about 20% of the entire population of the study. This sample size is justifiable because according to Creswell (2006) for mixed method research involving quantitative and qualitative data, the sample size should constitute no less than 15% of the population under study.

Moreover, stratified random sampling technique was used to select students. It is to ensure that each sub group within the population are properly represented within the sample. The stratified random sampling gives better coverage of the population since the researcher can exert control over the subgroups to ensure all of them are represented in the sampling. The various year group were considered as strata. The students were divided into a group using the programmed as a sample frame and randomly the students offering basic education were selected. The basic education students were further divided into a subgroup of first, second and third year. The researcher eliminates the first-year group because she presumes they do not have adequate knowledge on the subject matter. The second and the third year were selected for the study because they possess the in-dept knowledge of the research topic since they spent more than one year in the university and are much aware of the challenges and will be in the position to provide the researcher with enough data. For

example, the second-year group was one stratum while the third-year group was considered as a second strata. This made it possible for any of the students to be selected. Due to the large number of students, there was the need to select some to represent the entire population. Students selected were a representative of the entire population since they generally held similar views as the larger population. The students were the beneficiaries of the programme. They were practicing teachers who had the requisite qualifications or wrote the entrance examinations to qualify for admission. The students paid their own fees and had to combine normal teaching with their studies. They attended tutorials at the study centres once in every month where written assignments were submitted, and quizzes and counselling sessions organized. The students were therefore in the position to tell the difficulties, the challenges and the prospects of the programme.

3.6 Instrument for Data Collection

In line with the design (mixed method) employed for the study, the researcher employed questionnaire and interview schedule to obtain data from the respondents. The questionnaire was used to solicit information from students while the interview was used to obtain information from the administrators and the coordinators. Both primary and secondary sources of information were used in the study. The primary source of information was gathered from respondents' responses to the questionnaire and interview administered. Secondary source of data related to the theory and related literature as well as files and documents obtained from the Institute for Distance and e-Learning at the University of Education, Winneba.

3.6.1 Questionnaire

Bryman (2008) defines the questionnaire as a written list of questions, the answer of which are recorded by the respondents. In the view of Creswell (2006) questionnaires offer participants the advantage of answering the questions with the assurance of anonymity for the responses. Questionnaires are fast and convenient and given the level of education of student-teachers in distance education, it was not likely for them to misinterpret the questions and give a misleading answer. Regarding this study, the use of questionnaire ensured that quantitative responses were obtained for the purpose of establishing the veracity of the responses.

For the purpose of this study, the questions were made up of two main sections, Section “A” and Section “B”. Section “A” comprises the demographic data which includes gender, age, marital status, number of children, and employment status of the respondents (students pursuing distance education). These variables are very vital since they can affect the progress of the learners. The second section, Section “B” relates to the substantive data obtained from the research questions. This section dwelt on level of satisfaction of respondents, affordability of distance education programme, effectiveness of support service of the University of Education, Winneba distance education programme and the problem of combining the distance education programme study time with home routine and adult learning challenges.

A self-designed closed and open-ended questionnaire and interview schedule were the main instruments for data collection. The first part of the questionnaire required mainly demographical data of the respondents. The study sought respondent's opinion about:

- a. The level of satisfaction of respondents
- b. The affordability of the programme to teacher

- c. The effectiveness of students supports services.
- d. Students-teachers combining school and home teaching activities.

The closed-ended (structured) questions made the analysis easier while the open-ended questions brought about unanticipated responses to enrich the study. The questionnaire was self-administered so as to explain and respond to questions from respondents appropriately.

3.6.2 Semi-Structured Interview

Creswell (2006) points out that the purpose of interviewing is to find out what is in a respondent's mind and this cannot be directly observed or measured. The researcher in this research had to ask questions orally in such a way as to obtain meaningful information. Therefore, Questions were designed to elicit organized responses from interviewees. The interview guide had seven main questions which are linked to the research questions. Implicitly, the purpose of interview is to get the experience of other people and the meaning they make of that experience. According to Kvale (2009), a semi-structured interview is a proper method of data collection because it allows the researcher to understand how participants perceive the social world under study. Thus, social institution such as the College for Distance and e-Learning and the learner and facilitators who learn and work in it are best understood through their experiences. In the light of this, the researcher had a face-to-face conversation with the interviewees. Ideally, interviews are similar to questionnaires in that they are centered around a series of themes or questions and rely on interviewees to provide the truth as they see it.

In this research interview sessions were held separately with study centre Coordinators, Administrators assigned to College for Distance and e-Learning and students/ learners. The interview was semi-structure in nature and dwelled on

individual themes based on the research questions. An interview guide was developed and there were three interview sessions, one for each respondent group. Tape recorder and field notebook were used in the process. The process of the interview lasted for 30 minutes for each persons or interviewee. Overall, the researcher engaged thirteen (13) respondents in the interview process which comprise of one (1) Coordinator, two (2) Administrators and ten (10) students at the selected study centres. The purpose of the interview was to verify information provided from the questionnaire. The coding for the interview was as follow:

- SCC: for Study Centre Coordinator
- SCA: for Study Centre Administrator
- S: for students

3.7 Validity and Reliability of the Instruments

The structured questionnaire and semi-structured interview instruments were face validated and content validated. In terms of face validity, the instruments were given to fellow students in the Department of Educational Administration and Management for their perusal. Regarding content validity, the instruments were given to the researcher's supervisor in educational administration and management for his assessment.

Furthermore, both supervisor and the researcher ensured that the instruments were in line with the research questions and the problem being investigated. In any research, it is vital to make sure the validity and reliability of the instruments used in collecting data are valid and reliable. Validity ensures that the instruments measures what they ought to measure whereas validity dwell on the consistency of the instrument to obtain similar results when administered over a period of time. According to Crewell

(2012) the main objective of reliability is minimizing errors and biases in a study. On the other hand, reliability is related to the precision of the actual measurement of the instruments. Reliability is the degree to which an experiment, test and any measurement procedure produce the same result in repeated tests (Gill et al., 2008). The main objective of reliability is to minimize errors and deviations in research (Creswell, 2012). The researcher reviewed the data collection, data analysis, and literature review process several times.

3.8 Pre-testing and Reliability

Preliminary tests were conducted at Sogakope study centre. Fifteen persons were involved in the pre-test. The purpose of the pre-testing is to help remove ambiguities and unnecessary issues that might include in the questionnaire. The pre-test demonstrates a comprehensive understanding of the internal uniformity of the elements.

