MANAGEMENT OF DISTANCE LEARNING MODE PROGRAM AT KENYA METHODIST UNIVERSITY (KEMU)

BY

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MANAGEMENT OF DISTANCE LEARNING MODE PROGRAM AT KENYA METHODIST UNIVERSITY: A CASE STUDY

BY

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A Project Report Submitted to the School of Business Administration in Partial Fulfillment of the Requirements for the Degree of Masters in Business Administration

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STUDENT’S DECLARATION

I, the undersigned declare that this my original work and has not been submitted to any other college, institution or university other than United States International University in Nairobi for academic credit.

Signed: .................................  Date: 20th July 2005

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This project has been presented for examination with my approval as the appointed supervisor.

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ABSTRACT

The purpose of the study was to investigate the management of Distance Learning Mode (DLM) program at Kenya Methodist University. The study was guided by four research questions:

(i) Why do students enroll in the DLM program at KEMU?
(ii) Is the DLM program at KEMU cost effective?
(iii) What are the challenges that DLM is facing at KEMU?
(iv) What is the impact of the DLM on those students taking it?

The research design was descriptive and used as a case study. The case study focused on the management of DLM program at KEMU. The population of the study consisted of students enrolled in DLM program at KEMU. A total of 70 DLM students volunteered to participate in the study. The sample was identified using a convenient sampling technique. A questionnaire was used to collect data. The data was analyzed by use of Excel spreadsheets and presented in the form of tables.

Universities have been moving more and more into the field of continuing education and non-traditional degree. This growth of part-time continuing education present challenges to teaching resources, in particular a more flexible use of resources for individual need is required. It is now recognized that development and production of good learning materials and the provision of tutorials require specialist skills that are quite different from those needed for conventional teaching.

The study revealed that DLM program of study allows student to undertake his studies off-campus and still achieve his academic goal. The efficiency of the DLM program is related to some extent on the accessibility of learning materials. According to the majority of the respondents pursuing a bachelor of business administration degree, the DLM program helped them take advantage of the opportunities in their working life environment. It further facilitated them to take advantage of their own interests and aspirations. All the respondents pursuing a Bachelor of Science degree in agriculture mentioned that the DLM program facilitated them to take advantage of the opportunities
in their working environment. The study also revealed that after DLM introduction there was a positive change in terms of acceptance of the program at KEMU. Further the study revealed that after the university started DLM, the current image of the university improved thus attracting more students.

The major recommendations made based on the findings and conclusions of the study were that there is need to have a public relation and marketing person to deal with KEMU – DLM’s marketing for growth. The university needs to increase the number of the lecturers in order to meet the demands of writing materials. Computer aided services can be introduced to enable easy communication. There is also need to introduce the use of e-mail for assignment dispatch. The university should purchase more textbooks. To avoid complains from students receiving reading materials late, the university should prepare the reading materials on time i.e. before registration, and be reviewed to improve quality regularly. The study also recommend that there should be practical training in agricultural subjects.
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Many thanks to my lecturers and everyone I shared a class with for the knowledge, contributions and supportive ideas and constructive criticism.
DEDICATION

I dedicate this project to my wife Professor Ruthie Rono for moral support. I also dedicate this project to my daughter Stephanie C. Lastinger who encouraged me to work hard in my Accounting courses.

May God keep you blessed abundantly.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Universities play a pivotal role in extending the frontiers of knowledge through production of highly skilled manpower, which are essential ingredients in the socio-economic development of any nation. Growth and expansion of university education has not been realized without several challenges. Among them are access and equity, financial, quality and relevance to the society’s needs (Sporn 1999). Other challenges include activities in globalization, including the role of advances in technology.

Private universities admit about 7,000 students (Kosgei, 2002). Although this is a good sign, many private universities do not have the necessary infrastructure and facilities to provide the services to these would be students or those who are already enrolled. Irina pointed out that the growth of the universities in Kenya since independence has been phenomenal. This was in recognition of the fact that sustainable human development needs a higher education that will equip the society with life long learning skills and enhancement of the quality of standards of living. The Kenyans have identified education as a key element in economic development. Returns on education are significant both for the individual and for society.

The Commission for Higher Education has guided private entrepreneurs in establishing private universities to augment Government efforts in providing university education. Quality products will market and improve the image of the institution. The Commission for Higher Education (Exhibition Catalogue, 2003, p. 17) stated that “accreditation is a continuous process and those private universities which are charted, continue to be monitored and evaluated to ensure that quality is maintained.”

Enrollment in private universities leave many qualified students without places in the local universities. This is reported every year in the Kenya daily newspapers, whenever Joint Admission Board (JAB) selects their annual intake into public universities. The
private universities take some of the students left out by JAB, however may have no place in the higher education institutions. They therefore look for alternative means of enrolling in distance learning.

Distance education is a viable and cost effective mode of education which reaches a large number of clients meeting expansion of demand with fewer resources (Sigh and Sudarshan, 1996). The main characteristic of distance education, however is that learning takes place largely in the absence of any teacher had a major influence on practice in traditional universities under pressure from expansion and financial constraints.

Sigh and Sudarshan (1996) stressed that with the changing global economic and technological environment, the demand for new methods of study that are friendly to the working individuals is likely to increase.

The Kenya Methodist University (KEMU) distance learning mode seeks to satisfy this demand. Distance learning is a mode of study that provides students with the opportunity to study at home (KEMU 1993). The home environment provides favourable personalized atmosphere for individual study. Using well prepared instructional materials, assignments, continuous assessment and tutorials, students are guided through various course units to acquire levels of knowledge equivalent to classroom instruction. Distance Learning Mode (DLM) students take regular university examinations along with resident students at the end of the semester (KEMU, 2003).

To ensure DLM students get adequate exposure to develop university culture, they are encouraged to maintain as much contact with the university staff and other students as possible. They are expected to make use of the library and are required to make frequent physical, telephone, e-mail or written contacts with the departmental staff within the semester. Extramural centers have been developed on regular basis. In addition, the students have a one week revision period with lecturers that have taught them in the semester. They are required to visit the campus whenever there is a university function. At the end of the semester students get an element of residential experience when they
visit the campus for examinations. They make their own arrangements to be on campus for examinations and other functions. They can rent KEMU facilities depending on the availability of such during the period (Annual Report KEMU, 2003).

The Kenya Methodist University opened its doors to the first eight (8) students in September, 1997, having received a letter of Interim Authority from the Commission for Higher Education (CHE) in June the same year. Currently, the enrolment is over one thousand (1,000) students. The university is situated in Meru Municipality, five kilometers from the Central Business District (CBD) on the Meru Maua Road. The establishment of the university came as a logical continuation of the Methodist Church in Kenya’s post secondary education ventures.

The university mission is to provide a settling for development of intellect, skills, attitudes and values through quality teaching and learning, to promote discovery and application of knowledge through research, and to provide service and stewardship to the citizens (Exhibition Catalogue, 2003).

The interest and need for attaining higher academic qualification keep growing every year. With the changing global economic and technological environment, the demands for new methods of study that are friendly to the working individuals is likely to increase.

Using well prepared instructional materials, assignments, continuous assessment and tutorials, students are guided through various course units to acquire levels of knowledge equivalent to classroom instruction. DLM students take regular university examinations along with resident students at the end of the semester.

1.2 Statement of the Problem

In line with the recently published Government Reforms (1996-98), the graduates of public universities will be competing with those from private universities for the few jobs or opportunities available. Quality productions will market and improve the image of the institution. With this in mind, KEMU’s programs should be attractive and cost effective
to the consumers. How effective is KEMU’s DLM program? Are the students getting materials on time in order to use and be able to do their continuous assignments and also be able to study for examinations?

1.3 Purpose of the Study
The purpose of the study was to investigate the management of Distance Learning Mode program (DLM) of study at the Kenya Methodist University.

1.4 Research Questions
The research was guided by the following research questions:

(i) Why do students enroll in the DLM program at KEMU?
(ii) Is the DLM program at KEMU cost effective?
(iii) What is the impact of the DLM on those students taking it at KEMU?
(iv) What are the challenges that DLM is facing at KEMU?

1.5 Significance of the Study
The study is important to the KEMU administration, which will use the report to either initiate changes or improvement of the program. The study will add to the current body of knowledge on similar studies.

The study will be useful to the public, since private universities render services to the public. The public will be able to understand better the role or contribution of private universities to the manpower. Other beneficiaries of the study include university administrators, who play roles in decision making and also interested researchers. The study will demonstrate the need for further extended research which takes into account other universities who are involved in similar programs.

Literature showed that distance learning has benefits, for example a student learns while employed and does not need to stop employment in order to go to school. Previous studies showed that large-scale distance study can bring great cost-benefit advantages (Wagner, 1972). Maritim, 2004 also showed that skills or knowledge acquired at one
level of education and training do not serve one for a lifetime and therefore open learning and distance learning enhance lifelong education. Global changes and challenges call for knowledge to be continuously updated. Our readiness to update our knowledge depends on educational policies we put in place.

With the increasing number of candidates seeking access to higher education and low budgetary allocation to public universities, there is an urgent need to look for cost-effective and flexible options. The current school-based teacher education model available in public universities in Kenya, currently does not delink the learner from the model is still classroom dependent and hence is really an extended classroom model of learning (teacher-centered). The option which has emerged is distance learning mode.

1.6 Scope of the Study
The scope of the study covered Distance Learning Mode program at Kenya Methodist University (2003/2004). This involved only students in the program during this period.

