FACTORS INFLUENCING COMPLETION OF BACHELORS OF EDUCATION
BY DISTANCE EDUCATION IN KENYATTA UNIVERSITY, NYERI
MUNICIPALITY, KENYA

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
DISTANCE EDUCATION OF THE UNIVERSITY OF NAIROBI

2014
DECLARATION
This research project is my original work and has not been presented for any degree in any other University.

Signature……………………………Date…………………………………………

Ndiritu Charity Wanja

L45/71490/07

Supervisors Declaration

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

Signature……………………………………….Date……………………………

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DEDICATION
This work is dedicated to my husband George Mwangi Runyora, son Rodney Runyora and daughter Jillian Waruguru who have sacrificed all they could to ensure that I completed my work. Thank you for your words of encouragement throughout my journey.
ACKNOWLEDGEMENT
I would wish to convey my sincere thanks to my supervisors Madam Mary Ngechu for her capable, patient and friendly guidance and support. Thanks to my lecturers and the entire Department of Distance studies especially Dr. Anne Ndiritu and Dr. Naomi Mwangi for their support during my studies.
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### ABBREVIATION AND ACRONYMS

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<tr>
<td>B.Ed</td>
<td>Bachelor of education</td>
</tr>
<tr>
<td>HELB</td>
<td>High Education Loan Board</td>
</tr>
<tr>
<td>ODL</td>
<td>Open and Distance Learning</td>
</tr>
<tr>
<td>SCDE</td>
<td>School of Continuing and Distance Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNES</td>
<td>University of Nairobi Enterprises and Service Limited</td>
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ABSTRACT

The study sought to investigate factors influencing the completion of Bachelor of Education (B.ED) degree distance education. The study had four objectives which were to: establish the extent to which cost-benefit of distance learning influence completion of B.Ed degree by distance education; determine the extent to which time management influences completion of B.Ed degree by distance education; establish the extent to which self-motivation influence completion of B.Ed degree by distance education; establish the extent to which external distraction influence completion of B.Ed degree by distance education. To achieve the objectives the study used a survey design where a questionnaire was used to collect data. The population of the study was the 100 Kenyatta University students enrolled for bachelor of education degree programme and teaching in primary schools in Nyeri municipality between 2007 and 2009. A census of all 100 teachers was through snowballing. The data collected was analysed using SPSS to generate frequency table, mean and percentage. A Pearson’s correlation coefficient was computed to establish the relationship between the independent variable and dependent variable. The finding of the study included: Majority of the teachers have deferred the degree programs. Cost-benefit considerations were the most important factor influencing completion of the B.Ed degree program by distance education. Time management self motivation and external distraction were also found to influence completion of the B.Ed program by distance education but not as important as cost-benefit considerations. The cost of reading materials, module, travelling and accommodation accounted for the bulk of the cost of the B.Ed by distance learning. The study concludes that cost-benefit consideration, time management, self-motivation and external distraction are important factors that influence the completion of B.Ed degree through distance education. The cost-benefits are especially critical in ensuring the students complete their study on time. Self-motivation as a factor influencing completion was found to be into two folds, on one hand the universities have not provided enough support and time for completion of the program. On the other hand the students are not allocating enough time to read as required. The study recommends the government to establish a special fund to help student finance distance education, Teachers service commission to synchronize distance education schedule with school calendar. Further research can be done on factors affecting completion in other locations and for other courses for purpose of comparison.
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CHAPTER ONE
INTRODUCTION

1.1 Background

The issue of student completion in distance education has been investigated and vigorously argued over for at least the last seven decades (Berge & Huang, 2004). This discussion has intensified since distance education has progressed from the periphery of mainstream education (Berge & Huang, 2004).

Dagger and Wade (2004) reported findings of Flood (2002) and Forrseter (2000) in which they found attrition rate in distance education to be between 70-80%. Parker (1999) suggests that the growth of distance education has led to the problem of exceedingly high attrition rates. Frankola (2001) suggests that distance student attrition in some institutions exceeds 40% while Diaz (2002) put it at between 20-50% and Carr (2000) estimated it to be 10%-20% higher than traditional on-campus education.

According to Kember (1995) the percentage of students who fail to complete their distance learning courses remains constant between 40 and 45% during the past 100 years. In 344 colleges and universities in USA, the degree of completion rate was estimated to be 58% while the dropout rate was almost 42%. (CSRDE report, 2000-2001). Recently, Seidman (2005) announced that only 50% of those who enter higher education in US actually earn a bachelors degree. In the context of distance and online learning, completion rates appear to be lower than those of traditional universities. Despite the availability of reliable national statistics for completion rates by distance learning students, dropout rates are estimated to be higher by 10 to 20% compared to traditional universities (Carr, 2000; Frankola, 2001) and Diaz, 2002).
In the study of completion time dynamics of distance studies at Makerere University, Wamala, Oonyu, and Ocaya (2011) reported low completion rates. The overall completion rate reported for distance studies in Makerere University was (30.1%). Thus out of a total enrolment of 295 distance students admitted and registered across faculties and institutes at Makerere University in the commencement cohorts for the period of 2000 to 2005, there are either high attrition or extended candidatures. These findings corroborate recent research that has suggested high level of attrition among graduate students at Makerere University (Mugimu et al., 2009; Sanders, Gwatudde & Alexandre, 2008; Wamala et al., 2011)

Rambo (2009) noted that in Kenya, the rising cost of living delays completion of the distance education programme by up to 30%, as resources are diverted to cater for immediate family needs. Data from the School of Continuing and Distance Education (SCCE) and University of Nairobi Enterprises and Service Limited (UNES) for 2006 show that out a total enrolment of 6,740 learners, only 4,467 (66%) were actively pursuing the course; implying that about 2,273 (33%) were inactive mainly because of financial constraints. The situation is attributed to limited financing programmes at the national level. Although HELB was established to further higher education, limited financial support from the exchequer makes it difficult to provide assistance to learner outside of the regular academic programmes (Ikinya and Okoth, 2013). In spite of this however, any discussion of learner attrition in distance education courses needs to consider factors that learners themselves cite as reasons for lack of course completion. The learner’s perception of what constitutes a barrier to continuation or factors contributing to withdrawal provide valuable insight to institutional management of
distance education course and the processes, support mechanisms and strategies that can enhance retention. Nonetheless, there is no research on factors influencing completion rates of Bachelor of education degree programmes being offered by different Kenyan universities and this is the rationale for this study.