3.9. Trustworthiness of the Interview

Creswell (2006) observes that the trustworthiness of an instrument relates to the accuracy and truthfulness of the findings. This means the findings should be credible. In this vein, the researcher ensured that the data was verified by the respondents in order to remove miscommunication of information and identify inaccuracy. An audit trail was kept during the course of the research to ensure dependability.

Again, regarding the trustworthiness of the interview data, the Principle of Historical Continuity and Reflexivity was applied (Lincoln & Guba, 2000). According to this principle, the emphasis is based on the responses of the interviewee which the researcher needs to pay keen attention to. Regarding the principle of Reflexivity,

Linclon and Guba note that the respondents reflect on their pre-insight of the process and are expected to be critical objective and coherent in expressing their views.

3.10 Procedures used for Data Collection

A letter of introduction from the Department of Educational Administration and Management, University of Education, Winneba explaining, the purpose of the study was taken to the Institute for Distance and e-Learning for field entry. A covering letter was issued to that effect and both letters was taken to the various study centres. This helped established an initial warm relationship with the study centre staff and students., Random sampling method was used to randomly select the required number of students for the study.

3.11 Data Analysis Procedure

The quantitative data was assembled and arranged using the descriptive statistical method. Percentages, means and standard deviation were calculated from the frequency of responses. The researcher also used graph and tables to illustrate the data. Qualitative data was transcribed, categorized and analyzed thematically. Verbal narrative (written in Italics) were the data obtained from the interviewees. The themes analysed were drawn from the research questions as follows:

- a. Levels of satisfaction of student-teachers with the distance education programme.
- b. Affordability by the students regarding the cost of the distance education programme.
- c. Effectiveness of the distance education programme.
- d. Problem of DE students combining studies with home routine.

This method of analyzing qualitative conforms with the preposition of Creswell (2006) who notes that in order for relevant meaning to emerge from the data, the researcher must look at each theme and derive objective meaning from it. This call for continual immersion of the researcher into the data by reading and reading over and over again. In analyzing the qualitative data, the researcher was guided by the issues emerging in words or phrases.

3.12 Ethical Considerations

Ethical consideration issues arise from the kind of problems that social scientist investigate and the methods used to obtain valid and reliable data. The researcher ensured that all the participants were protected from physical and psychological issuers that arose from the research data especially by observing the COVID-19 protocols. In line with the international best practice, the researcher revealed the intentions of the research to respondents/participants and sought informed consent from them. They were assured of anonymity and confidentiality of the data gotten from them. This meant that pseudonyms were assigned to them during the report writing.

In social science research, Creswell (2006) observes that prospective research participants should be given as much information as might be needed to make informed decision about whether or not they wish to participate in the study. This implies that the right to privacy is a tenet that professional researchers should hold dear. In view of these issues, student- teachers, study centre coordinators and the deputy registrar were informed of the nature of the study. No names of respondents were included in the report.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 Overview

Distance learners in the University of Education, Winneba and other institutions of learning face varieties of problems. The previous chapters focused on the review of literature in which some of these challenges were dilated on, and the method or blueprint used for the collection and analysis of data.

This chapter presents the results and discussion of field data. Researcher used self-made tool for assessing the challenges confronting Distance Education students. The research instrument used for this study was a summated five-point rating scale. Multiple choice type statements, usually with five alternatives, such as strongly agree, agree, neutral, disagree and strongly disagree concerning the responses were designed. A total 27 of statements were prepared for data collection. These were categorized and tabulated according to the objectives of the study. For the analysis of data, the researcher used pie chart, bar chart and descriptive statistics, (central tendency (Mean), dispersion, standard deviation).

4.2 Demographic Characteristics of Respondents

This study analyzed the demographic profile of the respondents in the study areas that is Ho, Hohoe and Dambai study centres. Data was collected on the sex, age, marital status and employment status of respondents.

Table 1: Distribution of Background data of students

Attributes	Category	Count	Percentage (%)
Sex	Male	61	41
	Female	89	59
Total		150	100
Age	20-29	34	23
	30-39	45	30
	40-49	61	41
	50 plus	10	7
Total		150	100
Marital Status of respondents	Married	102	68
	Single	25	17
	Widow/widower	17	11
	Divorce/separation	6	4
Total		150	100
Employment status	Employed teachers	80	53
	Unemployed	23	15
	Self-employed	47	31
Total		150	100

Source: Field Data, 2019

The study analysed the sex, age, marital status and employment status of one hundred and fifty respondent's as seen in Table 1. These demographic data are vital in analysing part of research question four, which sought to examine the problems students face in pursuing the distance education programme at the University of Education, Winneba especially in combining schooling with their work.

Information on the sex of the respondents revealed the active participation of both sexes in the data collection process. The female represented 59% of the respondents. This shows that more females enrolled on the distance programme than their male counterparts, but the females found the study through distance learning more suitable

than the men. The finding agreed to an assertion by Dampson, et al. (2019) that the distance education programme has given priority to women who used to be marginalized in the educational front and engaged in work activities like petty trading and nursing mothers. The programme gave them opportunity to receive tertiary education in the comfort of their homes. In addition, the dominance of females in the distance education programme also reflects the fact that females drop out of school at a greater rate than males due to a multiple of socio-economic reasons. These females later on get married and assumed home responsibilities. This limit their chances of ending in regular education programmes, hence, the distance mode.

Table 1 shows that students within the age bracket of 40 to 49 years, constituted the highest participants (41%). This also suggests that this age group form part of the working class. In essence, this age group forms part of the opinion leaders in the society and may also have other family and societal responsibilities to fulfil alongside their study. Without the necessary support systems to meet their academic, personal and administrative needs, majority of them are likely to face challenges in their quest to combine parenthood, work and academic activities on part-time basis. This study agreed with Osei (2013) that distance learning is most patronized by an older and married student population largely because it allows them to combine work and study.

More so, regarding the marital status of the respondents Table 1 indicated that 68% of the respondents were married. This means that the students had other family responsibilities aside their studies. The marital status one way or the other may have influenced on how the students relate to the programme, because the students were under the obligation to fulfil their marital duties which may affect their studies. This study aligns with Sekyi (2013) who noted that combining marital duties with studies espacilly for the female could be challenging. Undoubtedly, females marry much

earlier in their youth than males. This marital life puts females under pressure regarding their daily experiences including educational experiences.