1.7 Definition of Terms
1.7.1 Distance Learning
This is a learning system where the teaching behaviours are separate from the learning behaviours. The learner works alone or in a group, guided by study material arranged by the instructor who together with tutors is in a location apart from the students, who however have the opportunity to communicate with a tutor or tutors through of one or more media such as correspondence, telephone, television, radio (Sigh and Sudarshan, 1996).

1.7.2 Learning Center
A place where students can use equipment and obtain services needed to participate in distance learning mode classes, including computers, telephone and fax machines. The tutors can meet students for further instruction here (KEMU Management, 2003).
1.7.3 Management of Learning
This refers to the professional administration of business concerns, public undertakings, etc. and having executive control. Distance education changes the learning relationship from the common, centralized school model to a more decentralized, flexible model. It also reverses social dynamics by bringing school to student, rather than students to school.

1.7.4 Management of Personnel
This refers to having executive control or authority of people. A distance education delivery team requires well-trained individuals in addition to teachers, site facilitators, and administrators.

1.7.5 Learning Mode
Holberg (1985) sees distance education as an educational system that covers all forms of study at all levels which are not under the continuous, immediate supervision of teachers in classrooms or on the same premises, but which, nevertheless benefits from organized tuition. The definition is based on the premise that the learner is at a distance from the teacher from much most or even all of the time during the teaching learning process.

At Kenya Methodist University (KEMU) distance-learning mode (DLM) of study is when a student is registered for course work but does not attend classes on a regular basis. He/she studies at home. Students are guided through various course units using written instructional materials, assignments, continuous assessments and tutorials (KEMU, Academic Handbook, March 2001, p. 4)

It is this separation of the teacher from the learner that differentiates distance education from all forms of conventional, face-to-face, modes of delivery. This separation also influences the structuring of learning materials by advocating the use of strategies that link study materials to the circumstances of distance learners in an attempt to create efficient learning.
1.8 Chapter Summary

The chapter looked at the overview of management of Distance Learning Mode (DLM) at KEMU. Brief background of programs at KEMU is discussed, including students enrollment. Discussion on who participate in DLM is addressed. The purpose of the study is stated and research questions are raised to guide the research. This section also is composed of literature on similar studies.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter is structured on the basis of the research questions. It focuses on reasons students enroll in DLM program, cost effectiveness of DLM, the impact of DLM on the students and the challenges the DLM program in KEMU is facing. This focuses on literature review guided by the research questions stated in chapter one. An increasing body of analytical work has attempted to explain the functioning distance learning using new theoretical developments.

2.2 Distance Learning Trends in Kenya
In Kenya, several universities are now involved in distance learning. These include: Egerton University, Daystar University, University of Nairobi, Kenyatta University and Stathmore University. Maritim (2004) mentioned currently, the African Council for Distance Education set-up at Egerton University has several goals for example, the council’s goal is to promote distance learning and make it flexible and continuing education in Africa. The council is also to promote research and training in open and distance learning in Africa. He also identified seven forces for open and distance learning.

First, the initial education, skills or knowledge acquired at one level of education and training do not serve one for a lifetime and therefore open learning and distance learning enhances lifelong education.
Second, a longer expectancy of life after retirement (normally upon the attainment of 55 years of age) is increasing the time available for a retiree to reorganize his or her use of time.
Third, the global changes and challenges call for knowledge to be continuously updated. Our readiness to update our knowledge depends on the educational policies we put in place.
Fourth, Kenya has been invaded by global knowledge and technology. Evidence from the two local universities, Egerton and Kenyatta University, that provide Distance Education through African Virtual University (AVU) suggests that technology has the potential for enhancing and transforming learning.

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

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

The Government has decided that all sectors including education sector implement Millennium Development Goals, Poverty Reduction Strategy Paper (PRSP) and Economic Recovery Strategy (ERS) for wealth and employment creation. These strategies are inter-related. Indeed PRSP and ERS are based on MDGs. Given that MDGs are broad, the education sector is expected to play a critical role in achieving and meeting the time-bound MDGs targets in other productive sectors of the economy – environment, agriculture, health, water, trade and industry (Maritim 2004).

Universities have been moving more and more into the field of continuing education and non-traditional degrees (Nigam and Kaushik, 1996). This growth of part-time continuing education present challenges to teaching resources: in particular a more flexible use of resources for individual need is required. Public libraries have been fully accessible in principle to everyone. So far the discussion of academic libraries has concentrated on their role in relation to broader or more open courses rather than traditional full-time credential-based courses. “However, by far the greatest interest in recent years is in the
use of the internet, including electronic mail and the World Wide Web. Development in electronic communication over the past decade has been seen as offering a whole new approach to tertiary education, free from constraints imposed by traditional institutions” (Shalloo Sharma, 2002; p.99)

2.3 Reasons for Enrolling in the DLM program

It is said that the requirements of distance students are likely to be better served if the institution is wholly dedicated to their needs. It is easier to meet the needs of distance students particularly where they are adults staying part-time (Singh, 1987). He believes that the pedagogy of distance teaching is different to that of conventional systems and that for this reason too it is better to have separate systems.

Because programs are personalized there is likely to be more emphasis on personal tuition and tutors are likely to have greater responsibility for negotiating study programs with students.

DLM program allows part-time distant students to take few courses for either degree or non-degree program. This point attracts some students who may want to complete their program later in life. Post-graduate students are graduate students employed in the professions who wish to enroll in distance education courses in order to continue their education.

Most distant students belong to the age group up to thirty five years (Venkataiah, 2001), but many of them are considerably older. In Western countries, it is possible to become distant student if you are considerably older even that at the university of Wisconsin, for instance, they have enrolled a seventy-year old man and at the university of South Africa the oldest was seventy-two years old (Venkatalah, 2001). As distance students are generally older than day students.

The status of distance students is also different in East and West, as the respective societies judge the importance of vocational work quite differently – mainly for
ideological reasons (Ibid). The frame of reference possessed by adults include a self-image that encompasses factors such as social roles and self-esteem (Sharma, 2002), articulated goals for life and work and also experience in dealing with both learning frustration and disappointment, as well as with success.

As completion and success rates improve, as students continue with their education, gain access to courses previously unavailable to them, and as they increase their chances of going on to post-secondary education or place training, the benefits to the system and to society as a whole can begin to be factored into the policy options and decision making equations (Porter, 1994).

In the formative evaluation of Vancouver’s new Directions in Distance Learning pilot projects (Porter, 1994) shifts the focus from the relative difference in dollar cost per student to their increase in completion/success rate of distance education programs by students.

The distant learner, according to Candy et al., (1994) enumerated the following characteristics:

1. Is strongly aware of the relationship between learning and real life.
2. Is highly motivated to undertake learning.
4. Have the necessary skills for learning.
5. Generally is employed, self-employed or sponsored.
6. Highly organized in learning and has high academic aspirations.

Candy et al., (1994) added that the distant learner possess capacity to set personal objectives in a realistic way. Not only these but also skill at locating information, evaluating one’s own learning and skills in using aids such as libraries of media, ability to use and interpret materials from different subject areas.
2.4 DLM Cost Effectiveness

Implementation of distance education is resource-intensive. Sufficient money and time must be allocated to deliver whatever courseware was promised. Schlosser and Anderson (1994) noted that because funds come from the district, not from individual schools, distance education enterprises need to show a high degree of fiscal accountability. And, although prices for technology are declining, taxpayers, school boards and legislatures, as well as both government and non-government funding agencies, expect to get the most for their funds.

One indicator of the need for distance learning to operate is the continuously rising costs of production. According to Camber (1991), local productions in 1962 cost about $165 per 15 minute program. Today, the estimate for high quality instructional television programs is approximately $3000 per minute.

Powar (2000) stressed that no university in the United Kingdom (UK) can possibly find the investment required to produce and maintain high quality courseware in all disciplines and combinations of disciplines, simultaneously. He went on to say there is pressing need to diversify income sources, but no clear consensus on where these income sources might lie. The heated debate over student fees has more than amply demonstrated the sensitivities of tapping this particular source, although in the long term there is probably no alternative to an increasing contribution coming from this source.

While teachers in conventional educational systems do rely on professional administrative and support areas to provide a range of services (for example, audio-visual materials, photocopies access to rooms, purchasing etc) they exercise almost complete control over the process of teaching. Most decision are localized and have very little impact outside the department in which they are taken. Departments retain complete control over the teaching or learning process (Nanda, 1997). Academic staff is responsible for both developing the material and teaching the students.
The cost/benefit of technology can vary significantly with the specific characteristics of schools and students. A successful program in one location may be less successful elsewhere. Jerry Pournelle (1994) noted that, while technology often improves educational quality, it is not necessarily cost-efficient. Citing a report by Danish researcher Hans Siggard Jensen of the Copenhagen Business School, Pournelle comments that teacher productivity can be raised only if the instructors behave as if they are in a virtual classroom (i.e. facilitate knowledge building among all distant sites simultaneously), rather than deal with point-to-point situations. He noted that, though videoconferencing is effective, many classrooms lack access to dedicated telephone lines and modems, much less several thousand dollars worth of software and proprietary hardware.

Cabal (1995) states that the argument concerning fees is based on the opinion that people are inclined not to appreciate what they do not have to pay for and consume free goods indiscriminately. When a fee, however modest, is collected the value tends to increase and the university’s internal efficiency is promoted.

2.5 The Impact of Distance Learning Mode on Quality Education

A distance education program may have an impact on individual. Charp (1994) notes that with greater autonomy, student characteristic such as active listening and the ability to work independently in the absence of a live instructor become crucial for success. Godfrey (1994) found that at most 80 percent of his former students at the University of Victoria might possess such characteristics. As a result, frequent, supportive teacher-student interaction and student-student networking take on increased importance for the remaining 20 percent, as well as facilitating the learning process for all students involved in the program.