1.2 Statement of the problem

It has always been the concern of educators to retain the greatest possible number of learners in distance learning. The percentage of students who withdrew from traditional higher education remained steady between 40-45% over the past 100 years (Tinto, 1982). In the context of online learning, some scholars found that the attrition rate of distance learning student is significantly higher than that in tradition classes (Carr, 2000; Diaz, 2002; Frankola, 2001). Student retention and attrition rates have all along been a concern of administrators of education and training institution all over the world as pointed out by Rwegasira (1988). This problem is re-examined in the context of Kenya and more so among public and private universities operating in Nyeri Municipality.

Researchers acknowledge that the reasons for delayed completion are many and complex and that there are no simple solutions (Mugimu, Nakabugo & Katunguka, 2009). But still, it is imperative to carry out a study on the factors influencing completion of B.Ed degree by distance education in Kenyatta University, Nyeri municipality. This is because all public and private universities in Kenya are offering online and correspondence Bachelor of Education degree to nursery, primary and secondary school based teachers. To understand issues related to completion rates, investigated Bachelor of Education students from Kenyatta University living in Nyeri Municipality. The study shall investigate factors that influence completion rates of Bachelor of Education degree
programme by distance education. The focus shall be students enrolled by Kenyatta University and living in Nyeri Municipality.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing completion of B.Ed degree by distance education, in Kenyatta University, Nyeri municipality.

1.4 Objectives of the study

This study was guided by the following objectives:

i. To establish the extent to which cost-benefit of distance learning influence completion of B.Ed degree by distance education

ii. To determine the extent to which time management influences completion of B.Ed degree by distance education

iii. To establish the extent to which self-motivation influence completion of B.Ed degree by distance education

iv. To establish the extent to which external distraction influence completion of B.Ed degree by distance education

1.5 Research questions

i. To what extent does cost-benefit of distance education influence completion of B.Ed degree by distance education?

ii. To what extent does time management influence completion of B.Ed degree by distance education?

iii. To what extent does self-motivation influence completion of B.Ed degree by distance education?
iv. To what extent does external distraction influence completion of B.Ed degree by distance education?

1.6 Significance of the study

The results of this study are beneficial to university managers as they can learn the factors causing delay in course completion among the distance learners. This might help them when making management decisions regarding distance learners. Potential distance learners are likely to learn the factors which might cause delays in their course completion and as a result they might take necessary measures to overcome such factors and hence complete their distance education course more successfully. Researchers who might be interested in this area of study may find the result of this study useful.

1.7 Limitation of the study

The study will be limited by the respondent’s attitude towards the questions asked and may likely over or under report. The geographical spread of the respondents and the subsequent cost of financing the field work may also limit the study. However; to counter these challenges, the researcher will explain the need to carry out the study and its expected positive influence on distance education completion rates with the hope of creating a positive attitude towards the study among the respondents.

1.8 Delimitations of the study

The study covered factors influencing completion of bachelor of education by distance learning. The study will cover Nyeri Municipality.
1.9 Assumptions of the study

The study was based on the assumption that the respondents will be willing to participate in the study and the information provided will be accurate.

1.10 Definition of significant terms

**Bachelor of education degree** is an undergraduate academic degree which prepares students for work as a teacher in schools or adds their teaching skills.

**Delayed completion;** refers to failure to complete the distance education when one is supposed to due to various factors.

**External distraction;** refers factors other than institutional and self related factors such as family responsibilities and obligations which may delay completion.

**Learning resources** refer to the things that help the student in learning such as books, cost of the course and web delivered instructions.

**Cost Benefit-** Refers to the comparison of the cost of distance leaning programs with benefits Vis-a-vis the traditional program.

**Self- Motivation-**Internal drives that influences a person’s choice or behaviour

**Completion-** Refers to accomplishment of Bachelors of Education degree qualifications within the stipulated time of 4 years.
1.11 Organization of the study

This study is organized in five chapters. The Chapter One; introduction covers background to the study, statement of the problem, objectives, research questions, significance, limitations delimitation, assumptions and definition of significant terms. The chapter Two reviews the past literature regarding this topic. It is composed of the theoretical framework, trends in distance education completion and past literature on the factors influencing distance education courses completion. It also has a conceptual framework and a summary of the chapter. In chapter Three, the research design to be used is highlighted. It also outlines the target population, sample size and sampling procedure, data collection instruments, validity and reliability and data analysis. Chapter Four covers data analysis, interpretation and presentation. Chapter Five is composed of summary, discussion, conclusion, recommendation and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter deals with what others have covered in relation to degree completion encountered by distance learners. It also covers theoretical framework, summary of literature review and conceptual framework.

2.2 Student completion Rate

Student attrition, is a long-standing problem concerning open and distance education (Fan and Chan, 1999). For example, at the Open University of Hong Kong (OUHK), foundation courses often possess very high non-completion rates and the rates exceed 70% in some cases. Adult learners generally involve in family, career and many other commitments. When they find that the situations are not manageable, some of them will choose to defer or even give up their studies. For foundation courses, the initial dropout rates are particularly high (Fan & Chan, 1999). Motivation and persistence have been identified as significant factors affecting student completion. It is reasonable to assume that the students generally have some motivation and persistence when they apply for and enroll on a course. Many of them simply cannot keep up with their initial motivation and persistence. In summary, improving students’ quality, strengthening personal support, maintaining students’ motivation and enhancing their persistence, and finally, removing unnecessary hurdles are some of the issues that should be considered in enhancing student completion.
2.3 Cost-benefit of distance learning

Students compare the benefits they expect to receive by attending college to the costs they will incur (Stuart, 2010). According to Siemens (2008) many people think that distance education is cheaper than traditional but this is not so. Siemens (2008) added that distance students incur extra costs to cover learning. The fact that distance learners are separated by time distance and space, this translates to cost of accessing materials, using internet, travelling and even getting the modules. Furthermore, distance learners have insecurity about learning (Knapper 1988). This is due to cost.

Rumble (2001) suggested that some direct cost of education include cost of materials for reading, educator and tutor time and even of course design. Rumble (2001) further reported that the cost per average student of distance education is more expensive than of traditional setting. UNESCO (2002) suggested that although distance learning is not cost effective, it has benefits as it opens access to the institutions. The Open University of Nigeria in (2002) suggested that distance education was expensive in its initial stages but gradually the institutional costs reduce due to economies of scale. However, students experience high cost of distance learning due to high cost associated with computer mediated communication (Rumble, 2002). Hutsman (2002) also found that the cost per average student of distance education is higher than that of traditional setting.

According to Caffarella (1992) a primary concern for both learning institutions and students is availability of funds. When technology is used, the costs increase substantially for both the student and the institution. Telecommunications and connectivity costs such as those needed to use the Internet, are ongoing costs. If the Internet is used, then the
student must have access to a computer, modem, and associated software. Additionally, telephone charges to the Internet service provider will be incurred.