In addition, data collected on the employment status of the respondents revealed that 80% of the students are employed as teachers. These responses show that most of the respondents had extra task that demanded their attention in addition to their studies. The state of being employed has its own merit and demerits as students. One advantage of being employed is for the students to easily cater for their financial obligations associated with the programme. On the other hand, the disadvantage of being employed is that students have to engage in multiple task and manage work and other marital and social responsibilities with learning. This finding confirms a study by Keegan (2000) who noted that, managing work and schooling could more serious for female learners who in addition to formal employment have domestic chores such as caring for children and spouses.



4.3 Research Question One: How Satisfied Students are with the Distance Education Programme of the University of Education, Winneba?

In order to solicit responses, a Likert scale was developed using five rating scale items thus the degree of agreement or disagreement (strongly agree, agree, neutral, disagree and strongly disagree). In any programme offered to students to enroll in, there are definitely varying degrees of satisfactions by these students in terms of the teaching and learning services rendered and provision of TLM and technological devices. Data regarding these are shown in table 2.

Table 2: Level of satisfaction of student with the DE programme

STATEMENTS	RESPONSES					MEAN	SD
	SA	A	N	D	SD		
Ease in obtaining Library materials	12	13	10	59	55	3.89	1.228
There are adequate course books and materials	18	14	8	55	55	3.9	1.157
I finding it difficult in understanding learning materials	55	84	4	7	5	1.75	0.723
Administrators properly manage records at the study centers.	17	18	9	74	31	3.56	1.264
There is effective communication between programme providers and learners	11	13	2	55	69	4.13	1.091
Delays are experienced in supplies of course modules	62	20	4	60	4	4.03	1.102

Source: field data (2019)

The findings from the Table 2 show that the respondents disagree that they find it easy in obtaining library materials, also they disagree that there were adequate course books and materials. These items were rated with a mean score of (Mean 3.89 and SD 1.228) and (Mean 3.90 and SD 1.517) respectively. This finding agrees with Reid (1995) who stated that learning materials are critical for students. Therefore, institutions should ensure that these materials are made available and accessible to students.

More so, the findings found that majority of the respondents find it difficult to understand the learning materials (Mean 3.57 and SD 1.279). From the results in table 2, the students disagree with the statement that administrators properly manage records at the study centers (Mean 3.57 and SD 1.264). Another statement which have

to do with communication revealed that the respondents strongly disagree that there is effective communication between programme providers and learners, this had a score of (Mean 4.13 and 1.091).

Theme One: Satisfaction of Students with the Distance Education Programme

The information presented in research question one sought to examine how satisfied students are with the distance education programme of the University of Education, Winneba. In answering the research question, some sub-themes developed out of the main theme. These include; students' commitment to the distance programme, student interaction with the facilitators and access to learning material in giving a deeper understanding of the research question.

4.3.1 Sub-Theme One: Students Commitment to the Distance Education Programme

The study revealed that the commitment of students to the distance education programme also reflect their satisfaction with the programme. The results indicated that students mostly read the course books on their own, and understanding the course content was always a challenge. This was because students were involved in other social and domestic activities most which also to some extent affect their full commitment to the distance programme. In an interview with one of the study centre coordinators, the study revealed that:

“Most of the students go for tutorials without reading their course module before going for classes and this had put much pressure on the tutors to teach rather than tutoring them”.

The study revealed that some students spend more than the stipulated time in completing the programme. This problem can be partly attributed to the full commitment towards the distance learning in terms of the finances, the ability of the

students to score not less than the required grade in a subject in order not to have a referral and students been able to finish their project work on time

The study also revealed that unlike regular programmes where students have the chance to hold discussion amongst themselves, this was not the case in the distance programme. This is because the students do not have the opportunities for group discussion to enhance their understanding of the lessons since there are all coming from far places and they get to meet only on weekends. The students underscored the important of small group discussion and its contribution in deepening learners understanding. This study aligns with Keegan (2000), the researcher noted that the perfect support scheme for learners should encourage efficient collaborative learning among learners as it will provide the possibilities needed for learners to communicate with other individuals (teachers or peers) through collaborative teaching operations and efficient teaching atmosphere.

On the other hand, regarding assignment, the students disclosed that assignment were given to them. In an interview with a student he indicated that:

“The tutors do not give an assignment. They only write two quizzes for the semester before the main exam. They lamented that assignment would have been helpful to prepare them for the quiz but this is not done at the study centre (S8)”.

On contrary, the coordinators and the administrators collaborated this assertion but revealed that students do not show interest in doing assignment because it did not form part of their assessment. Some coordinators also indicated that teachers did complained that students do not take any interest in assignment so they are also reluctant in given them but they want the institute to incorporated assignment to form part of assessing the students.

4.3.2 Sub-Theme Two: Students Interaction with the Facilitators

The study revealed that student's interaction with their facilitators have not been encouraging as students hardly get the chance to communicate issues affecting their studies or in seeking clarification from the facilitators on subject they do not understand. Meanwhile, this finding confirms Bampo (2008) position that communication is essential for a wider understanding of teaching, for the promotion of inherent interests and for the advancement of inner or outside dialogues among the facilitators and the students. On the other hand, the data from the interview show that there was lack of opportunities for student interaction among themselves and this further affects their engagement with the providers of the programme.

4.3.3 Sub-Theme Three: Access to learning material

The availability of learning materials is significant to the satisfaction of students for that matter the success of the distance learning programme. The study found that the lack of technological facilities like video equipment at the study centres have affected teaching and learning on the distance programme. The study revealed that students do not have access to internet facilities to download teaching and learning materials online. Majority of students were unable to join the on-line tutorial organized by the institution during the heat of the COVID-19 pandemic because the on-line tutorials was new to them coupled with network challenges in most of the areas where these students resides. The quantitative results were further validated by a coordinator as well as administrators from this qualitative data below. The coordinators said:

“Currently, CODEL does not have video equipment for the students. The reason is that, majority of the students come from areas where access to electricity is difficult coupled with poor network coverages (SCC).

Though the students agreed with the view of the coordinators, they asserted that efforts had not been made to even create alternative platforms to assist the learners in their studies. A student commented:

“We only learn from the printed materials. We don't have any digital means to access the materials online. We have to add that CODEL has failed to get the students hooked to one platform where students can have access to various support systems to aid our studies” (S2).

The interview data suggested that students would therefore, be confined to the printed materials and the face-to-face tutoring provided by the College for Distance and e-Learning to support their learning. Such form of learning may have detrimental effect on students' learning as they become confined to one mode of learning.