Schlosser and Anderson’s study (1994) examined two types of study strategies used by distance students: primary, cognitive strategies, such as active listening, and secondary strategies. Effective strategies included students’ ability to work independently of the instructor. As expected, the researchers found that students who passed their courses
differed significantly in primary strategies from those who failed: in test wiseness, concentration, and time management skills. In contrast to Charp, they found little difference among them in secondary strategies: active learning, diligence, and positive attitude.

Instructors tend to blame the high dropout rate among post-secondary students on poor time management and procrastination. However, in a study of the effectiveness of university-level audio-conference courses in Alaska, Sponder (1990) found that climate, geography, the efficiency of the postal system, the university support network, telecommunications facilities, students hearing problems, and other factors also come into play. Miscommunication between students and teachers, and lack of course relevance to students and teachers, and lack of course relevance to students, may also haven negative repercussions.

Charp (1994) found that teacher education increases the completion rate for distance education courses. Neither can we assume that all students have sharpened their primary study skills to the same extent, or that a positive attitude will make the difference between success and failure. Students need support and direction to enable them to make the transition from traditional classroom environments to self-directed learning and particularly tools to help them monitor their progress and obtain timely feedback on their activities. A conspicuous success of such a program may lead other institutions to implement distance education program of their own.

2.6 Challenges of DLM Program

According to Rogers (1983), there are five characteristics that explain the rate of adoption of distance learning. According to faculty interviewed in his study, the technology needs to be easy to use. It should be consistent with existing values and there needs to be a real value beyond use of technology for its own sake. It should be able to be observed and tried and it should be perceived to be better to have than to be without (Dillon and Cintron, 1997).
With the advantages of Distance Learning, Moore (1989) cites three challenges or concerns:

- Distance education uses technologies that are unfamiliar as the primary media of communication for teaching to most teachers and administrators.
- Distance education requires teachers to specialize in the various functions of teaching; especially those of content expert, facilitator of interaction, course designer, and learning counselor and such distinctions are unfamiliar to most teachers and administrators.
- Distance education requires planning, development, production and distribution on a larger scale than is familiar to most teachers and administrators, and requires major intervention policy makers at national and state levels (Willis, 1994).

Dillion and Cintron (1997) found that the failure to integrate distance education has been caused by the combined effects of federal, state and institutional policies that discourage educational change and faculty that were intimidated by technology and were concerned about the loss of control and comfort with standard practices.

Distance Education is not limited to educational institutions. According to Moore (1996), there are five tips for successful planning and implementation of distance education programs in organizations:

- Obtain support from top management
- Focus on specific projects
- Take time and resources to plan thoroughly and design well
- Select media tools according to program needs
- Select, train, monitor and reward learner-support personnel

Our educational system is rapidly changing. Technology is constantly changing. Therefore, for this marriage to work, distance learning must be dynamic. Distance education may change; even restructure, education, but the distance learner must receive a complete, satisfying and acceptable experience as a traditional learner. If distance education is to be a successful and mainstream approach, then it is imperative that
distance education systems should be designed to permit similar learning experiences for distant and local students (Simonson, 1997). There has to be some collaboration among education leaders, government leaders and technological experts to insure that the appropriate parameters are set to insure that the primary goal is achieved that learning has taken place. In addition, all need to determine what distance learning actually is and what it is to accomplish. The apples must be separated from the oranges. Once all of this is accomplished, distance learning will be ready to face the millennium.

It is now recognized that development and production of good learning materials and the provision of tutorial require specialist skills that are quite different from those needed for conventional teaching. It is also true that most of the clientele in distance learning programs at the universities is still adult. Most of the teachers in conventional departments have no training in handling such students. Also when conventional departments (or, for that matter, even administrators whose background is in the formal education sector) take responsibility for a distance education program, the tendency is to try to formalize a program that by nature and by design is non formal, frustration and lack of innovation result.

Literature gives us three possible types of educational provision that uses distance education techniques to a greater or lesser extent (Nanda, 1997). These types are:

a) Single mode institution which has the following characteristics:

- The institution is set up to offer education mainly through distance learning.
- Some limited face to face interactions are involved though these are often optional.
- Teaching and learning are mediated in some way by use of media including print audio cassettes, telephone, radio, television, teleconferencing and even computer based training including e-mail and the web.
- Examples of such single-mode institutions include the open universities of United Kingdom and Tanzania, Indira Gandi National University in India, and UNISA (Irina J., 2001).
b) Dual mode institution with the following possible characteristics

- They have two separate programs – one that is classroom-based in the traditional manner and another which is distance-based.
- These two programs may offer the same courses and may have common examinations.
- The two programs may be regarded as distinct, one being on campus while the other is external.
- Students may or may not be allowed cross over registration which would enable them to take courses from either programs at their convenience (Macharia, 2001).

Examples of such dual mode institutions include the universities of Nairobi, Botswana and Zambia. The African Virtual University at Kenyatta University would perhaps fall in this category (UNESCO/Commission for Higher Education Report, 2001).

c) Resources Available for Distance Education

Small countries that cannot even adequately support one conventional university will also find it difficult to find staff and other resources for a separate distance education institution. However, scattered and isolated populations (like in the Caribbean or the Pacific Islands) have solved the problem of low learner populations by calling on the resources of their two universities and now have exciting distance education programs that utilize the latest technology.

Among other factors, shortage of resources (both financial and personal) could be a good catalyst for cooperation and collaboration among the universities in Kenya. Areas of staff training, development of curricula, design and development of curricula, design and development of instructional materials render themselves suitable for such collaboration.
d) Degree of Autonomy

How much autonomy a distance education institution or department will have is an important political issue. At the national level, many educational planners have still to be convinced about the efficacy of distance education.

It is the same at the top decision-making bodies at our universities. Who has the control over the responsibility of the teaching functions in bimodal institutions is a thorny issue. Does the institution require that the distance education department be involved only in administration of the program and that the control of what is taught at a distance, who teaches it and also how it is taught to remain in the hands of the “academic” unit?

It is now recognized that development and production of good learning materials and the provision of tutorials require specialist skills that are quite different from those needed for conventional teaching. It is also true that most of the clientele in distance learning programs at the universities is still adult (Maritim, 2001). Most of the teachers in conventional departments have no training in handling such students. Also when conventional department (or, for that matter, even administrators whose background is in the formal education sector) take responsibility for a distance education program, the tendency is to try to formalize a program that by nature and by design is non formal. Frustration and lack of innovation result.

Major improvements have been made in management and administration, including reductions in cost per student per annum; increases in student-staff ratios, streamlining, strengthening and devolution of managerial structures; establishment of performance indicators and mergers to achieve economies of scale. However, all these trends which have taken a strong hold in self-regulated systems and are now spreading to centralized systems, are only the beginning of the process of achieving cost-effective mass higher education (Macharia, 2001).

The domain of university activity generally falls under the management of academics at the departmental level, since educational delivery methods differ by discipline. Certain
subjects lend themselves much more easily to modular or package types of instruction, e.g. Business Administration, while others remain very much in the conventional mode of lectures, tutorials, and laboratory work, e.g. engineering. Thus in many universities educational delivery systems may not have been discussed centrally or considered as part of overall university management. Educational delivery may be said to be one of the most decentralized of university activities. Its management is therefore the least well defined in either the literature or the history of institutional experiences (KEMU Annual Report, 2003).

Innovations in educational delivery systems in universities have come about for a variety of reasons. Sanyal (1995) found the following: -

i) Expansion of demand for traditional higher education, with constraints of financial and physical resources.
ii) The availability of new technology that can be put to use in education.
iii) The internationalization of higher education.
iv) New partners in education and changes in clientele employed part time and mature students.

Responsibilities in provision of services should be defined in order that duplication of effort is avoided as much as possible. Teacher training in new modes of educational delivery is necessary and research on mass teaching techniques is also an important activity in the university education.

2.7 Summary
It has been shown that one of the greatest factors influencing students’ choices of courses of study is employability after graduation. The students’ perception of quality and employability has tremendous implications for ongoing curriculum redesign in higher education. Learners are satisfied with the fact that universities take or are concerned about their welfare, especially when it comes to their aspirations for future employment.
Kenya has several universities involved in distance learning at the moment. This is a form of education in which students of universities and institutes of higher learning do not attend regular classes or lecturers, but instead study material especially prepared for this purpose by lecturers (Sigh and Sudarshan, 1996). The need for distance education particularly in developing countries such as Kenya, has been brought about by limited prevailing in the conventional system. Currently the conventional system in Kenya is unable to absorb the number of people who want education because their economies cannot provide the required facilities.

Distance education has been found to be an economical mode of delivery and covers a wider ground than the conventional system, where resources are limited.

Distance learning is attractive to working (employed) person because of its flexibility in terms of time and place. It avails education to those who need it when they need it and more so, to the working people, without removing them from their home and work places. A distance education program has an impact on individual.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter outlines the overall methodology that was used to carry out the study. This includes the research design, population, sampling design, sampling frame, sampling technique, sample size, data collection, research procedures, data analysis and chapter summary.

3.2 Research Design
This study utilized a case study design. The case study focused on the management of DLM program at KEMU. A case study involves an intensive study of relatively small aspect of an identified population or phenomena. Case studies are of particular value when seeking help on a problem in which inter-relationships of a number of factors without considering their relationships with each other (Cooper and Schindler, 2000).