Caffarella (1992) found in a study at the University of Northern Colorado that when electronic distance delivery costs were compared with those of instructor travel directly to the site, the least costly alternative was the live instruction with the instructor travelling to the remote site compressing the class into fewer weeks. This alternative was one-third the cost of any other alternative.

These studies show that the cost of distance education is higher than traditional education. Resultantly, students may defer due to cost and hence take longer to complete their courses. The study will establish the extent to which these apply to the distance education students in Nyeri Municipality.

2.4 Time management

Students may complete programs at a higher rate if they feel a connection with their institutions (Heyman, 2010; Herbert, 2007; Soen & Davidovitch, 2008) and students who are socially and academically integrated feel less isolated (Senhouse, 2008). Academic integration and social integration positively affect retention and academic integration positively influences a grade point average (Woosley, 2009). If students are kept engaged in their academic programs (Dizik, 2010), this elicits students’ stronger positive opinions for e-learning environments (Lei & Gupta, 2010; Riffell & Sibley, 2005). Academic integration can be reinforced to motivate students, such as improving the quantity and quality of postings in online discussions (Jiang & Ting, 2000), focused feedback
Most of the distance learners are working adults with many obligations and very little time for study. Thalheimer (2004) addressed issues for employed adults engaged in distance learning. Employed adults tend to complete distance learning courses in their personal time due to workload pressures in the workplace and/or Internet access issues at work. Studying in personal time can have a harmful effect on an employee’s home life and family and may contribute to attrition statistics. Thalheimer (2004) also noted that it is not uncommon for employees to feel stressed and conflicted in trying to balance work and study priorities. They can experience feelings of isolation through lack of collegial or organisational support and a perceived lack of control. These sorts of circumstances can force mature learners into delayed or non-completion even though they may be performing well in their distance studies (Ozga & Sukhnandan, 1998).

Frankola (2001) states that distance learners most frequently reported lack of time among other reasons as a cause of delayed and non-completion of distance education courses. In addition, learners can become quickly overloaded if they are unable to get online for a period of time and the quantity of discussion forum contributions has grown to such an extent that trying to work through the backlog can be overwhelming and daunting. Fox (2002) also noted that distance learners often get feelings of being overwhelmed and of despair because they lack enough time to study due to work and family obligations.

According to Banda’s (2009) study in Malawi, most teacher-learners reported that female teacher-learners have so much domestic workload that they do not have enough time to
study, let alone prepare for their lessons. Most of them reported that they wake up around 3:00 am or 4:00 am to study before they do household chores and prepare for classes. After knocking off they are busy with household chores and other responsibilities at home.

Past literature give a clear indication that distance learners have to divide the time they have to work and family as well as studies. The other obligations take up most of their time and this makes them to wake up earlier than usual to study. This may affect the success of their distance education negatively.

2.5 Self-motivation

Motivation by definition is the degree of the choices people make and the degree of effort they will exert (Keller, 1983). Past studies indicate that motivation is affected by affective, social, and cognitive factors (Relan, 1992). Keller (1987) identified four components of motivation – i.e., attention, relevance, confidence, and satisfaction - and strategies to design motivating instruction. Clark (1997; 1998). Among different constructs on motivation are continuing motivation and intrinsic motivation (Kinzie, 1990). Intrinsic motivation is defined as the motivation to engage in an activity for its inherent satisfaction rather than for some separable consequence (Ryan & Deci, 2000). Continuing motivation is the type of intrinsic motivation most directly concerned with education and it reflects an individual’s willingness to learn (Maheher, 1976).
The chief advantages of distance education programme is that students can learn at their convenience thus accommodating work and personal life and that it can be accessed by those who do not live near or who cannot attend traditional training centre and Universities. However, Hope and Guiton (2006) noted that this is tempered by some personal motivation needed to complete programs. Isolation and alienation are other issues. This is because in distance education, the learner is usually isolated, so the motivational factors arising from the contact and competition with other students are absent. The student also lacks the immediate support of a teacher who is present and able to motivate and, if necessary, give attention to actual needs and difficulties that crop up during study. Distant students and their teachers often have little in common in term of background and day-to-day experiences and therefore, it takes longer for student, teacher support to develop.

Berge and Huang (2004) noted it may also be the result of a learner’s inability to identify issues underlying increased levels of anxiety about engaging with distance education and a sense of becoming overwhelmed by unfamiliar modes of learning. Berge and Huang (2004) noted that the personal variables contributing to distance education course completion include age, gender and motivation. They also highlighted that the self-directed distance learners are more successful, and vice-versa. Findings of Howland and Moore (2002) showed that the success of distance learners depends on their self management, self-reliance, and accurate expectations of learner responsibilities.

From these studies on personal issues and timely completion of courses by distance learners, it is clear that; students’ expectations, self reliance, self management, motivation, isolation and alienation contribute to completion delayed completion or non
completion of distance education courses. The study will establish the extent to which such apply in Nyeri Municipality.

2.6 External Distraction

External distraction is a significant predictor for student persistence in learning programs. External pressures in a student’s life may prevent a student from finishing a course or a plan of study (Kember, 1995). Lowering external attribution should be managed to increase student persistence. This negative attribution is a distraction, reducing students’ learning time, and so hindering study. Students may prefer distance education largely because it allows them to balance their other commitments more easily (Chen, Gonyea & Kuh, 2008). Some of the commitments are employment and family responsibilities. When reviewing literature to determine what types of students enrol in distance learning courses, Thompson (1998) found that the individual who is typically enrolled in a distance based education system will be a married, non-traditional students who is most likely in the educational environment by choice.

Wang, (et al 2003), identified conflicts between study and work and family as primary basis for making decisions on deferring or dropping out of distance education. Specifically, Banda (2009) noted that female distance learners have had family problems that have affected their studies. For instance, some female teacher-learners deferred or dropped out of the program on instructions from spouses who asked the females to choose between marriage and education. Considering the value of one being married in the Malawian context, and probably in other cultures as well, as opposed to being single especially divorced, the females opted for marriage. Being a divorcee would have a great repercussion on a woman’s social life and status in society. These studies
shows that family life can be considered as external attribution and may contribute to delayed completion or non-completion of distance education learners.

2.7 Theoretical framework

Kember’s (1995) student progress model is the fundamental theory used in this study. Kember's Open Learning Model focuses specifically on the adult learner in distance education (Kember, 1995). The basic elements of Kember's Open Learning Model include the following: entry characteristics, social integration, external attribution, academic integration, academic incompatibility, grade point average, cost/benefit, and outcomes. The model concentrates on conditions that affect the student's achievement in a distance education program. The first step in the model is entry level that directs students in two separate pathways. Those who tend to do well in the distance education program integrate both socially and academically. Other students who had problems achieving social and academic integration did not succeed.