The study shows that students would have wished to study on e-Learning portals and use soft copy of the module for their study however, these facilities were not at the disposal of the students. Students complained that they did not get their study materials on time and sometimes they write exams without course modules. Delay in supplying them with modules have affected their studies and for that matter their results. This finding agrees with Adentwi (2002) who traces the delay in the supply of modules to the fact that most distance institutions sublet the production of modules to local firms, most of whom do not have the capacity to produce them on time. The problem of delay in the supply of distance study materials is not peculiar to UEW. UNESCO (2002) report indicates that most distance institutions in Africa do not supply modules on time and even when they do they are usually inadequate. The result also agrees with Bampo (2008) that the delay of distance materials could also be attributed to lecturers who teach both regular and distance students but who are engaged in the writing of distance materials.

This research finding from the first objective that sought to find out the satisfaction of students of the distance education programme is supported by Herzberg Two-Factor-Theory because unless the students feel satisfied with the kind of teaching and learning environment provided at the distance education centres, they will be able to fulfill their individual needs for psychological growth. In other word, this is known as intrinsic factor, which includes achievement, recognition, work, responsibility, and advanced personal growth. According to Herzberg, these motivational factors yield positive satisfaction if put in place because they enable students achieve a high level of academic performance. The aspect of motivation can be either a desire or behavior that drives a person to achieve his/her goals and can be something within or outside the person that energizes behavior (Abdulrahman & Hui, 2018).

4.4 Research Question Two: How Affordable is the Distance Education Programme of UEW to Students?

The research question two sought to find out. The research findings were presented in the Table 3 below.

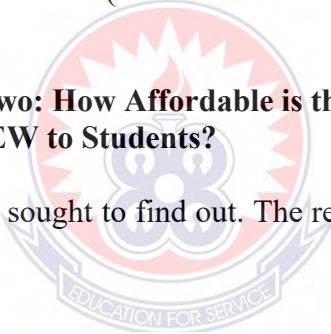


Table 3: Affordability of the Distance Programme

STATEMENTS	RESPONSES					MEAN	SD
	SD	A	N	D	SD		
Tuition fee is affordable	6	20	5	47	77	4.3	0.849
Transportation is affordable	14	20	7	39	70	3.87	1.372
Stationery is affordable	14	31	7	56	42	3.54	1.339
Cost of accommodation during residential face- to-face session is affordable	8	21	6	38	77	4.03	1.266
Internet facilities are affordable	69	58	9	14	5	1.79	0.924
Options should be given for fee to be paid in installments	80	37	7	18	8	1.91	1.242
GES should pay part of the fees for teachers pursuing the programme	43	68	8	13	18	3.97	1.228

Source: Field data, (2019)

From Table 3, the results show that the respondents disagreed with the statement on the affordability of tuition fees (Mean of 4.30 and SD of 0.849). This indicates that the tuition fee paid by students was very high and not affordable to most of them. This finding agrees with Borrowdale (2000) that the tuition can be discounted or targeted as financial aid and can be awarded to offset the real cost of instruction. On the issue of affordability of transportation, the finding indicates (Mean 3.54 and SD 1.339). Besides, it was revealed that stationaries were not affordable (Mean 3.54 and SD 1.339).

However, the findings on the issue of accommodation show a Mean of 4.03 and SD 1.266. Additionally, the cost of internet facilities was not affordable (Mean of 1.79 and SD 0.924). Also, the opportunity for students to pay tuition fee in instalment, the findings show Mean of 1.91 and 1.242 for SD. From the findings, the respondents

strongly agreed that GES should pay part of the tuition fees (Mean 3.97 and SD 1.228).

Theme Two: Affordability of Distance Education by the Students

Education especially learning programmes offered at the highest level in Universities and Colleges is not a right but a privilege, hence those seeking it must be willing to pay for it. Particularly, distance education involving various gadgets and technologies can become very expensive. In order to cope, a learner should be able to afford the cost associated with the programme. The Sub-themes discussed under this theme include; Tuition fees, Accommodation and Transport Cost and Logistics.

4.4.1 Sub-Theme One: Tuition fee

The payment of tuition fees is the core component of sustaining the distance education programme. The findings revealed that students find it difficult to pay the tuition fees, the students complain of the high fees in the phase of the economic hardship, which makes it challenging for them to pay. One of the respondents said that:

“We have to borrow money at high interest rate from financial institutions to finance our fees and this has put a financial burden on us” (S4).

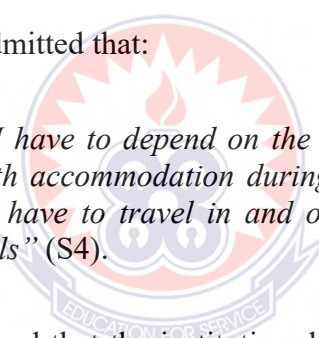
Though the interview found that University of Education, Winneba have a fee structure that is much affordable to all students. This is because the newly introduced fixed tuition fees policy enables parents and students to plan better because they pay fixed amount from entry to their final semester.

“Regarding the payment of fees, IDeL gave students the opportunity to pay the tuition fees in instalment in order to decrease their financial burden on the students” (A2)

The students revealed that there was no scholarship opportunity for students to cushion the burden of school fees. More so, one of the administrators reveal that the flexibility of the distance education affords the Ghana Education Services the chance to help sponsor untrained teachers in the classroom who could not get the opportunity to upgrade themselves through the conventional system to do so by going through distance education.

4.4.2 Sub-Theme two: Accommodation and Transport Cost

The cost of accommodation and transport affects the affordability of the distance education programme. The study found that most of the students' lives far from the study centres and have travelled long distances to attend tutorials. In an interview some of the respondents admitted that:



“At times, I have to depend on the benevolent of others to help me with accommodation during the weekend tutorials otherwise I have to travel in and out and even sometimes miss tutorials” (S4).

Another respondent disclosed that the institution does not provide hostel facilities at study centres. One of the students indicated that:

“We have to spend so much money on hotel and guest houses where we have to lodge during the weekends when we come for tutorial” (S5).

The students admitted that most of their colleagues do not attend tutorials regularly because they could not afford the hotel bill.

4.4.3 Sub-Theme: Logistics

The results from the field revealed that cost of internet service was expensive. This implies that students were not able to access internet to aid e-learning opportunity that are available to help them in their studies. Though the students have wished to study

on e-learning portals and use the internet services for their research, they were not at the disposal of the students. Dampson et al. (2019) asserted that the students should not be confined to the printed materials and the face to face tutoring provided by the Institute to support their learning. Such form of learning may have detrimental effect on students' learning as they become confined to one mode of learning.