KEMU is an academic institution of higher leaning which offers DLM programs. The rationale for using the case study design to study the DLM program at KEMU is based on the uniqueness of KEMU as an institution and on the fact that DLM programs in Kenya are very few and relatively new. The case study approach allows the researcher to effectively analyze several factors that impact the DLM program at KEMU.

3.3 Population and Sampling Design
The population refers to the group to which the researcher would like the results of the study to be generalizable. It includes all individuals with certain specified characteristics. A sampling design refers to the method used to select the individuals (sample) from a population (Frankel and Wallen, 2000)

3.3.1 Population
The population of the study consisted of students enrolled in DLM program at KEMU. The DLM program is implemented in the following departments. These are departments
of Education and Counseling, Applied Biology, Agriculture, Business Administration and Theology. There were 403 students enrolled in the DLM program at the time of the study.

3.3.2 Sampling Design
The researcher used convenient sampling method. The DLM students were on campus revising for examination. Out of a total of 403 students enrolled in the program, the researcher administered a questionnaire to a group of 70 students who were willing to fill the questionnaire.

3.3.2.1 Sampling Frame
Cooper and Schinder (2000) define a sampling frame as a list of elements from which the sample is actually drawn and is closely related to the population. The sample frame was drawn from the students enrolled in the DLM program at KEMU at the time of study.

3.3.2.2 Sampling Technique
The sample was identified using a convenient sampling technique. A convenience sample refers to a sample that is easily accessible (Frankel and Wallen, 2000). The students were informed verbally and through a letter about the study and its relevance to the DLM program and asked to volunteer. Only the students who were willing to participate in the study were included. A total of 70 DLM students participated.
3.3.2.3 Sample Size

DLM students’ enrolment by Department and Provinces.

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Theology</th>
<th>Agriculture and Natural Resources</th>
<th>Education and Counseling</th>
<th>Business Administration</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>34</td>
<td>56</td>
</tr>
<tr>
<td>Central</td>
<td>6</td>
<td>24</td>
<td>13</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>Eastern</td>
<td>10</td>
<td>40</td>
<td>86</td>
<td>47</td>
<td>183</td>
</tr>
<tr>
<td>Western</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>3</td>
<td>19</td>
<td>6</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>Coast</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>Nyanza</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>N. Eastern</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other (e.g. Uganda)</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>111</td>
<td>124</td>
<td>140</td>
<td>403</td>
</tr>
</tbody>
</table>


3.4 Data Collection Procedure

Questionnaires were used to collect quantitative data. The questionnaire was developed by the researcher and revised several times based on the supervisor’s comments to ensure clarity and relevance. There were nineteen questions with most of them being closed and a few were open-ended. The questionnaire covered personal information, levels of satisfaction with the program, effectiveness of DLM materials, reasons for choosing DLM level the quality of DLM at KEMU. The questionnaire was pilot tested with 10 students in the DLM program. Data from the pilot study was included in the main study.

3.5 Research Procedures

A letter introducing the purpose of the study and copies of the questionnaires were given to individual students by the researcher. This took place in December 2003. After the distribution of the questionnaire, the researcher read through the instructions carefully explaining and clarifying some points to the students. This took about 15 minutes. The questionnaires were completed in about half an hour.
3.6 Data Analysis

Data analysis used quantitative method. The data from the questionnaires was tabulated to work out the frequency distributions; using the Statistical Package for Social Sciences (SPSS). The SPSS package for social sciences was used because of its usefulness in the analysis.

The data collected included both quantitative and qualitative data. The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS). The qualitative responses were analyzed through the identification of the common themes for each item. The responses to the questionnaires were coded for both closed and open-ended questions. The statistical package for social sciences (SPSS) was used because of its usefulness in the analysis.

The data analysis procedures were performed in order to secure information about the distribution of demographic characteristics ascertains the degree of relationship between major variables and obtain the significance of the relationships between the major variables.

Coding was done independently for every item. Frequency distributions were obtained for each item and cross tabulations were used to obtain the relationship between the independent variables (degree program) and the dependent variables i.e. assessment, considerations for DLM, role of academic advisor, course load, academic awards and recognition, practical requirements, age, examinations, administration and evaluation. Cross tabulations of the relationship between independent variables and dependent variables were obtained while controlling for the intervening variables of sex, age and general information.

3.7 Chapter Summary

The chapter covered the methods that were used to collect the information. The research study was descriptive in nature and a case study as the institution under study as Kenya
Methodist University in Meru. The population to be studied will constitute the students taking the distance-learning mode. Data collection method used a questionnaire. A pilot test was conducted to a few of the respondents that assisted the researcher to improve on the questionnaire. Data was analyzed by use of excel spreadsheets and presented in the form of tables.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results based on the research questions. The results of the study were obtained from the questionnaires administered to KEMU DLM students. The results and findings are summarized in form of frequency distribution tables.

The results are presented as follows: -

- Reasons for enrolling in the DLM program.
- Cost effectiveness of the program
- Challenges that DLM is facing at KEMU and the impact of the DLM on those taking it.

4.2 General Characteristics of the Sampled Respondents

Overall, it can be postulated that the DLM program handles a cumulative average of 400 DLM students per semester (excluding intersession) with an average of 70 new enrolments per semester.

4.2.1 Population

Table 1 presents the sample population of the study.

Table 1: Distribution of Population on Academic Profile

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration</td>
<td>34</td>
<td>48.6</td>
</tr>
<tr>
<td>Bachelor of Theology</td>
<td>28</td>
<td>40.0</td>
</tr>
<tr>
<td>Bachelor of Science in Agriculture</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 1 shows that many of those interviewed are those who are doing bachelor of business administration (48.6%), followed by theology (40%) and the bachelor of science in agriculture were (11.4%).
4.2.2 Academic Qualification

Table 2: Present Academic Qualification

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>CPA</td>
<td>38</td>
<td>54.3</td>
</tr>
<tr>
<td>A Level</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>O Level</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.3 Respondents’ Present Profession

Table 3 shows the respondents’ present profession.

Table 3: Present Profession

<table>
<thead>
<tr>
<th>Present Profession</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>30</td>
<td>42.8</td>
</tr>
<tr>
<td>Accountant</td>
<td>28</td>
<td>40.0</td>
</tr>
<tr>
<td>Teacher</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Human Resource Manager</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table clearly shows that the majority respondents were administrators (42.8%) followed by those who are accountants (40.0%), then teachers were (14.3%) and human resource managers were 2.9%, clearly showing that many of those who participated in answering the questionnaires were administrators.

4.2.4 Amount of Credit Transfers

Table 4 presents the number of credit transfer awarded to respondent.

Table 4: Credit Transfer

<table>
<thead>
<tr>
<th>Credit Transfer</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 50</td>
<td>46</td>
<td>65.7</td>
</tr>
<tr>
<td>50 - 100</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In finding out the credit transfer of the respondents, it was evident that majority of the respondents had between 10-50 transfer credit which counted for 65.7%, those between 50-100 credit transfer were 34.3% hence those who were many had credit transfer between 10-50.

4.2.5 Respondents' Present Employer

Table 5 below shows the respondent's employer

<table>
<thead>
<tr>
<th>Present Employer</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSC</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>NHIF</td>
<td>38</td>
<td>54.3</td>
</tr>
<tr>
<td>KEMU</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Ministry of Agriculture</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As to the present employer, many of the respondents were employed by the NHIF who were 54.3%, followed by those employed by teachers service commission who were 34.3%, those from KEMU were 8.6% and those from ministry of agriculture were 2.9% hence majority were from NHIF and TSC.

4.2.6 Respondents' Sources of Fees

Table 6 presents the respondents' sources of university fees

<table>
<thead>
<tr>
<th>Methods of Raising Fees</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harambee Contributions</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>Donations</td>
<td>14</td>
<td>20.0</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Loans</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>Church Organizations</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
As to the issue of raising fees, loans and harambees were the majority as each had 34.3% respectively, then followed by donation, which were 20.0%, and sponsorship and church organization had each 5.7%. Therefore majority of those interviewed were getting their fees from loans and harambees.

In critically evaluating your distance learning is bachelor of Theology meeting the opportunities and challenges of the contemporary world.

4.2.7 Course Evaluation

Table 7 shows the respondents’ evaluation of distance learning program in their own major course of study.

Table 7: Critically Evaluate your DLM program, is Bachelor of Theology meeting the opportunities and challenges of the contemporary world?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>77.1</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As those doing theology 77.1 percent said it is meeting the opportunities and challenges of the contemporary world. Only 22.9% said it was not helping them.

Table 8 shows the respondents' evaluation of B.Sc. or BA program in preparation for the world of work.

Table 8: Do your studies (Bsc. BA) prepare you to serve in the broad field of business?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64</td>
<td>91.4</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>
On whether business administration has prepared the respondent to serve in the broad field of business, 91.4% said that Yes it did prepare them while 8.6% of the respondents denied the statement.

Table 9 presents the respondents' perception of their training in the program.

**Table 9: Are you convinced that your studies are giving you training as a practical agriculturalist in production, processing, marketing, education, advisory research and consulting services?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>66</td>
<td>94.3</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On whether the studies of the respondent being an agriculturalist prepare him well?, 94.3% said Yes while 5.7% denied the statement.

Table 10 presents respondents' projected training satisfaction.

**Table 10: Do you think that through your studies (Bachelor of Science in Applied Biology) as a trained scientist who would facilitate in developing science culture in Kenyan society and make you prepared as a graduate to take up opportunities in biology?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On whether Biology has helped the respondents, 85.7% were on affirmative while 14.3% denied the statement.