Kember’s model suggests that learners engaged in distance education are more likely to be mature adults with families than are students attending college. The situation of these mature learners introduces other factors, such as the learner’s ability to integrate the demands of part-time off-campus study with family, work and social commitments (Moore & Kearsley, 1996) circumstances that are far less common among college undergraduates. According to Kember, family circumstances such as the number and age of dependents, housing conditions and the pressures of responsibilities such as earning an income to support the family, can all have a significant impact on a distance learner’s decision to quit his/her course. Kember also identifies levels of income, gender and geographic distance from the institution as contributing to attrition. This implies that
Kember’s model is applicable to this study as factors like time management, self-motivation, external distraction and cost-benefit may determine whether a distance learner will delay to complete their education or will not complete their education.

2.8 Conceptual framework

Independent variables

<table>
<thead>
<tr>
<th>Cost-benefit</th>
<th>Time management</th>
<th>Self-Motivation</th>
<th>External Distraction</th>
<th>Dependent variable</th>
<th>Intervening Variable</th>
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<td>Cost of traditional</td>
<td>Year of enrollment</td>
<td>Intrinsic Motivation</td>
<td>Family commitment</td>
<td>Distance Education Completion</td>
<td>Government Policy on OPDL</td>
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<tr>
<td>Cost of OPDL</td>
<td>Duration of the study</td>
<td>Isolation Alienation</td>
<td>Family Conflict</td>
<td>• Rate of completion within the</td>
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<td>Deferment</td>
<td>Tutor support</td>
<td>Traumatic events in the family</td>
<td>stipulated years</td>
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<td>Source of finance</td>
<td>Reasons for deferment</td>
<td>Self management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Time allocated for studies</td>
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**Figure 1 Conceptual Framework**

The study’s dependent variable is distance education completion. It is affected by cost-benefit whereby if the cost of the program is higher compared to the benefit the student
by not complete. Time management may also cause delay in completion of distance education courses because in most cases students may not get allocate adequate time or get enough and timely support from the tutor. Self-motivation may determine whether a distance learner will complete his/her course in time. External distraction like domestic chores and sickness in the family may make distance learners to postpone their education as they attend to such issues. This affects completion of distance education courses.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section dealt with the research methodology in the study. This included the research design, target population, sampling procedures, validity and reliability, data collection procedures, and data analysis and presentation techniques and ethical considerations.

3.2 Research Design

This was a descriptive study which used survey design. A survey is the collection of information from a common group through interviews or the application of questionnaires to a representative sample of that group. This design is preferred because very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Surveys are useful in describing the characteristics of a large population. Additionally, high reliability is easy to obtain by presenting all subjects with a standardized stimulus which ensures that observer subjectivity is greatly eliminated (Mugenda and Mugenda, 1999).

3.3 Target Population

The target population for this was Kenyatta University students enrolled for bachelor of education degree programme within Nyeri municipality in 2009. These students would have completed their studies by 2013. According to the Kenyatta University Nyeri campus records there were 73 registered students who registered and paid up the initial cost of the course.
3.4 Sample size and sampling procedure

The only feasible way to find teachers who have registered for Bachelors of Education in 2009 was through snowball sampling technique. Snowball sampling is a chain referral sampling method that relies on referrals from initial subjects to generate additional subjects. This sampling method involves initial respondents providing the researchers with other respondents who most likely have characteristics similar to that initial of the respondent (Erickson, 2001). The first step in this procedure was to find teachers who enrolled in Bed and teaching in primary school. Then the teachers were requested to provide names of teachers they know who were teaching in primary schools and registered for BEd in 2009. The names given formed the second round. Then the researcher found more names from the second group. This process was repeated for several more rounds. The process was stopped when the respondents start repeating the same people over and over again.

3.5 Research instruments

The study used questionnaires as the tools for data collection. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Mugenda & Mugenda, 1999). The researcher opted for the questionnaire because the responses were gathered in a standardised way, so questionnaires are more objective compared to other tools of data collection. It was also relatively quick to collect information using a questionnaire.
3.5.1 Validity of research instrument

According to Kothari (2004) validity is the accuracy and meaningfulness of inferences which are based on the research results. This implies that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance validity, the researcher consulted the experts in the field of research that is her supervisors in order to ensure that the research instruments measure what they intended to measure.

3.5.2 Reliability of instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to test reliability of the instruments. To establish reliability of the research instruments, Split-Half technique of reliability testing was employed whereby the pilot study respondents were visited once and the questionnaires divided into two equal halves. Then the reliability coefficient was computed using Spearman Brown Prophecy technique. The coefficient was 0.7 which indicated a high reliability.

3.6 Data Collection Procedure

To carry out the study, permission and authority was sought from the National Council of Science and Technology through a letter of authorization from the school of education. Subsequent clearance to carry out the study was obtained from the County Education Office in Nyeri municipality. After permission was granted, the researcher paid a visit to
the participating schools to inform them of the intended study and create some rapport. The researcher then administered the questionnaire to the respondents through drop and picks method and agreed on the date to pick them.

3.7 Data analysis technique

The results of the questionnaire were checked for completeness and the incomplete questionnaires discarded. Data was appropriately coded for ease of use with Statistical Package for Social Sciences (SPSS). Descriptive statistics was computed to generate frequencies, percentages and mean score. Pie charts, tables and bar graphs were used to present the findings. A Pearson’s correlation was computed to establish the relationship between the independent variable and dependent variable.

3.8 Research ethics

The researcher maintained research ethics by following the procedure outlined by the university and by seeking permission from the relevant authorities before carrying out the study. Honesty, integrity and confidentiality were highly maintained throughout the study.
Table 2:1 Operationalization Table

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Variables</th>
<th>Indicators</th>
<th>Measurement Level</th>
<th>Data collection method</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish the extent to which cost-benefit of distance learning influence completion of B.Ed degree by distance education</td>
<td>Cost-benefit</td>
<td>Cost of traditional cost-benefit&lt;br&gt;Cost of ODL&lt;br&gt;Comparisons of Traditional and ODL&lt;br&gt;Source of finance</td>
<td>Nominal</td>
<td>Survey</td>
<td>Descriptive Inferential</td>
</tr>
<tr>
<td>To determine the extent to which time management influences completion of B.Ed degree by distance education</td>
<td>Time management</td>
<td>Year of enrollment&lt;br&gt;Duration of the study&lt;br&gt;Deferment&lt;br&gt;Reasons for deferment&lt;br&gt;Time allocated for studies</td>
<td>Nominal</td>
<td>Survey</td>
<td>Descriptive Inferential</td>
</tr>
<tr>
<td>To establish the extent to which self-motivation influence completion of B.Ed degree by distance education</td>
<td>Self-Motivation</td>
<td>Intrinsic Motivation&lt;br&gt;Isolation&lt;br&gt;Alienation&lt;br&gt;Tutor support&lt;br&gt;Self management</td>
<td>Ordinal</td>
<td>Survey</td>
<td>Descriptive Inferential</td>
</tr>
<tr>
<td>To establish the extent to which external distraction influence completion of B.Ed degree by distance education</td>
<td>External Distraction</td>
<td>Family commitment&lt;br&gt;Family Conflict&lt;br&gt;Traumatic events in the family</td>
<td>Ratio</td>
<td>Survey</td>
<td>Descriptive Inferential</td>
</tr>
</tbody>
</table>
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents, interprets and discuss the data collected during the field work. The data was presented according to the objectives of the study. The objectives of the study were to: Establish the extent to which cost benefit consideration influence the completion of B.Ed; Determine the extent to which time management influences completion of B.Ed; Extent to which self-motivation influences completion; and establish the extent to which external distraction influences the completion of B.Ed.