4.5 Research Question Three: How Effective the Support Services of the UEW Distance Education Programme are?

In any given institution of learning, teaching and services provided for students can either be of good quality or poor quality. If the services are of good quality, they will be effective. Table 4 provides data on the effectiveness of services in the distance education programme.

Table 4: Effectiveness of Support Services of the UEW DE programme

STATEMENTS	RESPONSES					MEAN	SD
	SD	A	N	D	SD		
Face to face tutorial session are helpful	56	61	3	20	10	2.16	1.248
The study centres have well stocked libraries	15	18	12	62	42	4	4.383
I have free access to the study centre computer lab	3	12	11	66	56	4.09	0.979
Study centre has internet facilities	2	8	27	66	47	3.99	0.912
Tutorials are offered by TAs after tutorial sessions	3	25	18	63	41	3.76	1.091
Counseling sessions are regularly held	7	10	8	61	64	4.08	1.071

Source: Field data, (2019)

From the result in table 4, majority of the respondents agreed that face-to-face tutorials at UEW were helpful (Mean 2.16 and SD 1.246). Also, the study centres did

not have libraries as the respondents strongly disagreed to this assertion that the library was stock with books (Mean, 4.0 and SD 4.383). The respondents strongly disagreed on availability of computer lab at their study centers (Mean = 4.9, SD = 0.979). Coupled with the non-availability of internet facilities at the study centres (Mean = 3.5, SD = 0.912). Another support service which has to do with teaching assistant having a session with the students after the main tutorials was rated session (Mean = 4.3, SD = 2.9), the students revealed that this service is not available.

Theme Three: Effectiveness of Support Service

The research question three sought to find out how effective the support services of the UEW distance education programme are? For distance education programmes, services such as internet and other services provided for students in geographically diverse communities should be very effective in order to make learning easier.

4.5.1 Sub-Theme One: Counseling services

The study revealed that counselling services are not available at the study centres. This makes it difficult for students to seek counselling services with regards to their academic work and other issues affecting their education. The respondents noted the importance of counselling services as a support for the distance education programme in promoting effective academic work. This confirms a study by Dampson et al. (2002) that counselling services promote students' self-confidence, motivate, and help students to overcome certain concerns about their education. This finding also supported the Maslow hierarchy of needs because every person has a distinctive desire to realize his or her full potential to reach a level of self-actualization.

This is a view expressed during the interview session;

“The counselling needs were never addressed by the institute although the institute attempt to train some tutors for this purpose. There are no professional counsellors in the study centres” (SCC).

In addition, interviews conducted with some administrators and coordinators revealed that some students may struggle to deal with role-conflict, they may encounter whilst studying on the distance programme. This means that the performance of the students may not be at the desired level as a result of lack of counselling support in their various study centres. More so, without the support of appropriate counselling for the students, there is the likelihood that majority of the students may delay in their graduation or eventually drop-out from the distance programme. The students collaborated the earlier view that there are no counselors on the programme.

One of the students said that:

‘She almost dropped out from the programme as a result of lack of counseling service’ (S10).

4.5.2 Sub-Theme Two: Tutorial Services

The distance education programme is mainly a face-to-face tuition. UEW provides face-to-face tutorials across all study centres using lecturers from the University and part-time tutors from other colleges. Students at UEW attend face-to-face tutorials during weekends at least twice in a month at the various study centres. However, face-to-face tutorials at the CODEL was organized at various study centres to make it convenient for students to attend and each tutorial last for two hours. In an interview with the students, one of them student stated that;

“Face-to-face sessions motivate us to learn. It allows us to concentrate on our work, it also gave students the opportunity to interact with our friends” (S6).

One of the coordinators in an interview agreed with the earlier assertion that face-to-face tutorial at UEW plays a crucial role in distance education and provides opportunities for students to interact with each other. This finding confirms the view by Lewis (2002) that distance education providers should take their face-to-face tutorials seriously. Although tutorials are engaged to support the students in their learning, only two hours is allocated for a course close. The students complained that the two-hours period may not be enough to handle the average number of units they are to cover for the period. This was further confirmed in an interview,

“The time allocated for face-to-face with the tutors is inadequate. Hence, we are not able to cover what was expected to do for the period” (S9).

Another student complained that, there was no other time to meet tutors for further explanation concerning a course when they need help. Additional student also noted:

“The face-to-face session with the tutors is not adequate. Sometimes we have to shelve all our questions due to inadequate time. Apart from the study centre, there is no other avenue or platform to share your questions and contributions with the tutors” (S10).

More so, the study discovered that CODEL does not ensure inclusiveness in the provision of the support mechanisms for their learners. Thus, no provision is made for the special needs' students during tutorials. This finding confirms Borrowdale (2000) study that for a holistic distance education programme, face to face tutorials should be accompanied by internet session to facilitate students learning

4.5.3 Sub-Theme Three: Library Services

The study revealed that library services are another support service to aid the smooth running of the distance education programme. The students indicated that they found

it difficult to do their research work, as there was no place in the study centre for such activities. The students pointed out that they relied heavily on their textbooks provided by CODEL. The study shows that students may not have the opportunity to interact with education technologies during learning. Since majority of these students were being trained for the teaching profession, their subsequent practices in their classrooms would likely be based on textbooks. In an interview, a student indicated:

“The study centres do not have internet facilities so they have to rely on their mobile network mainly for their research work and learning” (S7).

This finding affirms a study by McLoughlin and Marshall (2000), the authors noted that the absence of these critical support services makes it impossible for students to become more autonomous, cooperative and efficient learners.

4.6 Research Question Four: What Students are the Problems Student’s Faces in Pursuing the Distance Education Programme at the University of Education, Winneba?

More often than not, many students who pursue distance education programme are people who engage in home routines such as child care, spousal responsibilities and social responsibilities. When such home routines are combined with studies it sometimes become challenging for some people to handle especially without any support. Table 5 presents data on challenges faced by distance education students.

Table 5: The problem students face combining their studies with home routine

STATEMENTS	RESPONSES				SD	MEAN	SD
	SD	A	N	D			
I find it very difficult combining the program with my job	68	57	4	17	4	1.88	1.08
inadequate feedback from the providers of the programme has adversely affected my study.	36	50	32	15	17	2.51	1.273
I do not get enough time to learn	50	30	5	45	5	3.63	1.407
The DE programme has affected my social life.	42	46	13	33	16	2.57	1.378
Inadequate module affects my study	49	42	10	21	28	2.58	1.521
Inadequate support services have affected by study	72	36	6	22	14	2.13	1.393

Source: field data, (2019)

On the statement ‘I find it very difficult combining the program with my job’, the results (Mean 1.88 and SD 1.080) was obtained. Besides, the result in Table 5 show that the workload of the programme and students’ job might not help them focus on their learning as an adult. This points to the fact that the students were overburden with other tasks and combining learning could become challenging.