Table 11 shows respondents' perceived benefits if their program.
Table 11: Do you think that your studies (Bachelor of Science in Mathematics and Computer Science) are preparing you to be a graduate who will be able to solve mathematically based problems in science and technology and business?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether Mathematics has prepared the respondent properly, an overwhelming majority 85.7% agreed while 14.3% disagreed.

Table 12 show respondent’s perceived benefits of their program in adaptable changing global environment.

Table 12: Is your Distance learning mode program of studies address new challenges, adaptable to the changing global environment and satisfy the standards demands of our Kenyan society for a long time and flexible to accommodate new changes in short periods?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether DLM address new challenges, adaptable to the changing business environment and satisfies the standards demands of our Kenyan Society, 80% said Yes whole 20% said No meaning that DLM fills the gap of the problems experienced by those who would want to study away from the university.

Table 13: Shows benefits of DLM program is current employment.
Table 13: Does your DLM program help you to take advantage of emerging opportunities in your working life environment? Does it continue to satisfy your own initial interest and aspirations, receive assignments and reading materials on time, is the library okay?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether the DLM take advantage of emerging opportunities, 80% said Yes while 20% disagreed.

Table 14: What is the basic consideration that justifies the needs of DLM?

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessity in the Kenyan Society</td>
<td>62</td>
<td>88.6</td>
</tr>
<tr>
<td>Who the client or target consumer is</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether there is a basic consideration that justifies the needs of DLM, 88.6% said that it is a necessity in the Kenyan society while 11.4% said that it is because it depends on who the client or target consumer 11.4%.

Table 15 addresses the issue of marketability and demand for DLM program.

Table 15: Marketability and demand for DLM

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the needs of the society</td>
<td>48</td>
<td>68.6</td>
</tr>
<tr>
<td>Need for people to like it</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>Competitiveness with other existing programs</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the marketability and demand for DLM 68.6% said that it is meeting the needs of the society, 25.7% said that it is the need for people to like it, while 5.7% said it was competitiveness with other existing programs.
Table 16 presents the findings on the respondents’ views on the sustainability of DLM.

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected demand in the foreseeable future</td>
<td>54</td>
<td>77.1</td>
</tr>
<tr>
<td>Scope of its catchment area</td>
<td>16</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With regard to sustainability of DLM, 77.1% expected demand in the foreseeable future, while 22.9% scope if its catchment area.

Table 17 addresses the issue of respondents’ perception of KEMU’s competitiveness.

<table>
<thead>
<tr>
<th>Competitiveness</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEMU’s comparative advantage for the DLM</td>
<td>44</td>
<td>62.9</td>
</tr>
<tr>
<td>Potential for students to choose KEMU and not elsewhere</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above clearly shows that competitiveness of KEMU is self explanatory, 62.9% said that KEMU has comparative advantage for the DLM, while 37.1% said that KEMU has potential for students to choose it and not elsewhere.

Table 18: The DLM requirements and demands

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and magnitude of direct and indirect costs</td>
<td>60</td>
<td>85.7</td>
</tr>
<tr>
<td>Expected source of the required additional resources</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>Space and other facilities: classrooms, laboratories, fields</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the DLM requirements and demands, 85.7% said it depends on the nature and magnitude of direct and indirect costs, 11.4% said it depends on expected source of the required additional resources and 2.9% said it depends on space and other facilities.
Table 19 presents sources of information about the university.

Table 19: How did you get information to attend the university?

<table>
<thead>
<tr>
<th>Getting DLM information</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through family or relative</td>
<td>32</td>
<td>45.7</td>
</tr>
<tr>
<td>Peers or friends</td>
<td>18</td>
<td>25.7</td>
</tr>
<tr>
<td>Read in the local papers</td>
<td>2</td>
<td>25.7</td>
</tr>
<tr>
<td>An alumni</td>
<td>18</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On how the respondents got information to attend the university 45.7% said that they got it through family or relative, 25.7% said they got through local papers and peers or friends respectively and 2.9% from alumni.

Table 20 presents knowledge of academic advisor/tutor and his assistance

Table 20: Do you know your academic advisor/tutor and does he keep track of your performance and then take time to advise you?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>77.1</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether the respondent knows his/her academic advisors and whether they keep track of the respondents' performance and then take time to advise them, 77.1% said Yes while 22.9 said No.

Table 21 captures the respondents' rating of learning materials received from KEMU.
Table 21: Rate the learning materials you receive from KEMU

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Good</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the rating of learning materials the respondents receive from KEMU, 60% of the respondents said it is excellent, 40% said it is good. How the materials are rated excellent.

On the course that as helped the respondents broaden the scope of general university education offered at KEMU, 60% said that language and communication has helped them, while 40% said materials are good.

Table 22 provides data on course loading and chances to continue in program.

Table 22: Course Loading

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>57.1</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table 57.1% of the respondents agree that DLM program allows one to move at his/her pace, 42.9% disagree with the statement.

Table 23 presents respondents’ views on the minimum credits per semester.

Table 23: Minimum Credits per semester

<table>
<thead>
<tr>
<th>Credits</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-15 credits per semester</td>
<td>38</td>
<td>54.3</td>
</tr>
<tr>
<td>More credits per semester</td>
<td>32</td>
<td>45.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority said that they take 9-15 credits that is what is allowed.
Supervision of practical sessions was another area investigated. The findings are presented on table 24.

Table 24: Supervised Practical

<table>
<thead>
<tr>
<th>No. of supervised practicals</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Three</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>Four</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Six</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 24 shows that 60% of respondents are supervised at least once during practicals while 34.3% report at least three times during the same period.

Table 25 presents the frequency of independent research/projects undertaken by the respondents.

Table 25: Independent Research/Projects

<table>
<thead>
<tr>
<th>Research</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>48.6</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>51.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of those interviewed said they have not carried out any independent study, while 48.6% said that YES they have done it meaning that the university should ensure that the respondents carry more research.

Seminars and paper presentation form part of the student’s educational experiences. Tables 26 and 27 present the frequency of respondents’ seminar attendance.
Table 26: University Seminars Attended

<table>
<thead>
<tr>
<th>Seminars</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>54</td>
<td>77.1%</td>
</tr>
<tr>
<td>Two</td>
<td>16</td>
<td>22.9%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

It is evident that most students have only attended one seminar as this represents 77.1%.

Two seminars were very few, as they only comprised 16%.

Table 27: How many papers have you presented?

<table>
<thead>
<tr>
<th>Papers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>40</td>
<td>57.1%</td>
</tr>
<tr>
<td>Two</td>
<td>30</td>
<td>42.9%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

It is evident that majority of the students have presented one paper as they comprised 57.1% and those who have presented two or more were 42.9%.

The efficiency of the DLM program is related to some extent on the accessibility of learning materials.

Table 28 and 29 presents findings on the respondents work location and the frequency of contact with members of the university community.

Table 28: Where is your work located?

<table>
<thead>
<tr>
<th>Work District</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near an urban centre</td>
<td>52</td>
<td>74.3%</td>
</tr>
<tr>
<td>Far from an urban center</td>
<td>18</td>
<td>25.7%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Most of those interviewed said that they are near an urban center as 74.3% of them supported it, while 25.7% said that they are far from the urban center.
Table 29 tabulates the respondents’ contact on campus.

Table 29: Contact with university staff and students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>71.4</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most of the respondents agreed that they have maintained contacts with university staff, as 71.4% supported while 28.6% said NO.

Table 30 shows respondents’ opinion in KEMU testing of materials.

Table 30: Respondents’ opinion on examination testing at KEMU

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether KEMU examination tests what the respondents have been taught 80% said Yes while 20% said NO indicating that the university tests what the lecturers have taught.

Table 31 further presents respondents’ observation on exam irregularities.

Table 31: Exam Irregularities

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>65.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether the respondents have witnessed any form of examination irregularities, 65.7% said No while 34.3 said Yes meaning that examination cheating is not rampant at the university.
Table 32 presents respondents’ response on code of honour.

Table 32: Adherence to Code of Honour

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>48.6</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>51.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From above table it is clear that students at KEMU do not adhere at all times to code of honour as 51.45% disagreed and 48.6% agreed.

Table 33 indicates respondents’ exhibition of integrity.

Table 33: Objective thinking exhibited by KEMU students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>62.9</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether KEMU students exhibit objective thinking, 62.9% said Yes while 37.1% said No, therefore majority of the students exhibit objective thinking at KEMU.

The table 34 presents self-determination to learn.

Table 34: Willingness to learn and determination to achieve exhibited by KEMU students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>68.6</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the willingness and determination to learn by KEMU students, 68.6% said YES while 31.4% said NO.

39
Table 35 provides respondents' stewardship to promote service to the community.

Table 35: Stewardship to promote service to the community exhibited by KEMU students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>62.9</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On stewardship to promote service to the community exhibited by KEMU students, 62.9% said YES while 37.1% said No hence most of them had stewardship to promote service to the community. Community service forms part of the respondents' learning experience.

Table 36 shows level of services offered by DLM program.

Table 36: Level of services offered by the DLM program

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>Good</td>
<td>24</td>
<td>48.6</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Needs Attention</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On level of services offered by DLM program at KEMU, 48.6% said it is good, while 37.1% said it is very good, 8.6% said it is satisfactory 5.7% said it needs attention hence the level of services by the DLM program is Good.

Table 37 shows how much hours are spend on studying.
Table 37: Time spent each day studying

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than two hours</td>
<td>44</td>
<td>54.3</td>
</tr>
<tr>
<td>One to two hours</td>
<td>26</td>
<td>45.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On the time spent each day studying, 54.3% said they study more than two hours, while 45.7% study one to two hours a day hence most of the respondents study more than two hours. This finding has close relationship with grades respondent is likely to get.