4.2 General and Demographic information

4.2.1 General Information

The study had a sample size of 100 respondents. A total of 80 respondents successfully filled the questionnaire representing 80% response rate.

4.2.2 Demographic Characteristics of the respondents

Table 4:1 Gender Distribution

The respondents were required to indicate their gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4:1 62% of the respondents were male while 38% were female. The gender of the respondents did not have any implication on the completion of the degree.
4.2.3 Age of the Respondents

Table 4: Age Distribution

The age of the respondents who participated in the study is as shown in Table 4:2.

Table 4: 2 Age of the Respondents

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 Years</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>25-35</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>36-45</td>
<td>38</td>
<td>80</td>
</tr>
<tr>
<td>46-55</td>
<td>15</td>
<td>80</td>
</tr>
<tr>
<td>56-65</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Above 66 years</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents between the age categories of 36-45 constituted 48% of the respondents while none were above 66 years of age. Those falling in the age group between 25-35 and 46-55 accounted for 19% while below 25 years 13%. This implies that majority of teachers taking B.Ed through distance learning programs are with the middle age category. The findings are significant to the study since these teachers are likely to have families and other commitment that might interfere with the completion of the degree programs.
4.2.4 Professional/Academic Qualifications

The study sought to establish the professional qualification of the teachers participating.

Table 4: 3 Professional/Academic Qualifications

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.S.E</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>P1 Certificate</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>54</td>
<td>68</td>
</tr>
<tr>
<td>B.Ed</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4:3 54 of the teachers had a Diploma qualification, 14 had completed their B.Ed degree and 10 had P1 certificate. Only 2 indicated they had attained K.C.S.E. This implies that majority of the teachers participating are either already pursuing B.Ed degree or have completed.

4.3 Cost-benefit of distance education and completion of B.Ed degree through distance education.

The study sought to establish the influence cost benefit on completion of B.Ed through distance education.

Table 4: 4 Cost of the Program

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in Table 4:4, 97% of the teachers participating in the study indicated that cost affected the completion of the B.Ed by distance education. Only 3% of the teachers
indicated that the cost of the program did not affect the completion of the B.Ed by distance education

Further, the respondents were required to indicate their opinion on the cost of the distance education compared to the traditional education.

**Table 4: 5 Comparison of the cost between traditional and distance Education**

<table>
<thead>
<tr>
<th>Which is the most expensive</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Education</td>
<td>76</td>
<td>95</td>
</tr>
<tr>
<td>Traditional Education</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.5 95% of the respondents indicated that distance learning was expensive as compared to the traditional education. Only 5% indicated that distance learning is cheaper than traditional education.

The finding implies that teachers consider distance learning expensive and thus they encounter financial challenges in pursuing the B.Ed program. In that case therefore teachers find the cost of the program is larger as compared to the benefits

Having indicated that the cost was one of the factors affecting the completion of the distance education programs the study sought to know which items affects most the completion of the program. As shown in Table 4:6 cost of travelling and accommodation was considered to be the most significant cost that affects the completion of B.Ed with 98% of the respondents indicated as the cost item that affected the completion of the program most. The second most important reasons was cost of learning material with
84% of the respondents indicating the item as the cost item that affected the completion of the program most.

The participants were required to rate the importance of cost of the components of distance education.

Table 4: 6 Costs Most Affecting Completion of B.Ed through Distance Education

<table>
<thead>
<tr>
<th>Cost of Distance Education</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost of learning</td>
<td>67</td>
<td>84</td>
</tr>
<tr>
<td>Cost of internet</td>
<td>41</td>
<td>51</td>
</tr>
<tr>
<td>Cost of getting modules</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Cost of computers and Modem</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Cost of Travelling and Accommodation</td>
<td>78</td>
<td>98</td>
</tr>
</tbody>
</table>

The least important cost item was cost computers and modems. The finding implies that the bulk of the cost of distance learning is on cost travelling and accommodation and cost of learning. These cost items forms a recurrent expenditure that a learner have to pay regularly in the duration of the program while the cost of computers is a one off expenditure.

The respondents were required to indicate how they finance their degree program.
Table 4: 7 Sources of Financing B.Ed

<table>
<thead>
<tr>
<th>Source of Finance</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELB</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bank loan</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sacco loan</td>
<td>76</td>
<td>95</td>
</tr>
<tr>
<td>Sponsorship/ scholarship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Salary</td>
<td>36</td>
<td>45</td>
</tr>
</tbody>
</table>

As shown in Table 4.7, 95% indicated that SACCO loan as the major source of finance. Further, 45% of the teachers participating pay their degree programs through salary.

The findings implies that teachers have to obtain loans to finance their education. In essence therefore teachers have difficulties in raising enough finances through their salary to finance the B.Ed programs.

The study sought to establish the amount of money that is used in financing the degree.
Table 4: 8 Amount of Money Spent

<table>
<thead>
<tr>
<th></th>
<th>Access</th>
<th></th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Materials</td>
<td>Using internet</td>
<td>Modules</td>
</tr>
<tr>
<td>10,000-100,000</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>100,001-150,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>150,001-200,000</td>
<td>13</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>200,001-300,000</td>
<td>66</td>
<td>84</td>
<td>0</td>
</tr>
<tr>
<td>300,001-450,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As shown in Table 4:8, 83% of the respondents indicated that they spend 200,001-300,000 Kenya shillings. About 75% of the respondents indicated that they use 150,001-200,000 on accommodation while 81% indicated the used 150,001-200,000 shillings. Almost 100% used 10,000-100,000 on using internet. The finding implies the bulk of the cost is on accessing materials, travelling and accommodation.