The results in Table 5 also show that inadequate feedback from providers of the programme has adversely affected students learning (Mean of 2.51 and SD of 1.273). This finding support Willis (1993) study that feedback to students is crucial in distance learning. The study revealed that feedback to students is one of the strategies for effective distance learning. Moreover, the findings on “I do not have enough time for learning” show a Mean 3.63 of and SD of 1.407. In addition, the results on the

issue “the distance education programme has affected my social life” show Mean of 2.57 and SD of 1.378.

Furthermore, the findings revealed that there are inadequate support services provided for distance education students (Mean 2.13 and SD 1.393). The results in Table 5 also indicate that there were inadequate modules at the UEW distance programme (Mean 2.58 and SD 1.521).

Theme Four: Problem Students Face in Pursuing the Distance Education Programme

The fourth research question sought to identify some problem students face in pursuit of distance education. Theme Four is further divided into following sub-themes; Combining study with work, Inadequate Communication and Lack of support service

4.6.1 Sub-Theme One: Combining study with work

The findings reveal that students often get tired during the long hours of sitting through about three or four tutorials a day, the students disclosed that they sometimes find it difficult to properly relate concept thought in class. This implies that concepts taught may not relate to life experiences or students failed to understand the concepts taught. Additionally, the study reveals that students tend to concentrate so much on examination results than the lessons learned from each unit of the course. Thus, the focus of students is passing examination and adopted a concept called “chew and pour, pass and forgot”.

The students admitted that they were combining their study with the job. One of the students said during the interview that:

“The work place presents its own challenges and adding schooling to it is not an easy task” (S11).

The students lamented that by the time they come back from work they are already tired yet they are also expected to study and prepare themselves for quizzes and exams. The results also show that most of the distance students do not have enough time for their study because most of them were adult and had families and other social responsibilities to take care of and therefore paid less attention to the programme.

4.6.2: 1Sub-Theme Two: Inadequate Communication

The response from students indicted that they did not receive adequate feedback from their tutors, coordinators and CODEL. Also, a coordinator disclosed that,

“students do not receive adequate feedbacks on the programme. Most of students concerns had to be addressed from CODEL and it takes longer time to obtain feedback and at times there were no feedbacks at all”. (SC)

The results also indicated that majority of the respondents agreed that students do not receive adequate feedback to keep them informed on trends of the programme. The findings affirm a study undertaken by Keegan (2002) in Mangolia that distance learners do not have adequate feedback from their tutors. This situation is not good for distance learning. The study found that the separation of student and teachers imposed by distance removes a “vital link” of communication between these two parties.

4.6.3 1Sub-Theme Three: Lack of support service

This result exposes the lack of support service at CODEL that will aid students in their academic endeavour. One of the concerns of distance learners is the provision of adequate support services. This means that distance education providers should endeavour to provide adequate support for their students.

The apparent neglect of student support services at UEW distance programme can have serious implications for the programme. A study conducted by Lewis (2002) on student support services in Namibia discovered that distance learners attach great importance to support services such as orientation, contact and communication and feedback. This also buttresses a similar study conducted by Bampo (2008) on students' assessment of facilities and services at the University of Cape Coast which long-established that distance students have a strong desire for feedback.

Effective support service from providers distance education is crucial in distance learning, but these services as noted earlier are not available at CODEL study centres. This study confirms Wood (1996) findings that the lack of support for students can lead to learning difficulty resulting in students' dissatisfaction for distance programme. In addition, the study support Oaks (1996) claim that the success in attracting and retaining students depends on excellent student support. Hence, planners of distance programmes should pay attention to student support to promote effective distance learning delivery.

These findings are supported by Maslow hierarchy of motivational needs as it relates to the aspiration students pursuing higher education through distance education programme in order to strive for security needs, esteem needs and social needs to reach a level of self-actualization and unless the necessary support services are put in place by providers of distance education programme, student would not feel motivated to attain the ultimate goal. The result of this research agrees with Herzberg Two-Factor Theory that the goal of students is to have and feel a certain level of satisfaction, engagement, and productivity in his or her educational endeavor.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Overview

This chapter provides the summary, conclusions and recommendations as well as areas for further research. The study focuses on the challenges of distance education learners pursuing basic education in the Institute for Distance and e-Learning of the University of Education, Winneba. The study was a mixed method. The population of the study comprised student-teachers, Study Centre Coordinators and Study Centre Administrators. The sample size of the study was 150 participants. Questionnaire and interview schedules were the instruments used to collect data. The study was guided by four research questions as follow:

1. How satisfied are students with distance programme at University of Education, Winneba?
2. How affordable in terms of cost is the distance education programme at University of Education, Winneba?
3. How effective are the support services of University of Education, Winneba Distance Education programmes?
4. To what extent do students pursuing the Distance Education programme encounter challenges of combining their studies with home routines?

5.2 Summary of the findings

The distance education students' who attended the basic education programme varied in gender, age, marital status, employment status as demographic data that researcher collected, and the indicators of the challenges that confronted student-teacher pursuing distance programme. The evidence from the study revealed that the distance education programmed is dominated by female who used to be marginalized in the

education front due to socio-economic factors such as poverty, early marriage, and teenage pregnancy. Therefore, females who would not gain access to regular education as a result of these limitations take advantage of the opportunities distance education offered to pursue higher education in order to attain their educational goal. Additionally, the study found out that the age bracket within which the respondents fall lay credence to the fact that most of the students in CODEL were mature who would not have fulfilled their educational ambition due to family and social responsibilities. Distance education has provided an alternative platform for these mature learners without which acquiring higher education would be impossible. Again, the finding indicated that most the student-teachers pursuing distance education were married. Thus, the marital status one way or the other affects how these students relate to the programme. Aside being married and performing marital duties, most of the respondents were parents and performed parental role by taking care of their children and attending to their basic needs. These added responsibilities have put burden on the student- parents. Obviously, most of the respondents were found out to be employed.

However, the state of being employed in the private or public sector or even the state of being self-employed posed some challenges to a learner because he or she had an extra task that demanded attention alongside the studies.