Respective Degree Program *Does your DLM Program help you take advantage of emerging opportunities in your working life environment, does it continue to satisfy your own initial interests and aspirations, receive assignments and reading materials on time is the library okay? Crosstabulation

Table 38: Program Satisfaction

<table>
<thead>
<tr>
<th>Respective Degree Program</th>
<th>Does your DLM Program help you to take advantage of emerging opportunities in your working life environment, does it continue to satisfy your own initial interests and aspirations, receive assignments and reading materials on time is the library okay?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Theology</td>
<td>22</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>26</td>
</tr>
<tr>
<td>Bachelor of Science in Agriculture (Business &amp; External Studies)</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
</tr>
</tbody>
</table>

The majority (56) of the respondents agreed that the DLM program assisted them to take advantage of emerging opportunities in their working life environment. According to the majority (26) of the respondents pursuing a bachelor of business administration degree, the DLM programme helped them take advantage of the opportunities in their working
life environment. It further facilitated them to take advantage of their own interests and aspirations. Eight respondents pursuing a Bachelor of Science degree in agriculture mentioned that the DLM program facilitated them to take advantage of the opportunities in their working environment.

Q. 6 In course loading do you think that your DLM program allows you to move at your own pace? *Q5. A course unit which has helped you to broaden your scope of general university education offered at KEMU Crosstabulation.

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Q.5 A course unit which has helped you to broaden your scope of general university education offered at KEMU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language and Communication</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Q. 6 In course loading do you think you DLM program allows you to move at your own pace? Yes: 23     No: 47

On the issue of course loading with DLM program allowing the respondents to move at their own pace, those pursuing language and communication those who agreed were 12 while 16 rejected it. Those pursuing humanities; those who agreed were 14 while 16 rejected it, those pursuing Psychology; those who agreed were 1 while 1 rejected it.

Table 40 shows competitiveness of DLM program at KEMU.
DLM program at KEMU attracted you because *Competitiveness of KEMU.

Table 40: Competitiveness of KEMU DLM program

<table>
<thead>
<tr>
<th>DLM program at KEMU attracted you because</th>
<th>Competitiveness of KEMU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KEMU's comparative advantage for the DLM</td>
<td>Potential for students to choose KEMU and not elsewhere</td>
</tr>
<tr>
<td>It allows you to do your academic work while you are on your job?</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>It is convenient because it is near home</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

On whether DLM program at KEMU attracted the respondent because of comparative advantage, 26 said it allows one to do their academic work while one in their office or home, while 16 said it is convenient because it is near home.

On whether DLM program at KEMU attracted the respondent because of potential for students to choose KEMU and not elsewhere, 16 said it allows one to do their academic work while one in their office or home, while none it is convenient because it is near home.

Table 41 presents information on the respondents’ present profession.

Table 41: Present Profession

<table>
<thead>
<tr>
<th>State your present Profession</th>
<th>Age 20-30</th>
<th>31-36</th>
<th>37-42</th>
<th>43 and above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>8</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>Accountant</td>
<td>30</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Human Resource Manager</td>
<td>30</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>21</strong></td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

43
On the cross tabulation on the present profession and age, those administrators of ages 20-30 were 11, 31-36 were 3, 37-42 were 5 those accountants of ages 20-30 were 12, 31-36 were 1, 37-42 was 1 those teachers of ages 20-30 were 33, 31-36 was none, 37-42 was 1 human resource managers of ages 20-30 were 0, 31-36 were 0, 37-42 was 1.

### Table 42: Method of Raising Fees

<table>
<thead>
<tr>
<th>What is the basic consideration that justifies the needs for DLM</th>
<th>Necessity in the Kenyan Society</th>
<th>Who the client or target us</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harambee Contributions</td>
<td>Donation</td>
<td>Sponsorship</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

The crosstabs of what is the basic consideration that justifies the needs of DLM and method of raising fees, for those who said that it is the necessity in the Kenyan society Harambee contribution were 22, donations 8 sponsorship 5 loans 11 church organizations for those who said that it depends on who the client or target consumer Harambee contribution were 2, donations 1 sponsorship 1 loans 0 church organizations.

### Table 43: Academic qualification and present employment

<table>
<thead>
<tr>
<th>State your present academic qualifications</th>
<th>Your Present Employer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TSC</td>
<td>NHIF</td>
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<tr>
<td>Diploma</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>CPA</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>A Level</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>O Level</td>
<td>43</td>
<td>16</td>
</tr>
</tbody>
</table>

The above table shows that 61.4% of the respondents were employed by TSC. The rest of the subjects (38.6%) were employed by other employers.
4.3 Chapter Summary

In this chapter the findings of the study based on the research questions were presented. The research findings indicated that there were two main reasons for enrolling in the DLM program; namely it was cost effective and also convenient to individual. The individual felt that the program benefited them because there were jobs immediately after completion. Challenges that the DLM unit faces will always place a considerable burden on the level of effectiveness and efficiency in service delivery.

The unit is highly dependent on the goodwill of both the university administration and the academic faculty members to facilitate the smooth operation of DLM services without which it is rendered helpless in meeting its establishment objectives. However, 48.6% of the participants said the services offered by the DLM program was good and 37.1% said the services were very good.

The majority (67%) of the respondents said DLM program help them to take advantage of emerging opportunities in their work places.

The respondents (42%) favoured the program compared with others. More than half said KEMU’s program has advantage over others. The majority (37) of the respondents pursuing a bachelor of theology agreed that the DLM program assisted to take advantage of emerging opportunities in their working life environment.

The majority (51.4%) of the respondents have never carried out any independent study while 48.6% said “YES” they have done it.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a discussion of the findings of the study, the conclusions derived from the findings and recommendations for improvement and further research.

5.2 Summary

The purpose of the study was to investigate the management of Distance Learning Mode program (DLM) at Kenya Methodist University (KEMU).

The study was guided by four research questions:

(i) Why do students enroll in the DLM program?
(ii) Is the DLM program cost effective?
(iii) What is the impact of the DLM on those students undertaking it?
(iv) What are the challenges that DLM is facing at KEMU?

The research study used was descriptive in nature and a case study as the institution under study as Kenya Methodist University in Meru. A pilot test was conducted to a few of the respondents that assisted the researcher to improve on the questionnaire. Data was analyzed by use of Excel spreadsheets and presented in the form of tables.

The study indicates DLM program at KEMU attracted students because it allows them to do their academic work while they are on their job and also some respondents indicated that the institution is near their homes.

5.2.1 Summary of the Research Methodology

The research was descriptive in nature where the researcher administered a questionnaire to a convenient sample to KEMU, DLM students. The subjects were on campus preparing for end of semester examinations. The sample of 70 respondents was used. The total population of DLM students was 403 DLM students. The convenient sampling
technique was used to select the sample. Data was analyzed using descriptive statistics and presented in frequency distribution tables.

5.2.2 Major Research Findings

The major findings of the study (guided by the research questions) indicated that students enrolled in the DLM program because they perceived that their studies are preparing them (85.7%) for the future. The subjects also said they enroll in DLM because their studies address new challenges (80%) adaptable to the changing global environment and satisfy the standards demands of the society. In addition, the program is flexible to accommodate new changes in short periods. The subjects also indicated that DLM program helped them take advantage of emerging opportunities (80%) in their working life environment and satisfied the aspirations.

In the marketability and demand for DLM 68.6% said that it was meeting their needs of the society. KEMU's DLM program has comparative advantage (63%) compared with others. On the DLM requirements and demands, 85.7% said it depends on the nature and magnitude of direct and indirect costs. The efficiency of the DLM program is related to some extent on the accessibility of learning materials.

The study revealed that after DLM introduction there was positive change in terms of acceptance (as indicated by the raising number of students) of the program at KEMU. Further, the study revealed that after the university started DLM program, the current image of the university improved thus attracting more students.

In meeting challenges, some of the suggested solutions and strategies for the way forward included:

The need for all students to receive their materials at the centre upon registration so as to reduce postage costs. The need to facilitate the computerization of the unit so as to quicken service delivery was also identified. The need to facilitate DLM notes externally so as to complement the capacity within Departments.
5.3 Discussion

This section gives a discussion based on the research questions as follows:

- Reasons given for enrolling in the DLM program,
- Cost effectiveness of DLM is facing at KEMU and
- Impact of the DLM on those students taking it.

5.3.1

Table 17 shows that KEMU has comparative advantage for the DLM (62.9%) program. The respondents (80%) mentioned that the DLM take advantage of emerging opportunities. In addition 68.6% said that the DLM program addresses the issue of marketability and thus demand for it. Schlosser and Aderson (1994) noted that DLM program showed a high degree of fiscal accountability. Candy et al (1994) stressed that DLM learner is highly organized in learning and has high academic aspirations.

5.3.2 DLM Cost Effectiveness

The respondents considered to enroll in the program because the nature and magnitude of direct and indirect costs (85.7%) were cost effective. The respondents (60%) received learning materials at no extra cost. Powar (2000) stressed that no university in the United Kingdom (UK) can possibly find the investment required to produce and maintain high quality courseware in all disciplines and combinations of disciplines. The DLM cost at KEMU is currently affordable but may not last before tuition is increased to meet the cost of production of materials.