To assess the effects of cost item on the completion of B.Ed through distance learning respondents were required to indicate their opinion on a likert scale. A mean score was computed and comparison of the importance of each item on the completion of B.Ed through distance learning is as shown in Table 4:9
Table 4: 9 Costs of Items

<table>
<thead>
<tr>
<th>Cost of Items</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Travelling</td>
<td>4.8</td>
</tr>
<tr>
<td>Cost of Modules</td>
<td>4.3</td>
</tr>
<tr>
<td>Cost of Hardware and software</td>
<td>4.2</td>
</tr>
<tr>
<td>The Cost of Technology</td>
<td>2.5</td>
</tr>
<tr>
<td>Cost of Learning</td>
<td>4.9</td>
</tr>
</tbody>
</table>

**Figure 4.1 Effects of cost on Completion**

Cost of learning materials, cost of travelling and cost of modules had a mean score of 4.9, 4.8, and 4.3 respectively. These cost items were the most significant cost of distance learning which influenced completion of B.Ed among primary school teachers. The cost technology had the least influence compared to other cost items. In general therefore teachers feels that the cost of distance learning far outweigh the benefits of the program.

**4.4 Influence of time management on completion of B.Ed degree by distance**

The teachers were required to indicate the number of years the respondents has been studying B.Ed through distance learning. As shown in Table 4:10 53% of the teachers had been studying the B.Ed program through distance learning for4-5 years. This indicates that more than half of the respondents have deferred their studies.
Table 4: 10 Number of Years Teachers Have studied B.Ed

<table>
<thead>
<tr>
<th>No of years studied</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 years</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1-2 years</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2-3 years</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3-4 years</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>4-5 years</td>
<td>42</td>
<td>53</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This finding is supported by the fact about 62% of the teachers had indicated that they had deferred their studies while 38% indicated they have not deferred as shown in Table 4:11.

Table 4: 11 Deferment of the Study

<table>
<thead>
<tr>
<th>Deferment of the Study</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Deferred</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Deferred</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As far as time as time is concerned 87% of the respondnets indicated that time allocated by the universities was not enough to cover the programs. Only 13% felt that time was enough to complete the program. This implies that teachers have to use more time than the scheduled time affecting their completion.
Table 4: 12 Deferment of the Study A

<table>
<thead>
<tr>
<th>Time adequacy</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time is not enough</td>
<td>70</td>
<td>87</td>
</tr>
<tr>
<td>Time is Enough</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents were required to indicate how often they set a time for reading as distance learners. As shown in Table 4: 12 67% of the teachers set aside time to read for their degree course once every week.

Table 4: 13 How often Teachers Study

<table>
<thead>
<tr>
<th>Time allocated for Reading</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Daily</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Weekly</td>
<td>54</td>
<td>67</td>
</tr>
<tr>
<td>Fortnight</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Only three percent set aside time on daily basis. This implies that teachers do not set adequate time to read, a finding that corresponds to the fact that teachers indicated they have inadequate time.

Further, teachers were required to indicate their most ideal time the conduct the study. As shown in Table 4.13 60% of the respondents that evening from 6pm to 10 pm is the most ideal to read. Only 11% indicated that they read during the day. It implies therefore that
The majority of teachers can only read in the evening after work or early in the morning after work. This further, reduces the time for reading and affecting completion.

Table 4: 14 Time Allocation

<table>
<thead>
<tr>
<th>Time allocation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning (6am-9am)</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Mid morning (9am-12noon)</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Afternoon (2pm-6pm)</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Evening (6pm-10am)</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Midnight(12am-2am)</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5 Influence Self-motivation on completion of B.Ed degree by distance

The study sought to establish the influence of self motivation on the completion of B.Ed degree by distance learning.

Table 4: 15 Self Motivation

<table>
<thead>
<tr>
<th>Intrinsic Motivation</th>
<th>Isolation</th>
<th>Alienation</th>
<th>Unfamiliar Learning Modes</th>
<th>Teacher Support</th>
<th>Self Management</th>
<th>Self Reliance</th>
<th>Lack of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19%</td>
<td>91%</td>
<td>93.70%</td>
<td>32.90%</td>
<td>38%</td>
<td>5.10%</td>
<td>49.40%</td>
</tr>
<tr>
<td>No</td>
<td>81%</td>
<td>8.90%</td>
<td>6.30%</td>
<td>67.10%</td>
<td>62%</td>
<td>94.90%</td>
<td>50.60%</td>
</tr>
</tbody>
</table>

As shown in Table 4.14 Self management was the most significant personal issues that affect completion of the program as reported by 94.9% of the teachers. Intrinsic motivation, teacher support and self reliance were also cited as important personal issues as reported by 81%, 62% and 50% respectively.
The Self-motivation with the least influence were alienation, lack of interest and isolation as reported by 94%, 95% and 91% of the teachers respectively. In essence therefore completion of B.Ed is negatively influenced more by self management and intrinsic motivation.

4.6 External Distraction influence on completion of B.Ed degree by distance education.

Family commitment was reported as an important factor in influencing the completion of B.Ed degree by distance education by 62% while 38% did not consider family commitment as an important factor as far as completion of B.Ed through distance learning is concerned.

Table 4: 16 External Distraction

<table>
<thead>
<tr>
<th>External Distraction</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Commitment</td>
<td>50</td>
<td>62</td>
</tr>
<tr>
<td>Family Commitment does not affects</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Family commitment in consideration included, family conflicts, conflict of study time versus family obligation, added responsibility, traumatic events in the family and illness in the family. As shown in Table 4.16 conflict between study time and family obligation was the most significant family issues as far completion of B.Ed through distance learning was concerned. The added responsibility that comes with study was also considered an important factor that affects negatively the completion of the program.
Table 4: 17 External Distraction

<table>
<thead>
<tr>
<th>External Distraction</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Conflicts</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conflict of Study Time Vs Family</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>Added responsibility</td>
<td>57</td>
<td>71</td>
</tr>
<tr>
<td>Traumatic events in the Family</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Illness in the Family</td>
<td>36</td>
<td>45</td>
</tr>
</tbody>
</table>

However, family conflicts was the least important family issues that affected completion of B.Ed through distance learning as reported by 5% of the respondents. Illness in the family and traumatic events in the family were also relative important as compared to family conflicts.

4.7 The factors influencing completion of B.Ed through distance learning

The study sought to investigate the factors that influence completion of B.Ed through distance learning among teachers in primary school. The study considered three factors: cost-benefit. To establish the relationship between these factors and completion of B.Ed programs a Pearson correlation was computed.
Table 4: 18 Correlation Coefficient

<table>
<thead>
<tr>
<th>Factor</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Distraction</td>
<td>0.113</td>
<td>0.044</td>
<td>80</td>
</tr>
<tr>
<td>Self Motivation</td>
<td>0.014</td>
<td>0.798</td>
<td>80</td>
</tr>
<tr>
<td>Cost-Benefit</td>
<td>0.555</td>
<td>0.000</td>
<td>80</td>
</tr>
<tr>
<td>Time Management</td>
<td>0.415</td>
<td>0.000</td>
<td>80</td>
</tr>
<tr>
<td>Completion of B.Ed by Distance Education</td>
<td>1</td>
<td>.</td>
<td>80</td>
</tr>
</tbody>
</table>

The finding implies that cost benefit considerations had the highest influence on the completion, time management was the second most important factor and the least was self motivation.