The finding revealed that there was a gap when it comes to student-teachers' satisfaction toward the distance programme. Evidentially, student-teachers were dissatisfied that the Study Centre's did not have library facilities therefore were unable to have access to library materials to aid their study and research. Also, the student-teachers express their dissatisfaction on the inadequacy of course books and materials available at the Study Centre's which is hindering their studies. Again, the

study found out that student-teachers pursuing distance education programme were not satisfied as a result of absent of counseling services. The lack of counseling service to support students learning needs at the Study Centre's is identified as a contributing factor leading to some students who could not cope with their academic challenges dropping out of the distance education programme.

The findings also revealed that the respondents found it difficult to understand the learning materials on their own. Thus, reading the course books on their own and understanding them was always a challenge. This was because students were involved in other social and domestic activities most of the time. Students complained that they did not get their study materials on time, where at some period they write exams without any modules. Delay in supplying modules is affecting student-teachers' study and for that matter their results.

The study found that inadequate feedbacks from course tutors, the Study Centre and the University are affecting students' satisfaction toward the distance education programme. The finding also shows that there was lack of opportunities for student-teachers' interaction and this further affects the interaction even among the learners themselves and the providers of the programme. Thus, inadequate feedback and response between participants, lack of communication based on technology couple with lack of student-student collaborations and tutor-student collaborations is affecting distance learning.

The study further revealed that there was gap that existed on the level of importance the students attached to the various support systems and the rate at which they were able to access the support systems. The lack of motivation from students to study basic education was attributed to inadequate support services, poor face-to-face

communication, unsatisfactory counseling services, and non-availability of course materials, internet facilities among others as identified during the study.

The research study reflected that students learned equally well from education delivered by technology. Therefore; the applications and atmosphere of the distance education requires the advancement of technology which affect the learning experiences, satisfaction of students towards basic education. On the contrary, evident from the study indicated that distance education students at IDeL have suffered a great deal as a result of the difficulties faced by tertiary institutions due to COVID-19. The lack of technological facilities like video equipment and internet at the Study Centre have affected teaching and learning on the distance programme as students would not access and download video on the e-learning portal.

In a nut shell, the findings agreed with the theory of human motivation specifically Maslow's hierarchy of needs theory and Herzberg-Two-Factor Theory. The Maslow's hierarchy of needs theory relates to that of student-teachers' motivation to pursuing distance education programmes at the University of Education, Winneba. In their expedition to pursue higher education, and better themselves professionally and career wise, these student-teachers were striving towards economic, security needs, esteem and social need, all of which will eventually cumulate into self-actualization needs. The findings also support the Herzberg-Two-Factor Theory because student-teachers express their satisfaction toward support services that are available at the Study Centres and were dissatisfied as a result of the absent of essential facilities or services that ought to be provided to support students but are lacking on the programme.

5.3 Conclusions

Generally, student-teachers pursuing higher education through distance education at the University of Education, Winneba accepted the programme to be good due to the quality, flexibility that the programme offers. However, there are two elements to be considered when it comes to distance education. First, the way and manner in which distance education programmes are organized can motivate student-teachers to pursue the programme. Secondly, if distance education programmes are not properly organized, students can be demotivated. Yet, the cost- element of Distance Education programme, when not affordable, can demotivate student-teachers aspiring to pursue them.

The student-teachers expressed their satisfaction towards the distance education programme provided by College for Distance and e-Learning (IDeL) at University of Education, Winneba because it gives them the flexibility to study at their own pace. Additionally, the student-teachers were motivated to pursuing tertiary education through distance education at the University of Education, Winneba because the institution supplies their course module from start of the programme to the very end of their studies. The institution also organized tutorial for its students at least twice in a month where students meet tutors face-to-face to discuss the course content of the modules and problematic area resolved. In addition, some students admitted that they would not have pursued higher education due to socio-economic challenges but distance education has given them the opportunity to achieve their educational objective.

Evidentially, there is gap when it comes to students' satisfaction toward the distance programme. Though student-teachers lauded the distance education programme, some section of students were dissatisfied. There was a mixed reaction among student-

teachers relating to the affordability of the distance education programme provided by the University of Education, Winneba. As some students acknowledged that the tuition fee of the University is low comparable to other universities in the country offering distance education programme and that distance education students were giving opportunity to pay fees in installment. Others are of the view that the travelling and transport expenses and accommodation (hotel bills) are having a financial burden on them. Hence, student-teachers attributed their absence from tutorial to lack of fund to sponsor their trip to the study Centre's.

Nevertheless, the support services provided by CODEL is deemed to be ineffective and is impacting negatively on students and their academic performance. Some students reported to have drop-out of the programme due to lack of counseling and guidance services at the Study Centre's to address their academic and personal challenges. Also, lack of communication and feedback between students, tutors, the Study Centre and the management is a concern among students. Students complained of difficulty in accessing information and delay in communicating essential issues is affecting their academic performance. Most of the students pursuing distance education are adult learners and without the necessary support systems to meet their academic, personal and administrative needs may have serious implication on the programme.

5.4 Research Contributions and Implications

The study assesses the challenges facing student-teachers pursuing distance education at university of Education, Winneba. This study should be of immense benefit to policymakers, practitioners, and academia.

To policymakers, the study provides guidelines that enable them to formulate policy and reinforce the existing promoting distance education. Besides, the information provided in this study would help regulators of distance education to adopt policies that would revamp distance education in order to increase access to higher education through distance education and reduce the pressure on facilities on university campus.

Similarly, the study also contributes to providing stakeholders in the distance education with new and comprehensive understanding of the challenges facing distance education students. The result of this study could help providers of distance education to deliberate measures to adopt in addressing the challenges facing student-teachers pursuing distance education.

To academia, the study adds to body of knowledge and contributes to the literature as it brings insight into the challenges facing student-teachers pursuing distance education. The information provided in this study will serve as a reference document for future researchers who want to undertake a study in distance education or its related areas.

5.5 Recommendations

The followings are the recommendations made:

1. Distance Education is one of the easiest ways of learning for the technology-advanced environment. It provides lot of time, space and distance through the support of high information technology. In order to understand how system functions effectively, there should be the evaluation of technological systems towards distance education. If the students are the main participants as self-learner, autonomy and responsibility, as well as their satisfaction should be considered. Students who are active participants in distance education process

should be adult learners, self-responsible and immediate researchers. In order to promote effective learning among distance education students, satisfactions on contact, performance, motivation through interaction among participants, learning styles, method, and environment should be well organized.