5.3.3 Challenges that DLM is Facing at KEMU

Moore (1989) cites three challenges or concerns in contracting distance learning program. These were: use of unfamiliar technologies as the primary media of communication for teaching, requirements of special trained teachers in various functions of teaching e.g. course designer, and distance education require planning, development, production and distribution on a large scale than is familiar to most teachers.
KEMU program seems to have overcome these problems and concerns mentioned by Moore. Table 12 shows that 80% of the respondents are satisfied with the way the program is organized and practiced. The respondents mentioned that DLM addresses new challenges adaptable to the changing business environment and satisfies the standards demands of Kenyan society.

5.3.4 Impact of the DLM on those Students taking it

On whether business administration has prepared the respondent to serve in the broad field of business, 91.4% said that “YES” it did prepare them. The respondents seem to like the program and they are convinced that their studies are giving them practical training and skills useful for their work. Table 9 shows 94.3% are well prepared in practical skills. Distance learning is attractive to the working (employed) person because of its flexibility in terms of time and place. A distance education program has an impact on the individual (Sigh and Sudarshan, 1996).

5.4 Conclusion

The purpose of the study was to investigate the management of Distance Learning Mode program at KEMU.

The following were the conclusions made based on the findings and discussions:

The study revealed that students enrolled in DLM program because of its flexibility and cost-effective. The students population increase due to the introduction of the DLM program is notable (Appendix 3).

A general conclusion from the analysis that was done on the KEMU’s performance showed that it was possible to plan effectively after DLM was restuctured as compared to how it was before. This is witnessed in the smooth patterns of the trends from the figures on enrolment. Profits increased and earnings of the university have also increased. Therefore, the general effects of DLM could be said to be in favour of KEMU’s
performance. However there are other factors that proved to be a problem and hence reduced the overall positive effects of the DLM program. They included delay of learning material, unprepared lectures, lack of practical experience and unclear examination calendar. Further study revealed that after the university started DLM, the current image of the university improved thus attracting more students. This may also be attributed to new courses introduced by the university and convenience in the studying time.

The study revealed that generally majority of the students were satisfied with services offered by the DLM program (94.3%) since the current students are satisfied, this may explain reason for increase in enrolment.

The use of appropriate technology (e.g. computer aided services) should be introduced at all universities to enable easy communication and since skills on use of computer aided services are nowadays required at work places.

General observation shows that accommodation for DLM students needs to be improved since most are parents, teachers and other professionals from various institutions and are able to pay for the services.

5.5 Recommendations
The following recommendations were made based on the findings and conclusions of the study.

5.5.1 Reasons for Enrolment in the DLM Program
The University should invest in the development of the learner-centered materials. The students will find the material easy to follow, thus attract more learners and improve learning. This is also cost effective because they are produced locally.

5.5.2 Cost Effectiveness
The DLM program involves the delivery of learning materials to students at a distance. The cost of enrolling in the program is less than the cost of the traditional program.
However, given the need for good quality materials, the university needs to invest in more comprehensive, more readily available and more accessible learning materials in order to decrease the cost burden that the students face in looking for supplementary materials.

5.5.3 Challenges that DLM is Facing

KEMU should set up learning centers to be used to meet the students near their home areas. This will improve supervisions of students’ academic work.

5.5.4 Impact of the DLM on Those Students Taking it.

The University needs to monitor the job market in order to improve the curriculum. Students should be shown ways of conducting library or internet search for new material. This will improve their quality of academic work and promote independent research.

5.5.5 Recommendation for Further Research

Given the level of investment required to develop a distance education program, there is a considerable need for adequate market research to identify potential levels of demand. It is not always easy to do this prior to the launch of a program. In any case, the existence of a need does not necessarily mean that distance education is the best means of satisfying it. For example, distance education is not a good vehicle for teaching manipulative skills (Holmberg, 1981:14).

There are a number of ways in which the quality of a distance education program can be judged. One way is look at the quality of the materials. Routine feedback can obtain a great deal of information on, for example, the amount of time that students spend on elements of the course, on whether or not they are on schedule or behind schedule on paced courses and on what they felt about the material.
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Note: Michael G. Moore’s foundational paper, *Towards a theory of independent learning and teaching*. Journal of Higher Education 44: 661-679 (1973) is an excellent online resource that preceded the literature reviewed in this paper.

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Dear Student,

As part of our ongoing commitment to improve services and quality at KEMU, we are conducting a survey to measure your satisfaction. I would therefore like to enlist your help in identifying those areas where we fully meet your needs and those where you would like to see improvement.

We attach the utmost importance to this exercise since it is your feedback which will enable us to continually improve our services/programmes or courses in order to meet your needs. Your responses will be treated in total confidence and will receive only an overall summary of the results of the survey.

This as a very important step in our aim of continually improving the level of services we provide to our students (customers) and we would like to thank you in advance for helping us with your feedback.

Yours sincerely,
Prof. P.K Rono
Kenya Methodist University
Evaluation of Distance Learning Mode of Study

QUESTIONNAIRE

Kindly read through this questionnaire very carefully. Then critically, honestly and accurately evaluate your University's Distance Learning Mode of Study by answering each question that applies to your own areas of study. Your critical, honest and accurate answers will assist KEMU to plan better to achieve the following broad objectives:

1) To achieve quality training and research
2) To produce effective graduates; and
3) To provide service to our Kenyan Community, through Distance learning programmes.

PLEASE BE CRITICAL, HONEST AND SINCERE SO THAT YOUR RESPONSES CAN BE USEFUL FOR THE PURPOSE OF THIS INSTRUMENT.

PART ONE: PERSONAL INFORMATION (please do not write your name)

1. Put a tick against your respective Academic Programme
   a) Bachelor of Theology
   b) Bachelor of Business Administration
   c) Bachelor of Science in Agriculture (Business, Education & Extension)
   d) Bachelor of Science in Applied Biology
   e) Bachelor of Science in Mathematics and Computer Science
   f) Other: Diploma

Certificate
Special Certificate Course

2. State your present academic qualifications

3. State your present profession

4) State your credit transfer, if any:
   a) number of credit transfers
   b) areas of credit transfer
      (i)
      (ii)
      (iii)
      (iv)

5) Your admission into KEMU
   i) Year of your Admission
   ii) Your entry requirement: C+, C, C-
   iii) Your initial registration
       (1) New Registration
(2) Deferred Registration
(3) Provisional registration
(4) Transferred:
   (a) from another university
   (b) number of your credit transfer
   (c) to upgrade your academic qualification
   (d) wishing to obtain a second degree

6) Your career or occupation

7) Your present employer

8) Method of raising fees: through:
   a) Harambee contributions
   b) Donations
   c) Sponsorship
   d) Loans(s)
   e) Employer pays
   f) Church organization
   g) Other (specify)

9) If you meet your university fees either through donations, sponsorship, your employer or a church organization, please state their names:
   (a) ..................................................
   (b) ..................................................
   (c) ..................................................
   (d) ..................................................

PART TWO: EVALUATION OF YOUR DISTANCE LEARNING MODE OF STUDY

Please put a TICK against what you consider to be your critical, honest and accurate assessment of your DLM programme. Read through each part carefully not only to ensure that you understand what you are required to give, but also to provide you with a clear insight for your critical, honest, sincere and accurate response.

1. Your Degree/Programme: Critically, honestly and accurately evaluate your study field/your areas of specialization. Indicate the degree and your major areas of study.

   (a) Bachelor of Theology
      (i) African Religious studies
      (ii) Applied Theology
      (iii) Do your Theology studies
            - meet the opportunities and challenges of the contemporary world? Yes ______ No ______
            - Focus on imparting sound theological knowledge? Yes ______ No ______
Focus on practical pastoral competence? Yes ———— No ————
Focus on their application in the changing environment both in your church and the world? Yes ———— No ————

(iv) Why have you chosen to study Theology:
   a) for your spiritual nourishment
   b) to secure your position in employment?
   c) To satisfy both aspirations?

(v) How likely is your church going to gain from your current studies:
   - Little gain?
   - Much gain?

(vi) Do your current studies challenge you to desire further professional development?

(b) Bachelor of Business Administration

(i) Accounting and Finance

(ii) Entrepreneurship

(iii) Human Resource Management

(iv) Management Information Science

(v) Marketing

(vi) Do your studies prepare you to serve in the broad field of business:
   - as a creative employee
   - as an entrepreneur
   - both as a creative employee and an entrepreneur

(vii) Why did you decide to enroll for this course:
   - to enhance your position at work?
   - To improve your chances of promotion?
   - To improve your working knowledge?
   - To satisfy all the above aspirations?