As shown in Table 4:18 the correlation coefficients of all the factors were statistically significance. For a factor to be statistically significance it must have a significant level of less than 0.05. As shown in the table the significant level of family issues was 0.000, personal issues had 0.044, cost-benefit had 0.000 while time had also a significant level of 0.000. This implies that all the factor were important determinants of completion of B.Ed by teachers.
The results indicate that cost-benefit was the most important factor as far as completion of the degree program is concerned. Cost-benefit had the highest correlation coefficient of positive 0.555, time management 0.415, self-motivation .014 while external distraction had .11
CHAPTER FIVE
SUMMARY OF FINDINGS DISCUSSION CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter presents the summary of the findings; it also presents conclusions drawn from the findings and makes recommendations for further research.

5.2 Summary of findings
5.2.1 Cost-benefit Consideration
The Cost-benefit consideration was found to be an important factor that affects the completion of B.Ed through distance education. Majority of teachers indicated that cost of materials, modules travelling and accommodation forms the bulk of the program’s cost. Compared to the cost of traditional program distance learning was found to be more expensive. Teachers have to obtain loans from SaccoS to enable them finance the program. As such the benefit of distance learning was not commensurate with the cost incurred.

5.2.2 Time management on completion of B.Ed degree by distance Education
The findings reveal that majority of teachers’ feels that time and support given distance education learners was inadequate. This is supported further by the findings that majority of the respondents have been pursuing the program for more than 4 years which is the stipulated time. The findings also reveal that teachers allocate themselves inadequate time to read for the degree programs. Majority of teachers indicated that they set time weekly
for readings and mostly in the evening. In general there is inadequate time management in distance education.

5.2.3 Influence self-motivation on completion of B.Ed degree by distance education

The study found that self-motivation influences the completion of B.Ed through distance education. Teachers’ support, intrinsic motivation and self reliance were cited as important motivation factors that affect completion. However, isolation and alienation were the least factors that affect self-motivation affecting completion. In self-motivation as a factor influencing completion was the least important as compared to cost-benefit consideration, time management, self-motivation and external distraction.

5.2.4 External distraction influence on completion of B.Ed degree by distance education.

The finding reveals that external distraction was a factor that influences completion of B.Ed degree by distance education. Conflict between study time and family obligation was the most important external distraction that affects completion of B.Ed degree by distance education. Added responsibility, traumatic events in the family and illness in the family were also external distraction that affects completion of B.Ed degree by distance education. External distraction was also found to be the third most important factor influencing completion after cost-benefit and time management.

5.3 Discussion

Compared to the cost of traditional program distance learning was found to be more expensive. This corresponds with Siemens (2008) that many people think that distance education is cheaper than traditional but this is not so. Majority of teachers indicated that
cost of materials, modules travelling and accommodation forms the bulk of the program’s cost which further corresponds with Siemens (2008) who observed that distance students incur extra costs to cover learning.

The findings also reveal that teachers allocate themselves inadequate time to read for the degree programs. Majority of indicated that they set time weekly for readings and mostly in the evening. In general there is inadequate time management in distance education.

This corresponds with Thalheimer (2004) that most of the distance learners are working adults with many obligations and very little time for study. Further, Thalheimer (2004) observed that employed adults tend to complete distance learning courses in their personal time due to workload pressures in the workplace and/or Internet access issues at work.

The study found that self-motivation influences the completion of B.Ed through distance education. The findings correlate with Hope and Guiton (2006) who noted that personal motivation is needed to complete programs. However, the study findings that isolation and alienation were the least factors that affect self-motivation affecting completion negates Hope and Guiton (2006) findings that in distance education, the learner is usually isolated, so the motivational factors arising from the contact and competition with other students are absent.

The finding reveals that external distraction was a factor that influences completion of B.Ed degree by distance education. Conflict between study time and family obligation was the most important external distraction that affects completion of B.Ed degree by distance education. This corresponds with Wang, et al. (2003), who identified conflicts
between study and work and family as primary basis for making decisions on deferring or dropping out of distance education. Specifically

5.4 Conclusion

Given the findings the study concludes that cost-benefit consideration, time management, self-motivation and external distraction are important factors that influence the completion of B.Ed degree through distance education. The cost-benefits are especially critical in ensuring the students complete their study on time. Self-motivation as a factor influencing completion was found to be into two folds, on one hand the universities have not provided enough support and time for completion of the program. On the other hand the students are not allocating enough time to read as required. The combined effect is a low number of teachers completing their programs within the intended time. The self-motivation and external distraction further compound the problem of timely completion of B.Ed through distance education.

5.5 Recommendations

5.5.1 Policy Recommendations

1. The study recommends to the government to set special funds to cater for distance learner. The programs which cater for adult learners should either be included within the existing loan facilities such as HELB or a special revolving fund established to ease the financial challenges.

2. The study also recommends for flexibility in time allocation. As University allocate time for the programs it should be taken into account that teachers are working and thus have limited time.
3. The study also recommends to the Teachers Service commission to formulate policies that can enable teachers to pursue further study. The policy should include study leave and synchronizing the distance learning schedule with the school calendar.

5.5.2 Suggestions for further research

1. The study recommends a comparative study to compare the quality of the degree program through distance education and that of traditional model.

2. The study also suggests further research to be conducted in various parts of the country to establish whether factors influencing completion of distance learning differs as per location.

3. Further research can also be done on distance learning in other courses to establish whether there is variation in factors influencing completion between different courses.
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INTRODUCTION LETTER

Ndiritu Charity Wanja

P.o Box, 518

Nyeri

To ………………………………………………………………

Dear Sir or Madam,

REF: REQUEST FOR PARTICIPATION IN RESEARCH STUDY

I am a final year Master of Distance Education Degree student at the University of Nairobi. I am currently undertaking research study on the factors influencing completion of B.Ed degree by distance education.

I would be grateful if you could spare some time and complete the enclosed questionnaire. Your timely response will be highly appreciated.

Yours faithfully,

Ndiritu Charity Wanja
APPENDIX II

QUESTIONNAIRE FOR B.ED DISTANCE STUDENTS

This questionnaire aims to collect information on the factors influencing completion of B.Ed degree by distance education. Please respond to the questions as accurately, completely and as honest as possible and tick (√) one response as appropriate or fill the space provided.