2. Feedback to students is very important in distance education. Authorities of UEW distance programme should therefore ensure that students get adequate feedback on the course. There should be healthy communication out of technical, semantically, and psychological barriers between the participants.
3. To promote distance learning, the researcher recommends that adequate study materials be supplied to all students and on time to aid academic work. Also, it is advisable that modules should be given to publishing institutions that have the capacity to produce in large quantities and on schedule.
4. Since distance education programme provide opportunity for people who previously marginalize to received education through the distance programme, the authorities should make sure that high standards are maintained. The standard at distance education should be the same as the regular. The assessment processes should not differ from the standard set at the regular system. Again, to maintain high standard at the distance programme, there should be quality course structure, effective organization of face-to-face tutorials and effective monitoring system.
5. Lastly many students view the programme as a means of acquiring higher professional training. Therefore, UEW should make the necessary effort to improve on its practices to enable it to be more effective. When this is done they would be able to sustain and attract many students unto the programme. Thus, the relevance of content for the programme should be of high

precedence to the distance education providers. The programme should be such that it will allow distance learners to apply knowledge acquired through the programme to their everyday life experience.

5.6 Suggestion for further study

Considering demographic variables effect attitude towards distance education system, other researchers can come up with concrete studies as very limited research exists on the relationship between students' perceptions and various demographic factors. To take this research further, new distance educational research should focus on the following areas:

1. The relationship between students' attitude and grades received on the distance education programme should be investigated. These results might reveal differences between students who earned high grades and students who earned lower grades on the programme as the causes of this difference would be exposed. One critical area of concern as far as distance education is concerned is guidance needs of distance students; I therefore suggest that research is conducted to examine the guidance needs of distance education students.
2. A study should be conducted to investigate the guidance needs of distance education students. This is because guidance needs of distance student are one acute area as far as distance education is concerned.
3. An investigation should be carried out on the role of ICT in distance education delivery.
4. A further research should be carried out to identify the factors that contribute to high attrition at distance education programmes.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

QUESTIONNAIRE FOR RESEARCH PARTICIPANTS

Dear Sir/Madam,

Please provide appropriate responses to the question items below. The questionnaire is strictly for academic purpose and please be assured that responses provided by you will be treated confidentially. Please do not put your name on this paper.

SECTION I

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

PLEASE TICK THE APPROPRIATE RESPONSE

1. Age:

- a. 20 – 29 years []
- b. 30 - 39 years []
- c. 40 – 49 years []
- d. 50 years and above []

2. Marital status

- a. Married []
- b. Single []
- c. Widowed []

d. Divorced []

3. Number of children

a. 1-3

b. 4-5

c. 5-6

d. none

4. Employment status

a. I am employed

b. I am unemployed

c. I am running my own business/company

SECTION II



LEVEL OF SATISFACTION WITH THE DISTANCE EDUCATION PROGRAM AT THE UEW

Choose the section that best apply to you regarding to your level of satisfaction

S= strongly Agree; A= Agree; U= Uncertain D= Disagree; SD= strongly

Disagree

5. Level of satisfaction

S/N	Variable	1 SA	2 A	3 U	4 D	5 SD
(a)	Ease in obtaining Library materials					
(b)	There are adequate course books and materials					
(c)	I always get counseling services when I need					
(d)	There are opportunities for group discussion to enhance my understanding of the lessons					
(e)	There is much problem in understanding learning materials					
(f)	Video equipment are always available					
(g)	The tutors are well trained in the use of audio-visual equipment in the teaching					
(h)	Administrators properly manage records at the study centers.					
(i)	There is effective communication between programme providers and learners					
(j)	Delays are experienced in supplies of course modules					

SECTION III**AFFORDABILITY OF THE DISTANCE LEARNING PROGRAM**

(6) Affordability of the programme (how affordability is it?)

S/N	Question/Variable	1 SA	2 A	3 U	4 D	5 SD
(a)	Tuition fee is affordable to me					
(b)	Stationery is affordable to me					
(c)	Transportation is affordable					
(d)	Books are affordable					
(e)	Cost of accommodation during residential face- to-face session is affordable to me					
(f)	Options should be given for fee to be paid in installments					
(g)	GES should pay part of the fees for teachers pursuing the programme					

(7) How do you finance your distance education program? Rank in order of importance/weight with 1 as the highest and 4 as the lowest.

- (a) From salary -----
- (b) Support from spouse -----
- (c) Support from other relatives-----
- (d) Bank loan-----

**SECTION IV: COMBINING STUDIES WITH HOME ROUTINES AND
ADULT LEARNING CHALLENGES**

(8)

S/N	Variable	1	2	3	4	5
		SA	A	U	D	SD
(a)	Face to face session are helpful					
(b)	The study centres have well stocked libraries					
(c)	I have free access to the study centre library					
(d)	Study centre has internet facilities					
(e)	Counseling sessions are regularly held					
(f)	Assignments are marked and returned promptly					
(g)	Tutorials are offered by TAs after tutorial sessions					
(h)	I can borrow books from the library at ease					
(1)	We discuss academic problems as groups after tutorial sessions					
(j)	Delays are experienced in supplies of course modules					

SECTION V

COMBINING STUDIES WITH HOME ROUTINES AND ADULT LEARNING
CHALLENGES

(9)

S/N	Variable	1 SA	2 A	3 U	4 D	5 SD
(a)	I find it very difficult combining the program with my job at the GES					
(b)	The programme has adversely affected my teaching in the private school.					
(c)	I do not get +enough time to learn					
(d)	The DE programme has affected my social life.					
(e)	The work load of the program and my job do not help me to focus on important and discrete elements in learning as an adult learner					
(f)	I do a lot of memorization as if I was in grade school.					
(g)	I treat assignment s as something					

	imposed by the tutors					
(h)	I fail to relate concepts to everyday experiences					
(i)	I concentrate so much on my examination results than the lessons learned from each session					
(j)	I fail to increase my self-esteem					



APPENDIX B

Interview Questions

1. Explain how th4e authorities at the UEW have dealt with the problems you usually encounter.

2. Please explain how you have been coping with some of the problems you have been encountering.

3. Briefly explain how satisfied/dissatisfied you have been with the implementation of the Distance education programme by the UEW

4. Explain in details the extent to which you are able to afford resources to finance/sponsor the programme.

5. How would you describe the effectiveness of support services offered to students in the distance education programme?

6. Please list and explain other problems that you encountered in the Distance education programme that are not mentioned here.

7. Please explain the extent to which student-teachers pursuing the DE programme encounter problems in combining their studies with home routines and adult learning challenges.