(viii) Do you think that your course is preparing you as a Business Consultant in your area of specialization? Yes ———— No ————

(ix) Given your career/occupation background, do you feel that many more of your working counterparts need to enroll at KEMU for this course? Yes ———— No ————

(x) What makes you feel that you took a wise and right decision to enroll at KEMU for this course:
   - challenges arising from the course work
   - new knowledge being gained
   - new approaches in the application of the knowledge you are now acquiring
   - all the above reasons?
c) Bachelor of Science in Agriculture (Business, education and Extension)

i) Agricultural Business

ii) Agricultural Production

iii) Agricultural education and extension

iv) Are you convinced that your studies are giving you:
   (a) training as a practical agriculturalist in production Yes No
   (b) training as a practical agriculturalist in processing Yes No
   (c) training as a practical agriculturalist in marketing Yes No
   (d) training as a practical agriculturalist in education extension Yes No
   (e) training as a practical agriculturalist in advisory, research and consulting services Yes No

v) Do your studies emphasize appropriate use of human, economic and natural resources?
   - In enhancing agricultural productivity Yes No
   - In the development of agricultural based businesses Yes No
   - In the agricultural extension Yes No
   - In the agricultural education Yes No

---

d) Bachelor of Education and Counselling

(i) Christian Education

(ii) Counselling

(iii) Teacher Education

(iv) Are you sure that your studies are:
   - preparing you as a professional educator capable of influencing other individuals in our changing society? Yes No
   - Training you as an educator particularly for educational and church institutions? Yes/No
   - Training you in specialized skills as an educator particularly for educational and church institutions Yes No
   - Training you as a counselor particularly for education and church institutions Yes/No

(v) Have you ever been assessed in teaching practice since you joined KEMU? Yes No

(vi) In which educational, church or institution have you been assessed in your teaching practice?
   - while teaching in a teachers training college
   - while practicing in a secondary school
   - while practicing in a Sunday school

(vii) Does your course at KEMU incorporate rigorous training in teaching methods? Yes No

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e) Bachelor of Science in Applied Biology

ii) Applied Zoology

iii) Economic Biology

iv) Microbiology
v) Do you think that through your studies you are being trained as a scientist who would facilitate in developing science culture in the Kenyan society? Yes ------- No -------
- Prepared as a graduate who would take up opportunities in the various biological fields:
  - In plants protection Yes ------- No -------
  - In wild services Yes ------- No -------
  - In the fisheries Yes ------- No -------
  - In marine biology Yes ------- No -------
  - In parasitology Yes ------- No -------

(f) Bachelor of Science in Mathematics and Computer Science
  h) Applied Mathematics
  ii) Computer Science
  iii) Pure Mathematics
  iv) Do you think that your studies are preparing you to be a graduate who will be able to
  - solve mathematically based problems in science and technology? Yes ------- No -------
  - solve mathematically based problems in business? Yes ------- No -------
  v) Do your studies help you to acquire
  - skills in computer science Yes ------- No -------
  - skills in applied mathematics Yes ------- No -------
  - skills in pure mathematics Yes ------- No -------

iv) Are you convinced that your studies are preparing you as a graduate to work in a computerized mathematical environment? Yes ------- No -------
Do you think that you shall really qualify to justifiably call yourself either a mathematician or a Computer Scientist?
Yes ------- No -------

2. GENERAL ASSESSMENT OF YOUR DLM PROGRAMME
a) Is your programme of studies capable of addressing new challenges? Yes ------- No -------
b) Is your programme of studies adaptable to the changing global environment? Yes ------- No -------
c) Do you think that your DLM studies satisfy the standard demands of our Kenyan society over a wide time frame?
Yes ------- No -------
d) Are your DLM studies flexible enough to accommodate the needs of a dynamic world over short periods? Yes/No

e) Does your DLM programme help you to take advantage of emerging opportunities in your working life environment?
Yes ------- No -------
f) Does your DLM programme continue to satisfy your own initial interests and aspirations? Yes ------- No -------
g) Do you receive materials/reading and exercises/assignment on time? Yes ------- No -------
h) Do you find the Library adequate to meet your reading and borrowing needs? Yes ------- No -------
i) Do you find your reading material easily in the Library? Yes ------- No -------
3. BASIC CONSIDERATIONS FOR DISTANCE LEARNING MODE OF STUDY

Indicate with a TICK against each basic consideration which you critically, honestly and accurately think that justifies, features prominent and applies to your specific area of study.

(a) The Need for DLM
- Necessity in the Kenyan society
- Who the client or target consumer is
- Expected benefits
- Value to the university

(b) Marketability and demand for DLM
- Meeting the needs of the society
- Need for people to like it
- Uniqueness or special features
- Potential for attracting the best students
- Competitiveness with other existing programmes

(c) Sustainability of DLM
- Expected demand in the foreseeable future
- Scope of its catchment area
- Capacity to evolve with the times

(d) Competitiveness of KEMU
- KEMU’s comparative advantage for the DLM
- Potential for students to choose KEMU and not elsewhere
- Potential for KEMU to attract the best professors

(e) The DLM Requirements and demands
- Nature and magnitude of direct and indirect costs
- Expected source of the required additional resources
- Equipment: availability or improvisation
- Personnel: availability of the teaching staff
- Space and other facilities: classrooms, laboratories, fields, etc

(f) Complementarity with the other existing programmes
- Competition for resources
- Synergism with other existing programmes
- Influence on efficiency in resource utilization
- Timing of the DLM with respect to other KEMU developments
(g) DLM Programme at KEMU attracted you because
- It allows you to do your academic work while you are on your job ........................................
- It is convenient because it is near home.................................................................
- It is cheap or affordable ......................................................................................
- Because of credit transfer...................................................................................
- None of the above. State ....................................................................................

(h) How did you get information to attend the University?
- through family or relative(s) ...........................................................................
- peers or friends ..............................................................................................
- read in the local papers ....................................................................................
- watched television or listened to radio ..............................................................
- through interview at exhibition ...........................................................................
- through career councilor ...................................................................................
- an alumni told you ...........................................................................................
- other means (specify) .......................................................................................  
  
4. YOUR ACADEMIC ADVISOR/TUTOR
   (a) Do you know your Academic Advisors/tutor? Yes/No
   (b) State the number of times you have met him/her during the last semester (insert the appropriate number – nil, 1, 2, 3, 4, 5, more)
   d) Does he/she keep track of your performance and then take time to advise you Yes... No....
   e) How many tutorial sessions have you attended since you joined KEMU
      (None, 1, 2, 3, 4, 5, more? – insert the appropriate number)
   f) Do you receive learning materials in good time? Yes........ No ....................
   g) Do you receive marked scripts directly from the lecturer? Yes........ No ..............
   h) Does he/she take time to discuss your answers personally with you
   i) Do you get personal direct guidance from the lecturer in order to clarify where you have gone wrong? Yes........../No ..............
   j) Rate the learning materials you receive from KEMU (Excellent, Good, Fair, Poor – give one answer)

5. YOUR PROGRAMME STUDY:
Listed below find course units offered at KEMU. State critically, honestly and accurately at least one course unit which has helped you to broaden your scope of general university education and which has provided you with a foundation for further professional development:
   a) Language and communication
   b) Humanities
   c) Christian religious studies
   d) Business and Economics
   e) Mathematical sciences
f) Computer sciences

g) Natural sciences

h) Psychology

i) Sociology

6. COURSE LOADING

a) Do you think that your DLM programme allows you to move at your own pace? Yes…… No……

b) What are your credits per semester load that you consider a minimum for you to complete your DLM programme within the allowed period?

- 9-15 credits per semester
- More credits per semester
- Fewer credits per semester
- 5-8 credits during intersession
- More credits during intersession
- Fewer credits during intersession

7. PRACTICAL REQUIREMENTS:

How many supervised practicals have you carried out at sites approved by the university?

None, 1, 3, 4, 5, More – (insert the appropriate response)

8. INDEPENDENT STUDY

a) Have you carried out an independent study/Research Project in a special area of interest to satisfy the requirements for any course credits?

b) If “Yes” state area of study and the title

c) If “No” state the reason why

9. YOUR ATTENDANCE OF SEMINARS

(a) How many university seminars have you attended during the last semester

None, 1, 2, 3, 4, 5, More (insert appropriate response)

(b) How many university paper presentations have you attended during the last semester?

None, 1, 2, 3, 4, 5 More

(c) State at least other three scholarly activities in which you have participated in or outside the university while a student at KEMU

10. INTERNSHIP/FIELD ATTACHMENT/PRACTICAL EXPERIENCE:

State the Organization, Private Business, Industry or Public Agency with which you have had practical work experience since you joined KEMU

(a)

(b)

(c)
11. AWARDS AND RECOGNITION
Tick against any of the three awards listed below which you have received
a) Vice Chancellors list of Honour
b) Vices Chancellor’s commendation
c) Dean’s commendation

12. YOUR WORK DISTRICT
- Near town
- Far from town

13. UNIVERSITY CULTURE
Do you think that you have personally maintained as much contact as possible without university staff and other students in order to get adequate exposure to develop university culture and develop the sense of belonging to KEMU? Yes...... No......

14. EXAMINATIONS
a) Do you think that KEMU examinations always test what you have been taught? Yes...... No......
b) Do honesty and calm always prevail in the examination rooms? Yes...... No......
c) Have you ever observed or witnessed any form of examination irregularities at KEMU Yes...... No......
d) Put a tick against any of the examination irregularities listed below which takes place at KEMU during examination sessions
- students getting assistance from others in the examination
- students giving illegal assistance to others in examination
- students making illegal communication with others in the examination
- students carrying illegal materials into the examination rooms
- making illegal reference to written materials or equipment during the examination
- creating disturbance to others in the examination room
- failing to obey examination rules and instructions

15. STUDENT CONDUCT AND BEHAVIOUR
a) Do KEMU students adhere at all times to a code of honour commensurate with the integrity of a Christian university Yes...... No......
b) Do KEMU students exhibit objective thinking, to be honest and reliable, to achievement and to live as responsible citizens in a Christian setting? Yes...... No......
c) Do KEMU students exhibit their willingness to learn and determination to achieve Yes...... No......
d) Do KEMU students exhibit their stewardship to promote service to the community Yes...... No......
16. Kindly give a brief outline of the areas of your study which honestly and sincerely think that KEMU needs to be improved.
   a) 
   
   b) 
   
   c) 
   
   d) 
   
17. How would you rate the level of services offered by the DLM unit (Office):

18. How much time do you spend each day studying?
   a) More than 2 hours
   b) One to 2 hours
   c) Thirty minutes to 1 hr
   d) Less than 30 minutes
   e) Other (specify)

19. What is your age?
   (a) 20 - 30; (b) 31 - 36; (c) 37 - 42; (d) 43 or more