Section A: Socio-economic demographic information

1. Gender: Male [ ] Female [ ]

2. What is your age category?
   Below 25 years [ ]
   25- 35 years [ ]
   36 – 45 years [ ]
   46 – 55 years [ ]
   56 – 65 years [ ]
   Above 66 years [ ]

3. What is the highest professional/academic qualification you have attained so far?
   K.C.S.E [ ]
   P1 certificate [ ]
   Diploma [ ]
   Other (specify)............................................................

Section B: The influence of cost-benefit on completion of B.Ed degree by distance education

4 a) Have cost-benefit consideration affected your completion of B.Ed degree by distance education?
   Yes [ ] No [ ]

   Explain
   ..............................................................................................................
5. In your opinion, which is cheaper; traditional education or distance education?

Distance education [ ]

Traditional education [ ]

6. Which of the following reasons affects/affected completion of your distance education programme most?

Cost of learning materials [ ]

Cost of internet [ ]

Cost of getting modules [ ]

Cost of computers and modems [ ]

Cost of travelling and accommodation [ ]

7. a) How have you been financing/financed your distance education? Through

HELB [ ]

Bank loan [ ]

Sacco loan [ ]

Sponsorship/scholarship [ ]

Salary [ ]

Any other (specify).................................................................

b) Give a reason to your answer
....................................................................................................

8. Have you calculated how much resource you are investing or have invested in distance education to cover costs of accessing materials, using internet, modules and also travelling and accommodation? Tick as appropriate;

<table>
<thead>
<tr>
<th>Kshs</th>
<th>Accessing materials</th>
<th>Using internet</th>
<th>Modules</th>
<th>Travelling</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000-100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100,001-150,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. a) The cost of learning materials has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

b) The cost of technology (laptop/personal computer) has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

c) The cost of using internet has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

d) The cost of using modem has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

e) The cost of telephone/mobile phone/smart phone has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

f) The cost of service providers has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

g) The cost of hardware and software (e.g. bundles) has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

h) The cost of modules has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]

i) The cost of travelling has affected my completion of distance education
Strongly agree [   ] Agree [   ] Neutral [   ] Disagree [   ] Strongly disagree [   ]
j) The cost of modules has affected my completion of distance education

Strongly agree [ ]  Agree [ ]  Neutral [ ]  Disagree [ ] Strongly disagree [ ]

Section C: Influence of time management on completion of B.Ed degree by distance education.

10. In which year did you enrol for B.Ed degree by distance education?

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

11. For how long have you been studying B.Ed under distance education?

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

12. a) Have you ever deferred your B.Ed course  Yes [ ]  No [ ]

b) (i) where time is concerned, which of the following affected/affects completion of your B.Ed degree by distance most?

Workload [ ]

Health issues [ ]

Lack of money (for university fees [ ]

Education fees for family members [ ]

Competing investments [ ]

Social responsibilities [ ]

Volunteering for community services [ ]

Others...........................................................................................................................

Give reasons...........................................................................................................................

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

13. a) Would the time you have available for learning under distance education influenced your completion of B.Ed by distance education? Yes [ ]  No [ ]
b) Give a reason for your answer above
........................................................................................................................................

14. a) How often do you do your studies as a distance education student

Daily [ ] Fortnightly [ ]
Weekly [ ] Monthly [ ]

b) Have you set time aside for reading? Yes [ ] No [ ]

If yes, what is your most ideal time?

Morning (6am – 9am) [ ]
Mid morning (9am-12 noon) [ ]
Afternoon (2pm-6pm) [ ]
Evening (6pm-10pm) [ ]
Midnight (12am-2am) [ ]
3am – 5am [ ]

Any other, specify .................................................................................................................................

15. How often do you go online for forum discussions on matters to do with distance education?

Daily [ ]
Weekly [ ]
Fortnightly [ ]
Monthly [ ]

Others (specify)...................................................................................................................................

Never [ ] Give reasons
........................................................................................................................................

Section D: Influence of self-motivation on completion of B.Ed degree by distance education

16a) Have lack of self-motivation interfered with your completion of B.Ed degree by distance education? Yes [ ] No [ ]
b) Give a reason for your answer in (a) above
.........................................................................................................

17a) Has low intrinsic motivation affected your completion of B.Ed degree by distance education? Yes [    ] No [    ]

b) Has isolation affected your completion of B.Ed degree by distance education?
Yes [    ] No [    ]

c) Has alienation affected your completion of B.Ed degree by distance education?
Yes [    ] No [    ]

d) Have unfamiliar learning modes affected your completion of B.Ed degree by distance education? Yes [    ] No [    ]

e) Has teacher support affected your completion of B.Ed degree by distance education?
Yes [    ] No [    ]

f) Has self management affected your completion of B.Ed degree by distance education?
Yes [    ] No [    ]

g) Has self reliance affected your completion of B.Ed degree by distance education?
Yes [    ] No [    ]

18. Have you ever considered deferring the course due to lack of interest? Yes [    ] No [    ]

Section E: Influence of external distraction on completion of B.Ed degree by distance education

19a) Could family commitments contribute to incompleion of B.Ed degree by distance education? Yes [    ] No [    ]

20. Which one among the following affects/affected completion of distance education programme?

Family conflicts [    ]
Conflict of study time versus family obligations [    ]
Added responsibilities [    ]
Conflict of interest [    ]
Traumatic events in the family [  ]
Illness in the family [  ]
Any other (specify)........................................................................................................

Thank you
APPENDIX III

INTERVIEW SCHEDULE FOR DISTANCE LEARNERS

1. Gender: Male [ ] Female [ ]

2. Age bracket: Below 25 years [ ]
   25-35 years [ ] 36-45 years [ ] 46-55 years [ ]
   56-65 years [ ] Above 66 years [ ]

3. Have finances interfered with the completion of your in distance education programme?
   Explain
   ……………………………………………………………………………………………………………………………

4. Are you likely to finish your course within the scheduled time?
   Why?
   Give reasons
   ……………………………………………………………………………………………………………………………

5. How have personal issues interfered with your completion of the distance education programme?
   ……………………………………………………………………………………………………………………………

6. Do you interact with other students in your programme?
   ……………………………………………………………………………………………………………………………

7. Have family issues and obligations interfered with your completion of the distance education programme?
   If yes, explain
   ……………………………………………………………………………………………………………………………

8. Have your commitments at work interfered with completion of your distance education programme?
   If yes explain
   ……………………………………………………………………………………………………………………………

9. Does the time you get off work affect your study?
   ……………………………………………………………………………………………………………………………
Explain

10. Does your work involve much travelling?

11. Do you have a heavy workload?

12. Do you have a heavy domestic workload?